



April 1, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Happy Friday! Hope your April Fools' Day has been memorable for all the right reasons. For most children, April Fools' Day is a day of fun filled practical jokes, pranks, and hoaxes. Have you ever wondered the origin of this silly holiday? Apparently, April Fools' Day is attributed to France. When France switched from the Julian calendar to the Gregorian calendar in 1582, the first day of the new year on April 1st came to be known as April Fools. I can understand the confusion of changing the calendar to observe the first day of the new year from April 1st to January 1st probably did invite some people to forget while others possibly did not want to make the change. Either way, the custom evolved into a day of silly pranks. In France, paper fish are taped to the backs of unsuspecting victims. In some countries, throwing flour at each other is a part of the festivities. As a child, I always thought April Fools' Day was a lot of fun. It does not hold the same enchantment to me now – but we should really try to remember how much fun it was to be silly with a practical joke on this unique day.

Our spotlight this week is shining on Coastal GLRS. Learn more about their work with specially designed instruction and Lead emBrace professional learning. Coastal GLRS rocks!



April Fool's Day

Our staff highlight is Anne Meyers, Program Specialist, in the Results Driven Accountability unit. Anne is full of energy and truly embraces her work with excitement. Her true passion is supporting students with significant cognitive disabilities. I know you will love learning more about Anne. She is an excellent addition to our staff.

Very special recognition goes to Dr. Zabrina Cannady, Assistant Superintendent for Houston County. Zabrina was recently honored by AASA, the School Superintendent's Association, as a finalist for the 2022 Women in School Leadership Awards. Congratulations!

Please also consider being a part of the Georgia Teacher/Provider Retention Program for next year. Our first cohort of induction level teachers from 94 LEAs is just completing their first year. Be sure to read the article and make plans to be a part of the work.



Red, Yellow, Blue Flowers

Winston Churchill said, "The greatest lesson in life is to know that even fools are right sometimes." The old Chinese Proverb says, " Fool me once shame on you; fool me twice, shame on me." Benjamin Franklin offered this wise advice, "Wise men don't need advice, fools won't take it." These words of wisdom are certainly timeless and give plenty of reason for thought. I am hoping your April Fools' Day was filled with fun and laughter! No pranks from me, just admiration for each of you.

You are appreciated. Hang in there – spring break is soon!

Keeping Students First,
Wina

Special Education Events & Due Dates

Please review for upcoming events and the **Due Dates Calendar** for deadlines and key dates.



Latest news

Coming Up

April 7 at 1:30 PM –FY22 Special Education Summer Data Collections for Special Education Registration Link

April 12 at 1:00 PM –Special Education Directors' Webinar Meeting Link

April 13 at 2:00 PM – **The Cycle of Specially Designed Instruction (SDI): Align, Plan, Implement, and Monitor (FY22 SSIP Spring PL Series)**

Registration Link

April 26 at 3:00 PM – **Transition Webinar Series #6 Meeting Link**

April 27 at 10:00 AM – **Student Record: What Additional Records Impact Special Ed Data? (FY22 School-Based Administrators PL Series)**

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April 13 at 2:00 PM – **Utilizing Explicit Instructional Strategies for Students with Disabilities (FY22 SSIP Spring PL Series) Registration Link**

Reminders

April 20 – Disproportionality Compliance Reviews end for applicable LEAs.

Open through May 31, 2022 – Parent Survey is open in the Special Education Applications Dashboard for LEAs to review results, with hourly updates. Please share the **FY 22 Parent Survey link** in your LEA and encourage participation.

Open through June 15, 2022 – Student Record Data Collection available in the GaDOE Portal

Coming this July:

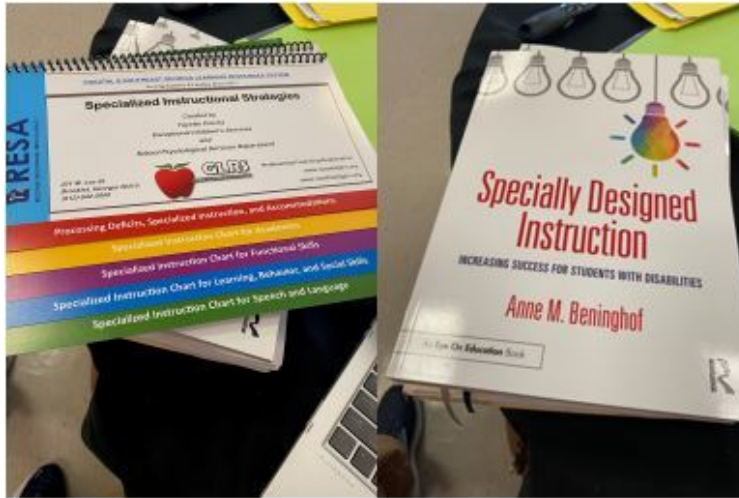
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- July 31 – Preschool Exit Data (FY22 Data) are due.
- July 31 – Post-School Outcomes (for FY 20-21 Exiters) are due.
- July 31 – Timelines for 2021-2022 are due.



Coastal Plains GLRS logo

District Highlight: Coastal GLRS

Coastal GLRS is involved in supporting building-level administrators in leading effective co-teaching using their Lead emBRACE Framework which is used to help leaders build strong systems of support and sustainability for school improvement.



Recently, they provided professional development for 23 principals and 26 assistant principals on Specially Designed Instruction and Lead emBRACE focusing specifically on the following:

- How to intentionally plan for specially designed instruction using a 7 step planning process.
- How to develop a "listening tour" to engage their leadership teams in taking ownership of this work.

The day was filled with collaboration, connection, and engagement for co-teaching excellence!

Coastal GLRS is on the move!



Anne "Annie" Myers, Program Specialist, GaDOE Special Education and Student Supports

GaDOE Spotlight: Anne "Annie" Myers

Anne "Annie" Myers is a proud member of GaDOE's Results Driven Accountability team, Georgia Alternate Assessment team, and Program Specialist for Intellectual Disabilities, which she considers a dream career role. She began her career in education in Florida serving students with significant

cognitive disabilities and has been working in the field of education for 12 years. She has also had the opportunity to teach students in the general education setting, resource setting, co-taught setting, and self-contained setting. Two years after moving to Thomasville to serve students with significant cognitive disabilities, she was honored to be named her school's teacher of the year. However, her most gratifying professional accomplishments were the securing of a private grant for and coordinating the development of the first adaptive and accessible playground in her school district and adjacent underserved community; the formation of her Hiking Club- a motivational, before-school activity and club created for students who had a BIP in place; the creation of a Biking Club for students with significant disabilities; and coaching Special Olympic Cycling Gold Medalists on community funded and donated accessible/adapted bicycles and tricycles.

Anne's Significant Cognitive Disabilities team is passionate about providing teachers and administrators with resources and learning opportunities to serve students with the most significant cognitive disabilities. Along with Paula Gumpman and Jessie Moreau, she has been fortunate to be able to provide in-person training to teachers serving this amazing community of students.

Anne has a 13 year old daughter, "CeCe," two dogs, Nutella (a Yorkie a.k.a. Queen of the House) and Cholula (a fox red Lab), and is a high school varsity softball coach. Her family is very much into "Maximum Activity Mode," so on weekends, you are most likely to find them at the softball fields; fishing, boating/swimming at the lake or the beach; or loading up the RV for their next adventure!



Dr. Zabrina Cannady, Assistant Superintendent for Houston County Schools

Congratulations Dr. Zabrina Cannady

Please join me in congratulating Dr. Zabrina Cannady, Assistant Superintendent for Houston County Schools. Zabrina is a former special education director for

the district yet continues to be directly involved in providing leadership for special education and broader student services. Dr. Cannady was honored in February (2022) at the AASA National Conference as a finalist for the 2022 Women in School Leadership Awards.

Zabrina is the immediate Past-President for G-CASE. She also serves on the GAEL Board and will be the GAEL President in 2022-2023. In addition to providing leadership in Georgia, Zabrina is the Treasurer on the CASE International Board. We are so very proud of your work on behalf of students with disabilities. Zabrina is leading by example.

The awards, sponsored by Horace Mann and AASA, pay tribute to the talent, creativity and vision of outstanding women educational administrators in the nation's public schools. "Horace Mann supports AASA's efforts to increase the number of women in educational leadership roles," said Horace Mann president and CEO, Marita Zuraitis. "A critical component of this initiative is increasing visibility of the exceptional women leaders who are driving positive change in our schools. As a company dedicated to serving educators and committed to fostering an inclusive culture, Horace Mann is proud to honor these remarkable leaders. Congratulations to our finalists."

"A bold initiative that is imperative in public education is recognizing exceptional leadership from the scores of outstanding women who are creating positive learning solutions on behalf of the students they serve in their respective communities," said Daniel A. Domenech, executive director, AASA. "It has been a longstanding tradition of AASA to honor female leaders whose work is exemplary. We are grateful to Horace Mann for supporting this program."



Arrows

Program Pointers: Individualized Education Program Implementation (Parent Concerns)

Parents of a child with a disability are necessary participants in the development of the IEP. It is important that parents provide information about their views of their child's progress or lack of progress, as well as express any

concerns about the overall educational development of their child. Parents provide important knowledge about how the child behaves and performs outside the school setting. Parents are encouraged to participate in meetings about their child to discuss with the school staff the child's evaluation and instructional needs, as well as the progress on goals and objectives within the IEP and in the general education curriculum. See the **Parents section** of the Special Education Rules Implementation Manual.

Parental concerns regarding the child's education: What is written in this section of the **IEP** should be the result of ongoing communication with the parent regarding the child's academics, behavior, performance on goals, and/or future plans. The parent should be provided an opportunity for specific input. Even if the parent does not attend the meeting or does not provide input at the time of the meeting, the information entered should be drawn from communication that has occurred over the previous school year with the parent.

For more information regarding parent concerns as well as parent participation during the IEP process, please see **160-4-7-.06, IEP 12-14-20**, [34 C.F.R. § 300.322(a)(1) – (2)], **Facilitated IEP Team Meeting Procedures Manual**.



*U.S. Department of Education
logo*

OSEP's Annual Reports to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)

The OSEP Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (**IDEA**), as reauthorized in 2004, requires that the Department of Education report annually on the progress made toward the provision of a free appropriate public education to all children with disabilities and the provision of early intervention services to infants and toddlers with disabilities.

Annual Report to Congress
OSEP Fast Facts



*Effective Personnel for All: Attract,
Prepare, Retain*

Georgia Teacher Provider Retention Program

Georgia Teacher Provider Retention Program is completing Cohort 1. We have trained over 450 new special education teachers from 94 LEAs on High Leverage Practices (HLPs) using our Georgia Learning Resources System (GLRS) trainers and LEA trainers. This training also included Mixed Reality Avatar Simulation practice with feedback and a coaching/mentoring component. The data speaks to the program's success. 95% of participants stated the training was of high quality, relevant, useful, and changed their practice to increase student achievement. Most participants have indicated they plan to return to their teaching positions in special education for the upcoming school year. We want your district to join us for Cohort 2. Contact your GLRS for more information and to register to participate in the 2022-2023 Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.



People in a group giving high fives

TVI Boot Camp- Strategies to Support Sensorimotor Stage Learners, IN-PERSON Conference June 28-30, 2022 in Lawrenceville

Millie Smith reminds TVIs to be aware of the incredible significance visual

impairment has on cognitive development. Because our visually impaired students with multiple disabilities have difficulty accessing high quality sensory information, many of them remain in the first stage of cognitive development - what Piaget called the sensorimotor stage. At that stage, the role of the TVI is to provide sensory experiences that help the child answer two important questions of sensorimotor learning: “What is it like?” and “What does it do?”

GSAP is excited to invite TVIs to our first TVI Boot Camp - a 3-day exploration of providing instruction to sensorimotor learners that will help them make sense of their world! We'll be led by Stacey Chambers, who is co-developing the update to the Sensory Learning Kit – Sensing and Learning for APH. See the **TVI Bootcamp flyer** for more information!



*Parent to Parent of Georgia
logo*

Parent to Parent Trainings

Topic: Guardianship and Alternatives: Part One & Two

Join us as attorney DJ Jeyaram presents a two part series on guardianship and its alternatives.

Part One - Securing Guardianship

When guardianship is needed for your child (under 18 and over 18)? How to pick a guardian? and How to apply for guardianship?

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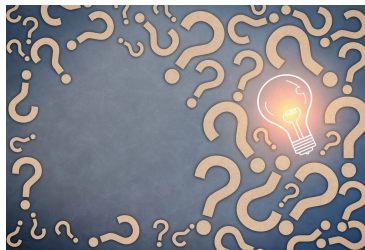
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Assistive Technology logo

Assistive Technology and Accessible Educational Materials

Assistive Technology is any device that helps an individual learn, communicate, or function better. It could be something as simple as a different shaped pencil to improve grip or an advanced computer system used for communication. The possibilities are only limited by a person's imagination. GaDOE's **AT webpage** has a lot of information including short videos about specific AT topics and documents that you might find useful!



Question marks

MTSS Snapshot: Myths & Facts: Tier III – Intensive Interventions

Intensive intervention at Tier III of a multi-tiered system of supports (MTSS) is designed to support students with the most severe and persistent learning and/or behavior difficulties. The National Center on Intensive Intervention (NCII) defines intensive intervention as a data-driven approach to intensifying and individualizing academic instruction and behavioral supports through the systematic use of assessment data, validated interventions, and research-based adaptation strategies (NCII, 2013).

Increasing evidence suggests that early identification and immediate provision of intensive intervention results in significantly stronger academic performance (Al Otaiba et al., 2014; Fuchs et al., 2012). Therefore, a deeper understanding

of MTSS and intensive interventions is necessary to meet the requirements of students who demonstrate the need for more individualized support at Tier III. Myths and truths about Tier III and the processes used to support students are examined in this article to assist educators in developing and understanding individualized intensive interventions.

Myth 1: Students must move sequentially through a continuum of supports before accessing intensive intervention (e.g., Tier I → Tier II → Tier III).

Fact: According to recent research, universal screening data may be used to identify those students who will need the most intensive intervention(s). Children with the weakest initial skills or multiple risk factors who are identified through multistage screening methods may bypass Tier II supports and move directly to intensive intervention. Growing evidence shows that early identification and immediate provision of intensive intervention for students identified as high risk results in significantly stronger academic performance than for those who move linearly through the tiers (Al Otaiba et al., 2014; Fuchs et al., 2012). Beyond screening data, for students with intensive and persistent difficulties, historical data or other sources of information likely exist that could document the need for intensive intervention without the need for screening assessment (e.g., early warning indicators, discipline referrals, documented teacher or family concerns). A team's decision to fast-track a student to Tier III should be guided by student data across multiple sources and made on an individual, case-by-case basis.

Myth 2: Tier I and Tier II must be in place before implementing intensive intervention.

Fact: A lack of lower tiers of support should not be the reason to delay intensive supports for students who need them. In some instances, schools may need to concurrently work to improve Tier I support while also attending to students who require intensive intervention(s). Schools and districts with robust Tier I and Tier II systems are more likely to have the infrastructure in place, i.e., evidence-based interventions, progress monitoring, fidelity monitoring, data-based decision-making teams, necessary for effective Tier III implementation (Kittelman et al., 2021; Lemons et al., 2019).

Myth 3: Intensive intervention is the prereferral approach to special education, and Tier III supports stop once students begin receiving special education services.

Fact: MTSS is not intended to be the “highway” to special education

identification. However, if a student presents with identified needs or is suspected to have a disability, it is the responsibility of educators to move forward with the evaluation process. Although schools may use intensive intervention to help meet Child Find obligations under the Individuals with Disabilities Education Act, many students already identified with disabilities will likely benefit from intensive intervention in one or more areas of need. Furthermore, intensive intervention may be an appropriate mechanism for delivering specially designed instruction for some students with disabilities. The primary purpose of intensive intervention is to ensure that students with the most severe and persistent learning and/or behavioral needs have access to the necessary level of support. Thus, schools must ensure that intensive intervention is available to all students who need it, regardless of disability status.

Source: **National Center on Intensive Intervention**

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.

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April 8, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Happy Friday! I had the opportunity to travel to Chicago for a State Director's meeting earlier this week. When visiting a city, I like to see the famous places or enjoy the food best known in the area. Chicago is famous for their architecture and deep-dish pizza. The deep-dish pizza was everything I imagined! Maybe even more than I imagined.



Chicago skyscraper

I have included a picture as that is the best I can do to share the experience with each of you. As I thought about famous sights and foods of Chicago, it made me stop and think about what are we famous for? In other words, what are you best known for or what is your district recognized for in supporting students with disabilities? I am challenging myself as well as each of you to stop and give that question a little thought.

Sometimes our perceptions do not match with the perceptions of others. As for me, I will continue to work diligently to improve the supports and services for our students, families, teachers, and administrators. I know there is much work to be done and I will continue to strive for excellence. I know you will too!

Our district highlight this week is WestGA GLRS about their ID Consortium and the training their ID teachers have participated in over the past few weeks.

Our staff spotlight is shining on Paula Gibson. Paula adds a great deal of experience to our work. She has served in several units during her 16 years at the Georgia Department of Education. Paula is always responsive and so well researched when providing support. We are grateful for Paula's contributions.



Chicago deep-dish pizza

Famous as deep-dish pizza in Chicago? Well, we all need goals! Please join me in the commitment to strive for excellence in all we do. Our students are counting on us!

In all seriousness, thank you for your leadership and commitment to students with disabilities. You are all famous to me!

Keeping Students First,
Wina

Special Education Events & Due Dates

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Tessa Bailey, American Institutes for Research

MTSS Overview with Tessie Bailey

The Division for Special Education Services and Supports is excited to have Tessie Bailey, PhD, from the American Institutes for Research provide an overview of the Multi-Tiered System of Supports. This MTSS presentation will cover the benefits of MTSS for schools and students, how it aligns with the Student Support Team (SST), and its role in special education.

This session is open to everyone on April 13 from 9:00am to noon. Please use the link below to attend. If you have any questions, please contact Lynn Holland lholland@doe.k12.ga.us or Belinda Tiller btiller@doe.12.ga.us.

Register to join the MTSS Overview Session [here](#).

GaDOE Spotlight: Paula Gibson

Paula Gibson has worked in education for 16 years. Paula currently serves as a District Liaison for local educational agencies (LEAs) in the Northwest and North Central Regions of our state within the Division for Special Education and Related Services. As part of the Results Driven Accountability Unit, she is responsible for general

supervision and monitoring support under Georgia's Continuous Improvement Monitoring Process (GCIMP) to help guide LEAs in Individuals with Disabilities Education Act (IDEA), applicable federal regulations, and Rules of the State Board of Education implementation. Paula has also served in the GaDOE Georgia Online Individual Education Program (IEP) Unit as well as the Family Engagement and Dispute Resolution Unit.

Additionally, Paula served as District Liaison for the Southwest Region and Metro Charter Schools.

Paula continues to impact educator practice and increase student success as the GaDOE contact for Traumatic Brain Injury (TBI) eligibility category and by contributing to multiple IDEA program projects.



*Paula Gibson, Program Specialist,
GaDOE Special Education and
Student Supports*



*Participants watching a
presentation*

District Highlight: WestGA GLRS

The WestGA GLRS ID Consortium has met three times this school year. Jessie Moreau, M.Ed., NBCT, has led this ambitious group of teachers. The consortium has provided ID teachers the opportunity to collaborate with their peers, learn great new strategies and tools to utilize in the classroom, and create resources for their classrooms. They have participated in a book study along with trainings that included Making Use of Daily Classroom & Student Schedules, Utilizing Adapted Literature for Communication & Language Development, Autism Strategies, Using Visuals, and Behavior Supports. All training provided hands-on activities and each afternoon ended with a make and take session.



WestGA's GLRS ID Consortium has been a great success this year and they are looking forward to watching this group grow and learn together in the future.



Reports

Annual Performance Reports- Available Now

The 2020-2021 Annual Performance Reports are now available in the Special Education Applications Dashboard for LEA review. Your LEA's report can be accessed from the landing page in Special Education Applications. Please select the REPORTS tab at the top of the landing page, and the 2020-2021 report will display.

These reports will be publicly released on April 15, 2022. Please contact your District Liaison if you have any questions, or concerns, regarding your report.



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Assistive Technology logo

Assistive Technology and Accessible Educational Materials

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to improve grip or an advanced computer system used for communication. The possibilities are only limited by a person's imagination. GaDOE's **AT webpage** has a lot of information including short videos about specific AT topics and documents that you might find useful!



Teacher and students in classroom

MTSS Snapshot: Tier II Interventions – Practices in Action

MTSS requires a solid Tier II practice that is implemented with fidelity. What does that look like in schools? It includes Tier I instruction with whole-class differentiated core instruction layered with Tier II supports that include small group targeted instruction provided to approximately 15% of students. Tier II supports should include evidence-based interventions combined with high leverage practices. This sounds easy as a practical application and process; however, much goes into identifying students, selecting resources, and aligning schedules. Ideally, Tier II interventions are provided in small groups (1-6 students), and it is important to schedule intervention time for students with similar needs to be able to utilize such a structure.

Tier II can be overlooked as a powerful tool to support students that has potential to reduce the number of students who require intensive interventions. This is only manageable if Tier I and Tier II are solidly in place. Teachers are excellent at planning next steps for students who demonstrate a need for additional supports. However, it is important to avoid the practice of “jumping ahead” with an intervention plan for students that leaps straight to Tier III without utilizing Tier II practices. Effective Tier II practices:

- Are seamlessly layered onto Tier I differentiated core instruction.
- Rely on an analysis of screening data to identify at-risk students and determine the quality and reliability of the Tier I differentiated core.
- Provide targeted intervention(s) for small groups of students who require support in addition to Tier I instruction.
- Should be readily accessible to support students as they demonstrate need.

- Include systematic and explicit instruction and interaction between the educator and the student.
- Must be frequently progress monitored through the use of progress monitoring tools.
- Should demonstrate a rate of improvement targeted at a year-end achievement goal.

As student needs are identified, it is important to ensure that Tier II practices are utilized in addition to Tier I instruction. If not, too many students end up being identified for Tier III intensive interventions. This quickly becomes unmanageable for schools. Take the necessary time to plan the steps needed for effective tiered supports, and the student growth will be incredible.

Source: *Branching Minds Blog, What you Need to Know with Tier 2 Practices, Brittany Shurley*

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.

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April 14, 2022 Email Blast

Office of Federal Programs - Division for Special Education



Directors,

Happy Easter

Spring is in the air along with lots of yellow pollen. The temperatures this week are in stark contrast to the snow flurries at my house last Saturday. My grandmother always said not to plant the garden or plant flowers until at least Good Friday, or you risked the weather being too cold. Keep in mind that I grew up in the North Georgia mountains. I am sure for some of you in South Georgia there is a different timeline. Honestly, Grandma's advice is very true for North Georgia. Although there are many sayings and customs that I still hear my grandmother whisper in my ear, I thought you might enjoy a few words of wisdom from the Easter Bunny.



Easter Bunny

ALL I EVER NEEDED TO KNOW ABOUT LIFE I LEARNED FROM THE EASTER BUNNY

Don't put all your eggs in one basket.

Walk softly and carry a big carrot.

Everyone needs a friend who is all ears.

There's no such thing as too much candy.

All work and no play can make you a basket case.

The grass is always greener in someone else's basket.

-Author Unknown

Maybe not the wisdom of Grandma, but I do hope these words ring true for you or at least made you smile!

Our district highlight this week is Harris County Schools. Learn more about their STEAM initiative designed to include all students. I especially like the incorporation of assistive technology. I am so proud of this work!



Easter Bunny with Easter eggs

Our staff spotlight is shining on Anne Ladd. Anne is simply a joy to have on our team. She brings a perspective to the division that is much needed. Anne's contribution to the Parent Mentor Partnership in Georgia is to be commended. Her leadership is well recognized across the nation. We are grateful to Anne and her support of students and their families.

This week's blast is packed with announcements, resources and registration opportunities. Of particular importance, please consider being a part of the Teacher Induction Program for FY23. A link to an interest survey is included. It is also time to register new directors for SELDA. Help us identify new directors to be a part of this important cohort.

Take time to enjoy the beautiful spring flowers, azaleas and dogwood trees in bloom. Spring is a special time of rebirth. Slow down and enjoy! If I don't see you before Easter, be sure to hide the eggs!

Your dedication and commitment are appreciated. Please know - you are valued.

Keeping Students First,
Wina



Latest news

Special Education Events & Due Dates

Please review our Georgia DOE SPED Calendar for upcoming events and the Due Dates Calendar for deadlines and key dates. **A new Due Dates Calendar for FY23, beginning July 1, 2022, is now posted.**

The Due Dates Calendar contains many dates in July. Please review it.

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April 27 at 2:00 PM – **Utilizing Explicit Instructional Strategies for Students with Disabilities (FY22 SSIP Spring PL Series) Registration Link**

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April 20 – Disproportionality Compliance Reviews end for applicable LEAs.

Open through May 31, 2022 – Parent Survey is open in the Special Education Applications Dashboard for LEAs to review results, with hourly updates. Please share the **FY 22 Parent Survey link** in your LEA and encourage participation.

Open through June 15, 2022 – Student Record Data Collection available in the GaDOE Portal.

District Highlight: Harris County School District

Making STEAM Adaptive for All

By Amanda Theus, Park Assistant Principal; Lacey Rabon and Brandy Haralson; Park Self-Contained SPED teachers



Harris County School District logo

As a school works to be STEAM certified, it is important to include all students...and all learning levels. Park Elementary, in Hamilton, Ga., is on that path now. Park's special education department is working to bring every student on the STEAM journey by integrating hands-on, project-based learning activities. The activities allow for problem solving and opportunities to take ownership of one's own learning, which is not always a concrete experience. For some students, lessons involving concepts that cannot be seen, touched, or felt, may prove to be challenging and in need of a non-traditional approach. Teachers are using a STEAM-centered curriculum model to counter such challenges and maintain student interests to further bring lessons into tangible existence. Grade level teachers also employ collaborations with specials teachers to form mini lessons that use Professional Arts Integration Resource (PAIR) strategies to bring art integration into life.

To support lesson/unit planning, there are a number of tools to aid in this effort:

- Georgia Department of Education (GaDOE) STEAM training webinars
- PAIR (Professional Arts Integration Resource) training to improve understanding and implementation of authentic arts integration.
- Use of the GaDOE Extended Content Standards (under the GAA tab)
- STEAM journal implementation
- Use of adapted paper, highlighting, picture symbols, etc.

Individual Education Program (IEP) objectives can be integrated within the STEAM curriculum approach in a variety of ways, the most common of which is with the use of journals. STEAM journals provide a platform for bridging the gap between standards and levels of student comprehension. The Engineering Design Process is recorded in journals as students navigate the lesson. For Park students, the design process includes the following phases: empathy, ask, imagine, plan, create, improve, and share. The seven facets guide the collaborative efforts of students and teachers.

To support student understanding of which stage of the Engineering Design Process they experience, visuals and picture cues are created from a school-wide graphic that is offered as a prompt throughout their journaling process. Voice to text or AAC (Augmentative Alternative Communication) features aid in creating digital journals to meet the needs of diverse learners at all levels.

Park is trailblazing this new curriculum model. Through collaborations, art integration training, and the institution of a design process, all students - from elementary to high school levels - can collaborate in peer-led activities that better prepare students for real world application.



Anne Ladd, Family Engagement Specialist, GaDOE Special Education and Student Supports

GaDOE Spotlight: Anne Ladd

Anne is a Family Engagement Specialist in the Division for Special Education Services and Supports. Previously, she taught kindergarten, and worked at the Georgia ADA Exchange as a project coordinator for a Project of National Significance that focused on student-led IEPs, self determination and leadership development in 6 high schools across the state. This ultimately led to the unique opportunity to serve as a parent mentor in Gwinnett County Public schools for 8 years.

Anne is very proud of her contribution to the development of the GaPMP Family Engagement Framework. Each year, the parent mentors utilize the framework to guide their work on an initiative with target families. The data collected by the parent mentors is submitted in a final report each April. These reports measure how the information taught to the target families and the action (vital behaviors) families take based on the information, contribute to better student outcomes. Additionally, she is proud of the leadership that parent mentors provide across our state. You can check out some of the things the parent mentors are doing on the [Georgia Parent Mentor Partnership webpage](#).

Anne has two remarkable sons, Nathan and Matthew. Her younger son Matthew, "Matty", changed the course of her life. He has been the source of her passion for supporting people with disabilities to live full productive lives with dignity. It is Matty's enviable life that serves as a reminder that everyone can contribute and be a valued member of their community. She also has a wonderful husband Paul, and they will celebrate 32 years of marital bliss on May 5. The newest member of their family is Franny, their Huskey-Bernedoodle puppy. The family loves to hike, swim, bike and travel. They visit Maine every summer.

Program Pointers: Individualized Education Program Implementation (Transition Service Plan – Annual Goals)



Arrows

Every IEP must contain measurable annual goals. As the term annual suggests, it is reasonably expected that the goal(s) be accomplished within twelve months. It is no different for students who have **Transition Service Plans**. Transition Service Plans, which are part of an IEP, must be in effect prior to the student entering 9th grade or turns 16 years old. Post-secondary outcome/completion goals (goals related to what a student wants to achieve after graduation): Employment, Education and/or Training, and Independent Living must each have at least one corresponding annual transition goal that contains the relevant information needed to help the student achieve their desired post-secondary outcome goals.

The annual transition goals should be meaningful, measurable, based on age-appropriate transition assessments, and relate to the how, when, where and what is needed to help students move towards meeting their post-secondary outcome goals. The annual transition goals must align with the student's post-

secondary outcome goals. The types of annual transition goals include development of employment, education/training, community participation, adult living skills, post-school options, related services, and daily living skills. It may even be appropriate to have multiple annual transition goals or objectives to help the student reach their post-secondary outcome goals. Progress monitoring and reporting of completion of annual transition goals should also be completed. When students reach their annual transition goals throughout the year or prior to the end of the current IEP, a new goal should be written. For more information regarding Transition Service Plans, please see **160-4-7-.06**.



Graphs and data with a calculator

Important Budget Information

In March, the State Board of Education approved additional carryover allocations to the FY21 IDEA 611 grant. These funds will expire on September 30, 2022. Please complete budget amendments for this additional funding in the Consolidated Application as soon as possible. As the school year draws to a close, be sure to submit drawdowns for all expended funds for all grants. The grant period for all state funding will end on June 30, 2022.

The High Cost Grant and Residential and Reintegration Grant applications have been reviewed and will be submitted to our State Board of Education at the May board meeting. Please reach out to your Budget Liaison if you have any additional questions.

2022-2023 Special Education Leadership Academy (SELDA) Registration

If you are a new Special Education Director for the 2022-2023 school year, please register for the Special Education Leadership Development Academy (SELDA). SELDA provides professional learning and mentorship for new (first and second year) Directors of Special Education in conjunction with the Georgia Council of Administrators of Special Education (G-CASE). During the 2022-2023 school year, some sessions will be face-to-face. All face-to-face sessions will have a virtual option. The first session, on July 21-22, 2022, will be a face to face meeting at the Twin Towers, West (205 Jesse Hill Jr. Drive, Atlanta, Ga. 30334).



People watching a presenter

Use the link below to register to be a member of the 2022-2023 SELDA cohort. This link will also provide you with the dates, locations, and virtual registration links. Be sure to register if you plan to attend virtually. The registration links will also be posted on the **SELD A website** . If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us.

Registration link for the 2022-2023 new Special Education Director's Cohort



Reports

OSEP Releases Fast Facts on Students with Disabilities who are English Learners Served under IDEA Part B

OSEP is excited to release a new **OSEP Fast Facts: Students with Disabilities who are English Learners (ELs) Served under IDEA Part B**, which explore our IDEA, Section 618 data with the specific lens on one of the fastest-growing populations of students with disabilities served under IDEA.

Highlights from OSEP Fast Facts: Students with Disabilities who are English Learners (ELs) Served under IDEA Part:

- Approximately 1.6% of students enrolled in public elementary and secondary schools are dually identified as a student with a disability under IDEA, Part B and an English Learner.
- The number of students with disabilities that are ELs in the U.S. grew by close to 30% between SY 2012 and SY 2020. Fifty-one states, outlying areas, and freely associated States saw an increase in the number of students with disabilities served under IDEA, Part B.
- ELs were more likely to drop out of school, less likely to graduate with a regular high school diploma, and more likely to receive a certificate as compared to all students served under IDEA, Part B.
- ELs were more likely to be identified with specific learning disability and speech or language impairment and less likely to be identified with other health impairment, autism, and emotional disturbance as compared to all school aged students served under IDEA, Part B.

OSEP Fast Facts is an ongoing effort to display data from the 12 data collections authorized under IDEA Section 618 into graphic, visual representations with the intent to present 618 data quickly and clearly.

Visit the [OSEP Fast Facts page](#) for existing and future Fast Facts.

2022 Autism Celebration Month at Emory!

It is time to Celebrate Autism and Neurodiversity at Emory! Please visit the [Program Website](#) for information about the Events, our Team, our [Sponsors](#), and more! Take a look at the [Authentically Autistic Agenda](#) for a sneak peek on the offerings, and please mark your calendars for our other virtual events later in the month. The [Research Symposium](#), the [Autistic Student Panel](#), and our [Closing Keynote](#) all will be outstanding and well worth your time!



Authentically Autistic logo



Educator Shortages in Special Education: A Tool for Developing Local Strategies

Teacher Shortage Toolkit

The CEEDAR Center in collaboration with state partners like Georgia, have created a Shortage Toolkit to assist states, districts and schools in attracting, recruiting and retaining teachers. Special education teacher shortages have existed for decades. Unfortunately, the urgent need for short-term solutions to fill vacancies often works in opposition to long-term, systemic efforts to create an effective teacher workforce. The [Educator Shortages in Special Education Toolkit](#) is organized around the guiding principle that short-term strategies to meet immediate demand must be intentionally paired with long-term, systemic strategies to attract, prepare, and retain effective special education teachers to create comprehensive shortage solutions. The Toolkit is organized around a Facilitator's Guide and three supporting sets of tools. We suggest you begin with the Facilitator's Guide.

Georgia Teacher Provider Retention Program

Georgia Teacher Provider Retention Program is completing Cohort 1. We have trained over 450 new special education teachers from 94 LEAs on High Leverage Practices (HLPs) using our Georgia Learning Resources System (GLRS) trainers and LEA trainers. This training also included Mixed Reality Avatar Simulation practice with feedback



Effective Personnel for All: Attract, Prepare, Retain

and a coaching/mentoring component. The data speaks to the program's success. 95% of participants stated the training was of high quality, relevant, useful, and changed their practice to increase student achievement. Most participants have indicated they plan to return to their teaching positions in special education for the upcoming school year. We want your district to join us for Cohort 2. Contact your GLRS for more information and to register to participate in the 2022-2023 Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.



Parent to Parent of Georgia logo

Parent to Parent Trainings

Topic: I Can Do That! A Brief Overview of Assistive Technology for Parents and Families

Join us as Clarissa Blanco introduces you to assistive technology (AT) devices and services for school-age children. They will also share information and tips on how to determine what AT your child might need to overcome barriers and achieve their goals.

Date: Thursday, April 21st at 1:00 PM - 2:00 PM

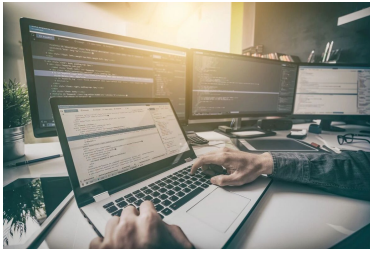
I Can Do That! A Brief Overview of Assistive Technology for Parents and Families Registration Link

Georgia Department of Education Educator Pipeline Dashboard

Welcome to the recently released **Georgia Department of Education Educator Pipeline Dashboard**. The purpose of the dashboard is to provide stakeholders with a comprehensive platform in which educator pipeline data can be analyzed at the state, P20, RESA, and district levels to determine growth and improve current pipeline trends, practices, and initiatives. On the website, you will click on the icons to find timely data to support the work of retaining staff.



Demographics, Attract, Prepare, Develop, Support, Retain



Person using a laptop with multiple screens

MTSS Snapshot: GO MTSS/SST Platform

Did you know GO MTSS/SST now links to GO IEP with the ability to transfer collected data and documentation easily for users of both platforms? It does! According to users, it is one of the most appreciated enhancements completed so far. The application was designed to support the

implementation of MTSS in Georgia. Therefore, the MTSS team and the Instructional Technology team for GaDOE continuously collaborate to provide enhancements to the GO MTSS/SST platform. These enhancements are mostly based on the suggestions from users of the platform. The purpose of Georgia's Online MTSS/SST (GO MTSS/SST) Application is to help districts and schools to create, monitor, update and maintain a record of a student's response to interventions.

This tool is available to all Georgia public schools, and it is helpful for tracking student performance on Tier II and Tier III interventions. The application also aligns with the SST rule and maintains meeting notes, parent communications, and recommendations for next steps.

Tier II Features:

- Assists teams with creating a record of students identified as at-risk for poor learning and behavioral outcomes.
- Allows users to select from their list of evidenced-based interventions.
- Permits users to assign identified students to Tier II intervention and supports groups.
- Allows users to enter progress monitoring data for each student.
- Supports users in making decisions based on students' responsiveness to Tier II intervention and supports.

Tier III Features:

- Ensures Student Support Teams (SST) adhere to the SST State Board rule.
- Allows users to record members of the SST.
- Permits users to schedule SST meetings.
- Allows users to enter student data, intervention details and progress monitoring data.
- Records team decisions and next steps.
- Assists LEAs in developing an educational plan designed to meet the unique needs of students.

For a demonstration of GO MTSS/SST, please contact Dr. Rondalyn Pinckney

at rpinckney@doe.k12.ga.us.

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.

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Federal Programs

April 22, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Moving closer to the end of the school year brings thoughts about the traditions and rituals we all enjoy. Honors Night, Field Day, Senior Breakfast, and the list could go on, but few traditions top the Junior/Senior Prom. The prom is a big life event - almost being a rite of passage. Do you remember your prom? I think we all do, and hope the memories are great. Risking embarrassment, I thought you might like to see a picture from my senior prom. The picture is not in good shape. I am sure we have better copies somewhere, but this picture was carried in my husband's wallet for many years. We found the picture in 2016 while moving out of our house in Carrollton. Yes - I attended the senior prom with Michael in the Spring of 1976. He was my boyfriend when I was a senior, but he was already in college. For the very first time, our prom was held away from the Pickens County High School gymnasium at a new mountain development in the county called Big Canoe. Big Canoe was four years old at the time. The building where the prom was held was called the Chimneys. It is still standing and in use. The weather was awful with pouring rain but that didn't dampen our spirits. I was very sunburned from attending a track meet the day before. Funny the things you remember. I am sure you



*Wina and Michael posing
for senior prom*

noticed the vintage looking dress was the fashion trend. An entirely different style to the current fashions. I am not sure my mother would have allowed a strapless dress even if that had been the fashion statement of the moment. Well, times change, and we grow-up, move away and life moves on well beyond the prom. Much can remain the same. I held on to my boyfriend who became my husband and now we live in Big Canoe. Life makes a full circle more often than we may think. As I have encouraged you before, take time to enjoy life. We are all so busy these days. Just remember the little moments become the big moments in life. Enjoy every minute!

Just a reminder that the Director's Forum will be held next Thursday, April 28th at 12:30 pm. If you are representing your GLRS region, please watch your e-mail for a reminder. You should already have a calendar invitation for the meeting. Please let me know if you need additional information. The Director's Forum provides a great way to engage and hear your input on how we can best support your needs.

This week's district highlight is Bleckley County Schools. You will love to learn more about the collaboration with the Certified Nursing Assistant (CNA) program at Bleckley County High School. (You will also hear a reference to the prom in this feature.) This highlight is a true story of collaboration and acceptance. Don't you know many lives will be changed because of this partnership. I could not be prouder!

Our staff spotlight is shining on Belinda Tiller. Honestly, Belinda is one of the most talented educators that I know. She exceeds all expectations in everything she does. We are truly blessed to have Belinda on our team. I hope she shares some of those cookies she plans to bake. Thank you, Belinda, for all you do!



Lucy the bulldog sniffing potted flowers

Please be sure to carefully read this week's pointer on Prior Written Notice (PWN). There are seven conditions that must be addressed to meet compliance. As you know, PWN is a typical area filed in complaints. Please allow our staff to support your professional learning in this area. We are happy to provide virtual or in-person presentations.

I am not sure I would have believed it if someone had told me I would be back home in the mountains 46 years later after graduating from high school. Home has a way of calling you back. I know many of your days are so hectic that you would love for life to slow

down. Just don't miss those little moments as they really have a way of becoming the moments that matter the most. Be like Lucy and stop to smell the flowers!

Thank you for all you do each day to support students and their families. I am very fortunate to have a front row seat to your great work. It matters greatly and you are making a difference each day.

Keeping Students First,
Wina

Special Education Events & Due Dates

Please review our Georgia DOE SPED Calendar for upcoming events and the Due Dates Calendar for deadlines and key dates. **A new Due Dates Calendar for FY23, beginning July 1, 2022, is now posted.**

The Due Dates Calendar contains many dates in July. Please review it.



Latest news

Coming Up

April 26 at 3:00 PM – Transition Webinar Series #6 Meeting Link

April 27 at 10:00 AM – Student Record: What Additional Records Impact Special Ed Data? (FY22 School-Based Administrators PL Series) Registration Link

April 27 at 2:00 PM – Utilizing Explicit Instructional Strategies for Students with Disabilities (FY22 SSIP Spring PL Series) Registration Link

May 5 at 11:00 AM – Content Integration Specialists Q & A- Live Session Registration Link

May 6 at 3:00 PM – Accessible Educational Materials and UDL Meeting Link

May 10 at 1:00 PM – Special Education Directors' Webinar Meeting Link

May 11 at 10:00 AM – School-Based Administrators Impact on the Success of Students with Disabilities (FY22 School-Based Administrators PL Series) Registration Link

May 11 at 2:00 PM – Instructional Delivery for Maximum Results for Students in Secondary Settings (FY22 SSIP Spring PL Series) Registration Link

May 12 at 1:00 PM – Professional Learning Series for School Psychologists (Disproportionality) Registration Link

May 18 at 2:00 PM – Things They Never Told You About Accessible Formats and Technology (FY22 SSIP Spring PL Series) Registration Link

Reminders

May 15 – Post-School Outcomes opens in SE Applications for data entry, due July 31, 2022.

Open through May 31, 2022 – Parent Survey is open in the Special Education Applications Dashboard for LEAs to review results, with hourly updates. Please share the **FY 22 Parent Survey link** in your LEA and encourage participation.

Open through June 15, 2022 – Student Record Data Collection available in the GaDOE Portal.



*Bleckley County School
District logo*

District Highlight: Bleckley County School District

What does CNA and SWD have in common in Bleckley County? Meaningful Partnerships!

This school year students with significant cognitive disabilities have been given many opportunities to be included in various classrooms. One of those opportunities has been with the CNA class taught by Mrs. Candi Dykes at Bleckley County High School in Cochran, Georgia.

It all started when one student, Dalia, stated she would like to work in healthcare after she graduates. The high school special education staff asked Mrs. Dykes if it would be possible for Dalia to check out the CNA class to see what it is all about. Mrs. Dykes did not even hesitate! She immediately said, “YES!” Dalia began to audit the CNA class daily where she is exposed to and can practice many skills that would enhance her future working in the healthcare industry. Dalia has learned so much already and not just about healthcare but in forming relationships and what it feels like to be included. She is truly a “natural” in healthcare according to Mrs. Dykes! Mrs. Dykes and her entire class have been pouring a lot of love and teaching into Dalia and it has been one of the coolest things to witness this school year!



Since Dalia had such a positive experience, Mrs. Dykes and her class expanded the invitation to the this entire classroom of students with special

needs. Now the two classrooms collaborate and plan many joint activities that they can do together. The activities have ranged from a scavenger hunt, making friendship bracelets, a balloon toss, Q&A games to a St. Patrick's Day party!



In asking several of our students what these opportunities mean to them, Dalia stated "It is really cool and good because I want to work at a nursing home in Cochran! I also love making new friends!" and "I like going in there and doing fun stuff!" and "It is

amazing!"

Mrs. Dykes also asked her students what the collaboration meant to them and they stated, "It is a lot of fun!" and "I wish we could do it more often!" Some of the CNA students recently told Mrs. Dykes that they made arrangements to include Dalia and Cameron (her prom date) in their dinner plans for the night of prom! How exciting is that?!



This experience has been as much of a joy for the CNA students as it has been for our students with disabilities. They have truly felt included and comfortable in Mrs. Dykes' class! Her class welcomed them all with open arms and afforded our students opportunities to do new things and make a lot of new friends. This has been an incredible year and we are so very thankful for special people like Mrs. Dykes and her students who "choose to include!"



*Belinda Tiller, District Liaison,
GaDOE Special Education and
Student Supports*

GaDOE Spotlight: Belinda Tiller

Belinda is the District Liaison for District 17 and District 18 and supports 22 LEAs. Supporting LEAs is her favorite part of her job at the Georgia Department of Education. Her goal is to provide directors with targeted support to make their job easier. She has not forgotten what it is like to sit in the directors chair. She serves as the contact for the areas of Specific Learning Disabilities, Other Health Impairment, and Dyslexia. For the upcoming year, she will be working in conjunction with two other staff members to plan SELDA meetings for 2022-2023. She is looking forward to the upcoming year and providing new directors with information and the support needed to navigate the first year in the position.

Belinda attended college to be a Business Education Teacher; however, her first job was in Special Education, and she knew from the first day in the classroom that she had found her calling. Before coming to the Georgia Department of Education (after retirement), Belinda was the Director of Student Services in Pierce County Schools for over 8 years. Before moving to the central office, she was a Special Education Lead Teacher at Pierce County Middle School and Transition Coordinator for Pierce County for 10 years. She was one of the first teachers at Pierce County Middle School to move from being a resource teacher to a co-teacher. Prior to moving to Blackshear, she worked in the Troup County School System where she was a resource teacher, ID teacher, and an Autism Inclusion Facilitator with Emory Autism. She started her teaching career in Bacon County Schools. She taught a resource class at Bacon County High School for the first three years of her teaching career. She spent 22 years in the classroom and loved every minute of it. She has taught elementary school, middle school, and high school. Teaching a college class is

on her bucket list so she can say she has taught at all levels.

One of Belinda's focus areas is Cross Functional Monitoring. In coordination with two other DLs, she has developed procedures to help LEAs navigate the process for Policies, Practices, and Procedures and compliant IEPs. This year, they have added office hours for LEAs to join the RDA Unit and the Budget Unit to ask questions about the process. They have focused on communication between the RDA Unit and the LEA. Their goal has been to help reduce stress during the monitoring process. Some of the presentations include: General Supervision, ESOL and SLD, and SLD Eligibility.

Belinda has two children, Trey, who lives in Memphis, TN, and Anna, a graduate student at Georgia Southern University, who will graduate in May with her Master's in Accounting. She and her children are all graduates of Georgia Southern University.

Belinda loves the beach and reading. Her perfect day would be sitting on the beach, reading a good book. she also loves spending time with family and friends. To her, nothing is better than great conversation and great food shared with family and friends. Every year, Belinda picks out something new to learn to cook and this year it is fancy sugar cookies. She attended a cookie school so, soon she will cook and decorate her first batch for her daughter's graduation celebration.



Arrows

Program Pointers: Prior Written Notice

Although the term Prior Written Notice is frequently used it does not appear that way in IDEA. It can be found in IDEA under Prior Notice by the public agency: content of notice (34 C.F.R. § 300.503) and aligns with Due Process. Prior Written Notice should be provided to the parents of a child with a disability when a change is proposed or refused. It must be provided in writing in a language that is understandable to the general public and in the native language or the mode of communication used by the parent. Parents may elect to receive Prior Written Notice electronically, as provided in IDEA (34 C.F.R. § 300.505). Although a specific time frame is not outlined in IDEA, Prior Written notice must

be provided in a reasonable time frame before the proposal or refusal occurs. This allows the parents time to fully understand the change and take action prior to implementation (OSEP Letter to Chandler, April 26, 2012). There are four specific areas that trigger the need for Prior Written Notice: identification of a child, evaluation of a child, educational placement of a child and the provision of free appropriate public education (FAPE) to the child.

According to IDEA, there are seven conditions that must be addressed to satisfy the requirements of a Prior Written Notice document.

They are as follows:

1. Describe the proposed or refused action. Be specific.
2. Explain why the proposal or refusal is taking place. This should relate specifically to the child.
3. Describe each evaluation, procedure, assessment, record or report used to make the conclusion.
4. Provide parents with a statement about their protections and rights and where they can obtain a copy of these documents.
5. Provide sources for parents to obtain assistance in understanding their rights.
6. Describe the options considered and rejected. The descriptions should be child specific and not general statements.
7. Describe other factors that are relevant to the proposal or refusal. This is an opportunity to include more child specific information.

Additional Resources:

[Implementation Manual Link](#)

[Prior Written Notice Template](#)

[Prior Written Notice Director's Technical Assistance Webinar Recording Link](#)

[Prior Written Notice Director's Technical Assistance Webinar PowerPoint Link](#)

[Prior Written Notice IDEA Link](#)

[OSEP Policy Letter to Chandler 2012](#)



Graphs and data with a calculator

Important Budget Information

In March, the State Board of Education approved additional carryover allocations to the FY21 IDEA 611 grant. These funds will expire on September 30, 2022. Please complete budget amendments for this additional funding in the Consolidated Application as soon as possible. As the school year draws to a close, be sure to submit drawdowns for all expended funds for all grants. The grant period for all state funding will end on June 30, 2022.

The High Cost Grant and Residential and Reintegration Grant applications have been reviewed and will be submitted to our State Board of Education at the May board meeting. Please reach out to your Budget Liaison if you have any additional questions.



People watching a presenter

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Use the link below to register to be a member of the 2022-2023 SELDA cohort. This link will also provide you with the dates, locations, and virtual registration links. Be sure to register if you plan to attend virtually. The registration links will also be posted on the **SELDA website** . If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us.

Registration link for the 2022-2023 new Special Education Director's Cohort



People watching a presentation

Comprehensive Coordinated Early Intervening Services (CCEIS) Technical Assistance Webinar

Each Local Education Agency (LEA) in Georgia receives an annual disproportionality determination. All LEAs that receive a Significant Disproportionality determination are required to implement Comprehensive Coordinated Early Intervening Services (CCEIS) by spending 15% of IDEA Part B funds. The services are designed to address an LEAs specific area of disproportionality and decrease disproportionate policies, practices, and/or procedures. GaDOE will host a webinar to discuss the overview of CCEIS, federal requirements, and the plan elements essential for submission. The webinar will occur on Wednesday, May 11 from 1:00 – 2:30 PM.

Registration for this event is hosted through **GaDOE Community**. If you have not, please sign up for an account. The event link will be provided next week for registration. All LEAs that have a Significant Disproportionality determination are highly encouraged to attend.



Effective Personnel for All: Attract, Prepare, Retain

Georgia Teacher Provider Retention Program

Georgia Teacher Provider Retention Program is completing Cohort 1. We have trained over 450 new special education teachers from 94 LEAs on High Leverage Practices (HLPs) using our Georgia Learning Resources System (GLRS) trainers and LEA trainers. This training also included Mixed Reality Avatar Simulation practice with feedback and a coaching/mentoring component. The data speaks to the program's success. 95% of participants stated the training was of high quality, relevant, useful, and changed their practice to increase student achievement. Most participants have indicated they plan to return to their teaching positions in special education for the upcoming school year. We want your district to join us for Cohort 2. Contact your GLRS for more information and to register to participate in the 2022-2023 Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.



*Georgia MathCon
logo*

Building Thinking Classrooms

Come join Dr. Peter Liljedahl, virtually, May 9, 2022, 9:00 – 11:00 AM to learn more about developing more deep, conceptual thinking opportunities in mathematics classrooms. A thinking student is an engaged student. This session will provide research-based, instructional strategies to increase engagement in mathematics classrooms and can support the implementation of HLP 12, 14, 15, 16, and 18.

Building Thinking Classrooms Professional Learning Registration

| National Center on INTENSIVE INTERVENTION <small>at American Institutes for Research</small> | | Taxonomy of Intervention Intensity: Academics | |
|--|--|--|--|
| The Taxonomy of Intervention Intensity* was developed based on existing research to support educators in evaluating and building intervention intensity. | | | |
| Dimensions* | Description | | |
| Strength | How well the program works for students with intensive intervention needs, expressed in terms of effect size. Effect sizes of above .20 indicate an intervention has value in improving outcomes. Effect sizes of .10 to .20 are moderate, effect sizes of .05 to .10 are strong (continued). | | |
| Dosage | The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week. | | |
| Alignment | How well the program addresses the target student's full set of academic skill deficits, its focus and address with the target student has already mastered (prerequisite skills for that student), and 3) incorporates a meaningful focus on grade-appropriate curricular standards. | | |
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| Comprehensiveness | The number of explicit instruction provides the intervention incorporates (e.g., providing explanations in simple, direct language, modeling efficient and/or strategies instead of expecting students to discover strategies on their own, providing practice to students on the strategies to generate independent responses, and incorporating systematic cumulative review). | | |
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*Taxonomy of Intervention Intensity:
Academics*

MTSS Snapshot: Taxonomy of Intervention: What is it, and how do I use it?

The National Center on Intensive Intervention (NCII) provides an online website with a wealth of resources for MTSS. One NCII resource frequently used by Georgia's MTSS team is the Taxonomy of Intervention. This tool is made up of seven dimensions that can help educators make informed, systematic, decisions to support students as interventions are individualized and intensified. Educators may use the Taxonomy of Intervention to evaluate current interventions; select a new intervention; and/or intensify an intervention.

Seven Dimensions of the Taxonomy of Intervention:

- **STRENGTH** – Does evidence suggest the intervention is expected to lead to improved outcomes?
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The Taxonomy of Intervention Intensity* was adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35-43. The National Center on Intensive Intervention in coordination with a technical working group of experts has refined and expanded the Taxonomy to incorporate considerations for both

academics and behavior and lessons learned from implementation in the field.

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.

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Federal Programs

April 29, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,



The midnight ride of Paul Revere

Paul Revere's Ride by Henry Wadsworth Longfellow

*Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-Five:
Hardly a man is now alive
Who remembers that famous day and year.*

You may be wondering why you have the 1st verse of Paul Revere's Ride in the Friday email blast. There is a logical explanation. When I was in 5th grade, we started changing classes rather than staying with the same teacher all day. As you can imagine, we loved the change and felt so much older by having this little bit of freedom. There were 4 content teachers that we basically rotated between for classes. Mrs. Kate Payne was our English teacher for 5th grade. I already knew Mrs. Payne as we attended the same church. Mrs. Payne was also my sister's 5th grade teacher even though Nancy was 10 years older than me. Mrs. Payne was a veteran teacher. Interestingly enough, Mrs. Payne was still teaching 5th grade when I returned to Jasper Elementary as a student teacher assigned to 5th grade. My supervising teacher was the next-door neighbor to Mrs. Payne on the 5th grade hall. I am sure you are still wondering

about **Paul Revere's Ride**, but I am getting to the point. On our first day of school, Mrs. Payne explained that she did not allow misbehavior of any type. Talking in class was absolutely forbidden. If you talked during class, you would lose your recess and must memorize a verse of **Paul Revere's Ride** and recite it properly to regain your recess. There are 15 verses of this poem. Each verse is substantial. Most verses are much longer than the 1st verse that I have shared with you. Each verse you added required being able to recite the previous verses to get to join your friends at recess. Knowing myself as I did and being a rule follower, I was fearful that my mouth would get the best of me. Out of pure fear of losing my recess, I preemptively memorized several verses of the poem just in case I needed it. As luck would have it, I did not need my back-up plan as I was never "caught" for talking while in her class. Trust me, I was prepared and can recite it to this day. The rest of the story about Mrs. Payne is that she was my favorite teacher all time. Mrs. Payne was not a soft, outwardly loving teacher but I knew she loved us. She demanded excellence and held very high expectations, but we rose to the occasion. I would credit Mrs. Payne with all my writing skills, punctuation, and grammar. Mrs. Payne certainly had sentence diagraming to a perfection. As a student teacher many years later, I was assigned to Jasper Elementary to a 5th grade classroom. By this point, Mrs. Payne had been teaching for many years. Around the first of March, she pulled me aside at recess time to let me know she planned to retire at the end of the year and had already spoken with the principal that she hoped I would be given her position and classroom. I am not sure that I ever really told her how much she influenced my life but am sharing it now. We have many special people that come and go from our lives. Some circle back around like Mrs. Payne while others are only a short season of influence. With next week being Teacher Appreciation Week on May 1st- May 7th, stand proud in knowing you have made a difference in many lives. Mrs. Payne is my teacher and I hope this makes you reflect on those you need to express appreciation. Please join me in thanking all teachers but especially teachers of students with disabilities for the lifetime impact of their knowledge, compassion, and love. Let's pledge to make every week Teacher Appreciation Week!



Teacher Appreciation Week

Our district highlight is from South Central GLRS. The Okefenokee Regional Transition Alliance held a College and Career Fair on March 17, 2022. Over 40 area businesses and industries were present in addition to college representatives. The event was very successful in connecting more than 150 students with real-world opportunities. Great work District 18!

Our staff spotlight is shining on Kris Rhee. Kris wears many hats but is primarily responsible for professional learning. She is very talented and supports the communication of content through video productions, editing, captioning, and voice over for most of our recorded modules. Kris is very organized and keeps the work moving. She is also my behind-the-scenes team member to ensure the content for the eblast is delivered. Kris formats and edits the eblast each week. I am so grateful for her dedication and commitment to excellence. Find out about the connection that Kris has with Hansel and Gretel.

Please be sure to watch the video message from District 17 GLRS about the Teacher Induction Program. Under the leadership of Director, Dane Heard, the GLRS supported more than 60 new teachers this year. We are very grateful for their commitment to this work. **SouthGLRS TPRP Video**



Paul Revere

You may be wondering if I was really offered Mrs. Payne's position and inherited her classroom. The answer is yes! I spent 5 years teaching 5th grade students and loved every minute. Another tidbit of wisdom from Mrs. Payne that I lived by as a 5th grade teacher was to never go out for recess when the temperature was 32 degrees or below. Mrs. Payne always said that prisoners don't have to work outside when the temperature is below 32 degrees and that was a fair justification for having indoor recess. I know many of you also have pearls of wisdom from experienced teachers and leaders. I hope we pass the best along. Take a few minutes to stop and reflect. Let a teacher know how much you care.

Thank you is not adequate to express the admiration that I have for each of

you. I am proud to be a Georgia certified teacher and I know you are too!

Keeping Students First,
Wina



Latest news

Special Education Events & Due Dates

Please review our Georgia DOE SPED Calendar for upcoming events and the Due Dates Calendar for deadlines and key dates. **A new Due Dates Calendar for FY23, beginning July 1, 2022, is now posted.** The Due Dates Calendar contains many dates in July. Please review it.

Coming Up

May 5 at 11:00 AM – Content Integration Specialists Q & A- Live Session
Registration Link

May 6 at 3:00 PM – Accessible Educational Materials and UDL Meeting
Link

May 10 at 1:00 PM – Special Education Directors' Webinar Meeting Link

May 11 at 10:00 AM – School-Based Administrators Impact on the Success of Students with Disabilities (FY22 School-Based Administrators PL Series) Registration Link

May 11 at 2:00 PM – Instructional Delivery for Maximum Results for Students in Secondary Settings (FY22 SSIP Spring PL Series) Registration Link

May 12 at 1:00 PM – Professional Learning Series for School Psychologists (Disproportionality) Registration Link

May 18 at 2:00 PM – Things They Never Told You About Accessible Formats and Technology (FY22 SSIP Spring PL Series) Registration Link

Reminders

May 15 – Post-School Outcomes opens in SE Applications for data entry, due July 31, 2022.

Open through May 31, 2022 – Parent Survey is open in the Special Education Applications Dashboard for LEAs to review results, with hourly updates. Please

share the **FY 22 Parent Survey link** in your LEA and encourage participation. **Open through June 15, 2022** – Student Record Data Collection available in the GaDOE Portal.



Two men looking forward and smiling

District Highlight: South Central GLRS

South Central GLRS in collaboration with Georgia High School High Tech and Okefenokee Regional Transition Alliance held a College and Career Fair on March 17th at the Okefenokee Fair Grounds in Waycross, Georgia. This fair was for students in District 18 to learn about many opportunities that are available to them as they transition out of high school into the workforce, military, and/or post-secondary education. Over 150 students from area high schools were able to meet and talk to business representatives from a wide range of career paths such as manufacturing, commercial, banking, commercial driving, warehouse, military, healthcare, law enforcement, and more. Over 40 area businesses and industries participated in the Career Fair. Additionally, college representatives presented information from Coastal Pines Technical College, Wiregrass Technical College, and South Georgia State College. This event was a great success with so many business partners participating to connect students with real-world opportunities for contextualizing concepts like career clusters and training for students. This was a valuable experience for our students as they explore career options and seek employment.





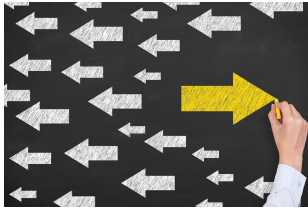
Kris Rhee, Professional Learning Specialist, GaDOE Special Education and Student Supports

GaDOE Spotlight: Kris Rhee

Kristen "Kris" Rhee is a Professional Learning Specialist and has worked in the field of education for 14 years. Prior to joining the Georgia Department of Education, she worked for the Tennessee Department of Education as the Coordinator for Educator Effectiveness. At GaDOE, her focus is mainly on creating high-quality professional learning courses within the GaLearns platform. She also helps coordinate the creation of the Directors Email Blast each week.

Kris has always had a passion for learning which translated into working to understand how to improve others' learning experience. She was a middle school and college English as a Second Language teacher before teaching Freshman English at Tennessee State University. Currently, she is involved converting key in-person training modules to self-paced courses that can be used by districts across the state to increase educator and administrator effectiveness. She is a big believer in making learning easy to access for those across the state. She is also involved behind the scenes with accessibility with her colleague, Paula Gumpman, to champion promoting practices for creating accessible communications and materials.

After graduating from undergrad at Vanderbilt University, Kris moved overseas teaching English in South Korea. She returned to the U.S. and received her Master's in Teaching at Lipscomb University and a second Master's of Science at Georgia State University. She loves to travel and usually chooses her next destination based on what foods she wants to try. She has a son, Noah, and two cats, Hansel and Gretel, who keep her more than a little busy.



Arrows

Program Pointers: Identification & Disproportionality

The identification of students with disabilities is an important crux of special education and assists in helping students receive a free and appropriate public education (FAPE). All students present an individual set of skills that assist in making decisions that are in their best interest. A student's skillset helps guide students and their teams in how instruction is delivered, what services and supports are provided, as well as the frequency and duration of services and supports. The Individuals with Disabilities Education Act (IDEA) requires that before a child can receive special education services, the Local Education Agency must determine whether the child requires specialized instruction and meets eligibility requirements for special education. While many factors go into those two decisions, there are a variety of steps that must be taken to ensure appropriate decisions are made. These decisions are extremely important and help ensure that Local Education Agencies (LEAs) are not experiencing disproportionality. In the state of Georgia, disproportionality occurs when districts identify, place outside the regular classroom, or discipline children from any particular racial or ethnic group at markedly higher rates than their peers.

Here are a few important steps (this list is not exhaustive) to take that will assist with identifying a student with a disability:

- Evaluations are provided and administered in the child's native language or other mode of communication and in the form, most likely to yield accurate information.
- All evaluations should include a variety of procedures to determine whether a student is a student with a disability or for determining an appropriate educational program for a child.
- Ensure that the child is assessed in all areas related to the suspected disability, if appropriate, including health, vision, hearing, wellbeing, general intelligence, academic performance, communicative status, and motor abilities.
- Provides a reevaluation of each child with a disability at least once every 3 years.

- The LEA considers exclusionary factors: lack of appropriate instruction in reading; lack of instruction in math; or limited English proficiency.
- The LEA uses a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior to determine eligibility.
- The eligibility report provides statements for each component of the eligibility and is comprehensive.
- The LEA provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. Ensure that this is documented.

These smaller steps help to ensure students are identified appropriately and receive FAPE. They are also components of IDEA law and Georgia state rules/regulations. Following IDEA and Georgia state rules ensures that LEAs are implementing compliant policies, practices, and procedures and helps LEAs avoid disproportionality. This is the right of every student and ensuring their needs are met is our highest priority.

For more information on Georgia state rules, please see the following resources:

- **Georgia Special Education Rule Evaluations and Reevaluations**
- **Georgia Special Education Rule Eligibility Determination and Categories of Eligibility**
- **Georgia Special Education Implementation Manual Evaluation and Reevaluation**



People watching a presenter

South GLRS Shares Success of Cohort 1 Teacher Provider Retention Program (TPRP)

Georgia's Teacher Provider Retention Program (TPRP) has completed it's first

cohort. We served 94 LEAs and over 400 special education teachers. 82% of the teachers who participated in the induction program have stated they are returning to their current positions. 90% said the training was of high-quality, useful and increased their knowledge and skills to teach special education student. South GLRS, led by Dane Heard, GLRS director, trained over 60 novice teachers. Listen to their story of success!

SouthGLRS TPRP Video

We would love all 200+ LEAs to join the TPRP program to support novice special education teachers and build our retention rates. Please reach out to your GLRS or Leigh Ann Cross at leighann.cross@doe.k12.ga.us.



*Effective Personnel for All: Attract,
Prepare, Retain*

Georgia Teacher Provider Retention Program

Georgia Teacher Provider Retention Program is completing Cohort 1. We have trained over 450 new special education teachers from 94 LEAs on High Leverage Practices (HLPs) using our Georgia Learning Resources System (GLRS) trainers and LEA trainers. This training also included Mixed Reality Avatar Simulation practice with feedback and a coaching/mentoring component. The data speaks to the program's success. 95% of participants stated the training was of high quality, relevant, useful, and changed their practice to increase student achievement. Most participants have indicated they plan to return to their teaching positions in special education for the upcoming school year. We want your district to join us for Cohort 2. Contact your GLRS for more information and to register to participate in the 2022-2023 Cohort 2 Teacher Induction and Retention Program.

GLRS Contact Information

You may also complete the **Special Education Teacher Induction and Retention Program Interest Survey** and we will contact you with details.



People watching a presenter

2022-2023 Special Education Leadership Academy (SELDA) Registration

If you are a new Special Education Director for the 2022-2023 school year, please register for the Special Education Leadership Development Academy (SELDA). SELDA provides professional learning and mentorship for new (first and second year) Directors of Special Education in conjunction with the Georgia Council of Administrators of Special Education (G-CASE). During the 2022-2023 school year, some sessions will be face-to-face. All face-to-face sessions will have a virtual option. The first session, on July 21-22, 2022, will be a face to face meeting at the Twin Towers, West (205 Jesse Hill Jr. Drive, Atlanta, Ga. 30334).

Use the link below to register to be a member of the 2022-2023 SELDA cohort. This link will also provide you with the dates, locations, and virtual registration links. Be sure to register if you plan to attend virtually. The registration links will also be posted on the **SELDA website** . If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us.

Registration link for the 2022-2023 new Special Education Director's Cohort



People watching a presentation

Comprehensive Coordinated Early Intervening Services (CCEIS) Technical Assistance Webinar

Each Local Education Agency (LEA) in Georgia receives an annual

disproportionality determination. All LEAs that receive a Significant Disproportionality determination are required to implement Comprehensive Coordinated Early Intervening Services (CCEIS) by spending 15% of IDEA Part B funds. The services are designed to address an LEAs specific area of disproportionality and decrease disproportionate policies, practices, and/or procedures. GaDOE will host a webinar to discuss the overview of CCEIS, federal requirements, and the plan elements essential for submission. The webinar will occur on Wednesday, May 11 from 1:00 – 2:30 PM.

What are Comprehensive Coordinated Early Intervening Services (CCEIS)? Registration Link

All LEAs that have a Significant Disproportionality determination are highly encouraged to attend.



Coastal GLRS logo

Coastal GLRS hosts Summer Lead emBRACE Retreat for School and District Leaders

Join us on June 27-28 in the beautiful downtown Savannah, Georgia, for an opportunity to learn, lead, link, and leisure around Lead emBRACE (Embrace Building Relationships for Achieving Co-teaching Excellence). You will have two days to intentionally and impactfully plan how to support all students including students with disabilities in your buildings.

Lead emBRACE Summer Planning Retreat Savannah GA Registration Link

Please feel free to contact us for additional information, Kim Bennett, Coastal GRLS Director, kbennett@fdresa.org, or Derrick Butler, Leadership Consultant, dbutler@fdresa.org. Thank you and we look forward to being thought partners and learning from you as well!

Lead enBRACE Retreat Promo Video



Georgia Council for the Social Studies logo

Picturing History: Using Great Children's Literature to Spark Inquiry in Social Studies K-12

We would love for you to join us in Brasstown Valley for the 2nd Picturing History Retreat! This literacy-infused retreat is being held on Thursday, June 16 - Friday, June 17, and will connect educators with professional authors and illustrators. There are topics/presenters for EVERY grade level, pre-k through twelfth grade.

Held at Brasstown Valley Resort & Spa, nestled in the beautiful mountains of North Georgia, this retreat is expected to fill quickly. We know you won't want to miss this AMAZING opportunity to join the remarkable line up of authors and illustrators. There is limited space available, so book your hotel and registration soon. More information including registration and hotel information for the conference can be found on the **Georgia Council for the Social Studies webpage**.



People in a group giving high fives

Content Integration Specialists Quarterly Q&A Session

Bring your questions and join the Content Integration Specialists for their quarterly Q&A session being held on Thursday, May 5, from 11:00 - 11:30 AM.

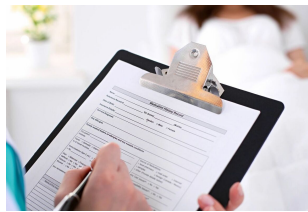
Q&A Registration Link



Office of English Language Acquisition logo

New Infographic: Career and Technical Education (CTE) for Multilingual Learners

High-quality CTE can increase student success in high school and postsecondary education and accelerates workforce development. CTE provides multilingual learners with real-world opportunities to explore, engage in, and pursue rewarding careers. **Career and Technical Education: Preparing K–12 Multilingual Learners for Postsecondary Education and Careers**, a new infographic from OELA, details the benefits of CTE for multilingual learners and provides seven ways that schools and teachers can ensure access and opportunity to CTE programs.



Person filling out a survey

Parent Survey Reminder

The Parent Survey will be open until May 31, 2022, so you still have time to encourage parents to share their input. Check your progress in the Special Education Applications Dashboard to review up to date results. Please share the survey link in your LEA and encourage participation.

FY22 Parent Survey Link



Georgia PINES logo

Georgia PINES Programs Offerings

Georgia PINES (Parent Infant Network for Educational Services) is Recruiting Service Providers.

Georgia PINES is seeking Teachers of the Deaf/Hard of Hearing, Speech Language Pathologists, Teachers of the Visually Impaired, Orientation & Mobility Specialists, and Special Education Teachers (preschool preferred) and/or teachers of related fields to train to become Early Intervention Specialists.

Georgia PINES Early Intervention Specialists serve families of children who have diagnosed hearing or vision loss, ages birth to three years.

Our Early Intervention Specialists provide services during hour-long visits in the family's home (or other natural environments) *up to 4x per month*.

(At this time, our services are delivered via both in-person/in-home and distance learning platforms, based on the health needs and preferences of both the families and our providers.)

Georgia PINES service providers work on contract – and many also work for a school system (or other agency). They are able to provide early intervention services through PINES after their regular work hours and/or on weekends, so their work with us does not interfere with their work for their primary employer.

Further information is attached via the **2022 Georgia PINES Training Flyers**. Please share this information with any of your staff that you think might be interested/eligible.

Toddler Class for Children with Vision Loss

Georgia PINES (Parent Infant Network for Educational Services), in collaboration with the Center for the Visually Impaired (CVI) has spaces available for 2-year-olds in our classroom-based program for this coming school year. This public/private partnership class is offered five days a week and targets early learning development standards (GELDS), as well as the Expanded Core Curriculum for Students Who are Blind or Visually Impaired (ECC-VI). Please contact Heidi Evans at hevans@doe.k12.ga.us or 404-309-9667 for more information.

Baby and Toddler Classes for Deaf/Hard of Hearing Children

Georgia PINES (Parent Infant Network for Educational Services), in

collaboration with the Atlanta Area School for the Deaf (AASD) has spaces available for Toddlers (15 months - 2 years of age) in our program for this coming school year. These on-campus services focus on fostering language and communication, developing problem-solving skills, and nurturing socialization using both American Sign Language and Spoken English. Please contact Katie Boyd DeFeo at kboyd@doe.k12.ga.us or 404-300-5845 for more information.

The Taxonomy of Intervention Intensity™ was developed based on existing research to support educators in evaluating and building intervention intensity.

| Dimensions* | Description |
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| Alignment | How well the program (a) addresses the target student's full set of academic skill deficits, (b) does not address skills the target student has already mastered (practice skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards. |
| Attention to transfer | The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts, and (b) make connections between mastered and at-risk skills. |
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*Hath, L.A., Fuchs, D., & Wilson, A.S. (2015). The Taxonomy of Intervention Intensity. *TRACING Exceptional Children*, 30(1), 25-45.

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