



July 1, 2022 Email Blast

Office of Federal Programs - Division for Special Education



Happy 4th of July

Directors,

Growing up in north Georgia provided a quiet, uneventful childhood except on the Fourth of July. The Fourth of July celebration was a big deal in Jasper! The all-day event was sponsored by the Jasper Lions Club and Jaycees as their main fundraiser for the year. It was quite the event having started in 1939 and continuing to present. On the actual holiday, activities started very early including a parade and the typical contests like the three-legged race, sack race, catch the greasy pig contest and climb the greasy pole contest. You could win \$100.00 if you successfully got to the top of the greasy pole to grab the money. There were prizes to win but mostly just lots of fun. The Lions and Jaycees even had their own collection of rides including a big Ferris wheel, a little Ferris wheel, rockets, carousel, roller coaster, scenic cruiser, and other carnival entertainment. Certainly, the food was also important because you could get cotton candy, funnel cakes, popcorn, snow cones in red, white, and blue plus all the typical fare of hamburgers, hotdogs, and BBQ. At night, the rides continued, and bands took turns entertaining the crowds while the street dancing started around 8:00 PM. The grand finale to the day was the fireworks. Much more than the contests, dancing, fireworks, food or even the rides, it was a huge social event held on Main Street each year. My best friend, Gwen, and I planned throughout the early summer of what our strategy would be to make the most of the celebration. Gwen's father was actively involved as

a downtown merchant. We could tag along with him from early morning until the street dance started. (Neither of our mothers would allow us to stay for the street dance and we did not understand why.) Keep in mind that we were probably 8 years old the first time we got to have the freedom to roam and just check-in with Gwen's father as needed. One of the best parts of preparing for the Fourth of July was planning what we would wear. Gwen and I liked to buy the same outfits but in different colors, so we had to have matching outfits to make the most of this day. (I know – I don't know what we were thinking either.) It is difficult for me to fully express how much we enjoyed the celebration. All our friends would be there. It was great to us. Keep in mind, this was before we had Six Flags or Disney World. I share all this at the risk of great embarrassment and to encourage you to celebrate the Fourth of July in your own way. Freedom comes at a high price. Because of the freedom we enjoy in the United States of America, we have laws to protect individuals with disabilities. The Americans with Disabilities Act and the Individuals with Disabilities Education Act took a long time to come in relation to the adoption of the Declaration of Independence on July 4, 1776. All those that came before us, struggled, and fought for freedom and independence while paying a great price. As Special Education leaders, you carry this responsibility to ensure this freedom is never compromised.



Happy 4th of July

Determination Letter

This week's highlight is from Forsyth County Schools. Learn more about the Forsyth County Arts and Learning Center's first Penguin Project show, Annie Jr. The Penguin Project theatre production provides an inclusive learning experience. Read the full article for all the details. Thanks, Forsyth County, for leading the way!

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among

I have great news to share from the Office of Special Education Programs (OSEP). Georgia received the State Determination letter for our Annual Performance Report (APR) with a determination of meets requirements! Our data is your data, so congratulations for all your hard work! This is a major accomplishment especially during the middle of a pandemic. To learn more:

these are Life, Liberty and the pursuit of Happiness." Thomas Jefferson, The Declaration of Independence. Although these words were written almost 250 years ago, they ring true today. Enjoy the Fourth of July!

I will leave you with these words of wisdom, stay away from the street dancing and do not beg Gwen to ride the rockets when she feels sick before you share a rocket seat.

Thank you for all you do each day to ensure students with disabilities' rights are protected.

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.



Latest news

Coming Up

August & September 2022 – Regional Budget & Data Sessions are scheduled. Information about the workshops and registration information is available on the [Professional Learning Events website](#).



Professional Learning Events

Upcoming virtual webinars, in-person events, on-demand content, and by-request workshop opportunities are available at
<https://community.gadoe.org/events>.

Professional Learning Events

Reminders

July 30 – Budget Completion Reports due for all State Grants for FY21 in GAORS.

July 30 – Continuation of Services opens in the SE Applications for data entry, with an August 31, 2022 deadline. *Note: ONLY for applicable LEAs, if an LEA had any students with OSS > 10 days without services, data entry is required. LEAs with NO students having OSS > 10 days without services will not have any data entry required.*

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July 31 – Preschool Exit Data submission available in SE Applications.

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July 31 – CCEIS/CEIS FY22 Student Events Data Upload is due in the Coordinated Early Intervening Services (CEIS) Application.

July 31 – CCEIS/CEIS Plan for FY23 is due in the CEIS Application.



Forsyth County Schools logo

District Highlight: Forsyth County

In March, the Forsyth County Arts and Learning Center (FoCAL) completed their first Penguin Project show, Annie Jr.. In just four shows, close to 1400 patrons got to experience the power of this moving program. One of the FoCAL Center's signature goals is to provide a place for inclusive learning, and the Penguin Project theatre production was our first step in that learning. It is the FoCAL Center leadership's hope that the Penguin Project production will be an annual flagship program to share that message of inclusion.



Students acting on stage

The Penguin Project is a national program with chapters throughout the United States, providing opportunities for children with special needs to develop theatre arts skills by performing a modified version of a well-known Broadway musical. The roles in the production are cast with young artists with development disabilities and are joined on stage by a dedicated group of “peer mentors”- children the same age without disabilities who volunteer to work side-by-side with them throughout the rehearsal process and performances. This unique experience improves communication skills, socialization, and self-esteem for all students involved. By providing access to theatre arts, the Penguin Project demonstrates that the special challenges of a disability should not handicap a child’s ability to participate in life’s experiences.

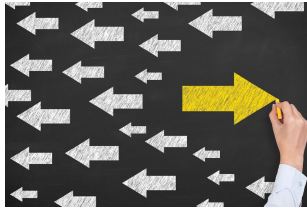


Students and teachers posing for a group picture

Parents, mentors, and artists all praised the program and its impact on children with special needs with many noting programs like these give kids with special needs the opportunity to explore theater, other sides of their personalities, boost

their confidence, and expand their people skills. Participants were joined by mentors and staff who cared and supported the special needs population while creating an environment for the actors that was supportive yet professional.

The event was a complete success, and all are looking forward to next year's production event!



Arrows

Practice Pointers – Evaluation Process and Parental Consent

Parental Consent for Initial Evaluations

Before an evaluation can begin, the local educational agency (LEA) must obtain a signed, informed parental consent for evaluation. The LEA has 60 calendar days after receiving parental consent to complete the initial evaluation. Completion of the initial evaluation is defined as completion of the evaluation report(s). LEAs are not required to make the eligibility determination during the 60-day initial evaluation timeline. See **Questions and Answers on Individualized Education Programs (IEPs), Evaluations, and Reevaluations (PDF)**. However, the eligibility decision should be made within a reasonable period of time following the completion of the evaluation. As a matter of best practice, within 10 calendar days of the completion of the evaluation report(s), an eligibility meeting should be held.

The 60-calendar-day time period begins when an LEA employee receives the signed consent but excludes school holidays and other times when children are not in attendance for five or more consecutive school days, including the weekend days before and after the holiday period. Any summer vacation period when the majority of the LEA's teachers are not under contract does not count toward the 60-day time period. If consent is received 30 days or more before the end of the school year (defined as the teachers' last day under contract), the evaluation process must be completed within the 60-day time period. An exception to the 60-day time period occurs if the parent fails or refuses to produce the child for the evaluation, if extenuating circumstances exist (e.g., illness, unusual evaluation needs, or revocation of parental consent), and if the

child moves to another LEA after the 60-day time period has begun.

If the parent refuses to give consent for the evaluation, the LEA may, but is not required to, pursue the evaluation through mediation or a due process hearing. See **34 C.F.R. § 300.300(a)**. If the child is home schooled or placed by the parents in a private school at their expense, the LEA cannot use the mediation or due process hearing procedures to override the parents' refusal for evaluation. See **34 C.F.R. § 300.300(d)(4)**.

Parental consent is not needed for the LEA to perform these routine duties:

1. Review existing evaluation information.
2. Screen a child to determine appropriate instructional strategies for curriculum implementation.
3. Administer a test or evaluation that is given to all children without consent for that test or evaluation.

Resources:

- **Special Education Services and Supports**
- **Evaluation and Reevaluation Implementation Manual**
- **Georgia Rule 160-4-7-.04 Evaluations and Reevaluations**
- **GaDOE Initial Evaluations for Eligibility Fact Sheet**
- **Director's Webinar Power Point April 12, 2022 / Timelines Changes and Reminders**



People watching a presenter

Structured Literacy and Multisensory Learning

Participate in learning opportunities addressing the components of Structured Literacy and Multisensory Learning. Learn why it is essential to understand how Structured Literacy and Multisensory approaches to learning relate to Specially Designed Instruction. The one-hour sessions provide an overview of the topic, strategies, and resources. General and special education teachers, new teachers, teachers returning to the classroom, building administrators, among others would benefit from attending.

July sessions are:

- July 12th 10:00-11:00 Specially Designed Instruction and Multisensory Learning
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Upcoming monthly session topics include: Vocabulary Strategies, Notetaking, and Differences Between Balanced Literacy and Structured Literacy

Registration Flyer will be released next week.



Reports and graphs

FY 23 Special Education Budget and Data: Filling your Toolbox with the Right Tools

Special Education Directors are faced yearly with numerous requirements in the areas of Budget and Data. The Budget and Data teams are here to support you! Please join budget and data specialists from the GaDOE Division for Special Education Services and Supports for interactive sessions designed to support your work for students with disabilities. The team will provide you with the information and tools you need to get the job done effectively and efficiently in all the key areas impacting budget and data submission. Some of the topics will include Maintenance of Effort (MOE), Equitable Services, Allowability, FTE, Student Class, Student Record, among others.

Registration: A schedule of the sessions is listed below. The time for each day of the two-day sessions is 9 AM to 3 PM. All sessions are open for registration in the **Professional Learning Catalog**. Registration for specific sessions is also available below.

Survey: After registering for your session, complete the **GaDOE IDEA Budget and Data Technical Assistance Survey** to enable the Budget and Data teams to provide information based upon your input.

Please contact Dawn Kemp dkemp@doe.k12.ga.us or Malissa Roberts mroberts@doe.k12.ga.us with any questions.

Date: August 29-30, 2022

Location: Middle GA GLRS, 80 Cohen Walker Dr, Warner Robins, GA 31088

SpEd Budget & Data: Tools for the Job- Middle GLRS - GaDOE Community Registration

Date: September 1-2, 2022

Location: North GLRS (Larry Walker Education Center), 1860 South Main Street, Ellijay, GA 30540

SpEd Budget & Data: Tools for the Job- North GLRS - GaDOE Community Registration

Date: September 8-9, 2022

Location: South GLRS, 245 N. Robinson St, Lenox, GA 31637

SpEd Budget & Data: Tools for the Job- South GLRS - GaDOE Community Registration

Date: September 12-13, 2022

Location: East GLRS, 4683 Augusta Highway SE, Dearing, GA 30808

SpEd Budget & Data: Tools for the Job- East GLRS - GaDOE Community Registration

Date: September 15-16, 2022

Location: Southeast/Coastal GLRS, 201 West Lee St., Brooklet, GA. 30415

SpEd Budget & Data: Tools for the Job- SE GLRS - GaDOE Community Registration

Date: September 26-27, 2022

Location: Georgia Department of Education
205 Jesse Hill Jr. Drive, Atlanta, GA 30303, Twin Towers/West Tower Training Rooms A-D

SpEd Budget & Data: Tools for the Job- Metro - GaDOE Community

Registration



person looking over graphs and budgets

Important Budget Announcement: Georgia High-Cost Fund Grant and Georgia Residential & Reintegration Services Grant

The Georgia State Board of Education *approved* the Georgia High Cost Grant and Residential & Reintegration Services Grant allocations during the May meeting. Please activate these grants and submit a budget for approval. The Georgia High Cost Grant and Reintegration Services Grant period of availability ends **June 30**. Please collaborate with your finance department to ensure these funds are drawn down by the June 30 deadline. Don't hesitate to contact your budget liaison if you have any additional questions.



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 Directors Cohort



Person filling out a survey

School Administrator Academy Planning Survey

We have just finished our Cohort 1 Special Education and the School-Based Administrator Academy with 140 administrators strong. We want to encourage you to share the survey link with your school administrators and encourage them to attend. We had great response and participation and hope to make it even stronger for Cohort 2. These sessions are directed toward building leaders around special education.

FY23 School Administrator's Academy Planning Survey



*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

TSS Snapshot: Using Data to Move the Needle

Implementing a Multi-Tiered System of Supports (MTSS) includes the essential component of Data-Based Decision Making. Over the past several years, the importance of monitoring progress and considering what the data indicates has informed teaching practices. However, it seems that districts and schools are “data rich” and sometimes become overwhelmed with how to use the data.

Data utilized for academic/instructional purposes in MTSS come from Progress Monitoring, another essential component of MTSS, that takes place when students are receiving Tier II or Tier III evidence-based interventions. It is important to recognize that multiple data points must be collected over a set period of time, i.e., once every 4 weeks with Tier II interventions and weekly with Tier III, intensive interventions. These data points are graphed to create a trend line that illustrates individual student progress and growth toward a year-end goal.

Data-Based Decision Making takes place to determine what the data is showing, and it allows a team to make decisions about the interventions. Rather than immediately progressing to intensive interventions at Tier III, perhaps the Tier II intervention needs to be adjusted, i.e., increasing strength, dosage, or frequency, etc. It is essential to organize Data-Based Decision Making for the

purpose of examining data and supporting students in their learning. If the intent is to move the needle on student progress, consider the opportunities for reviewing data in a team setting:

-School Leadership Team: This team generally meets minimally once per month. A component of the agenda could be identified for looking at data and determining trends.

-Grade Level or Content Area Teams: Dedicated time during these meetings can be used to examine student progress, identifying strengths and needs. The team should review each student's rate of improvement (ROI) and determine next steps for students receiving Tier II or Tier III interventions. Adjusting or intensifying interventions may be considered during this meeting. A good tool to use is the Taxonomy of Intervention Intensity developed by the National Center on Intensive Intervention.

-Student Support Team (SST) Meeting: The team members of this individual student meeting include classroom teachers, an administrator (or designee), and the parents. Other district or school personnel may be included as well. During this meeting the team will examine the data and hear the parents' perspective on the child's performance. A closer look at the student's performance is conducted if the student is not making sufficient progress even with the benefit of tiered supports. Recommendations will be made to assist with supporting the student, and it is possible to move forward with obtaining a Parent Consent for Evaluation (PCE) so that a full evaluation may take place.

-Other Data-Based Decision-Making Teams: It is possible for the school to design a team specifically focused on reviewing data collected from students who are receiving tiered supports.

An important aspect of understanding and analyzing data is evaluating whether the data is accurately portraying whether or not the curriculum, learning supports, interventions, assessments, and observations are carried out with fidelity. In this context, fidelity refers to how closely the implementation of interventions is carried out and if those plans are carried out as intended. Before determining that an intervention is not working, educators must first examine the fidelity of implementation with the tiered supports. Only then should adjustments to the intervention be made. Knowing the story that data unfolds for educators is a critical element of helping students to learn and grow. In turn, it also helps educators identify the specific needs of a student.

Source: Lantos-Swett, Kismet. Branching Minds Blog, June 2022

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

July 8, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Hope your July 4th holiday was spectacular! Our celebration spanned the entire weekend. Like most families, we enjoyed lots of good food as well as fireworks. Although I did not spend July 4th riding amusement rides or eating cotton candy, we did enjoy Bigun's BBQ in Talking Rock and homemade peach ice cream from one of the apple houses in Ellijay. Having lunch at

Bigun's is a complete experience. Whether you like the pig on the wall made of license plates or some of their delicious banana pudding, there is something for everyone. At Bigun's, there are two sizes of servings - a littlun and a bigun. As you might imagine, the littluns are very large and the biguns are gigantic. After last week's message along with this week, many of you may be thinking that I need to get out more often. The simple truth is – I am enjoying every minute! Be yourself! Take time to revisit the places that mean so much to you with those you treasure. Whether you need a littllun or a bigun, no judgment here, just find your happiness.



Decorative pig made of state license plates

Please join me in welcoming Michelle Pyrlik as the new GLRS Director for

North GLRS at Pioneer RESA. Michelle brings director experience to the GLRS role as she most recently served as the Towns County Schools' Special Education Director.

Our regional highlight this week is Coastal Leadership Academy for students with disabilities. Learn more about the Administrator's Planning Retreat hosted by Coastal GLRS. I am so proud of your work!



Smiley faces

Following the July 4th holiday, it may seem like summer is just getting started but we have many dedicated teachers that begin to make appearances at schools to prepare their classroom for the new school year. Everything will be shiny and new again. Hope is at a high point while waiting on class roster assignments

and helping children secure new school supplies and backpacks. Don't settle for a "littlun" when it comes to happiness. Order up a "bigun" and dream about all the possibilities for the new school year ahead.

Thank you for your dedication to students with disabilities.

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.



Latest news

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District Highlight: Coastal Leadership Academy For Students With Disabilities

Coastal GLRS hosted their Lead emBRACE (Embrace Building Relationships for Achieving Co-teaching Excellence) Administrator Planning and Networking

Retreat in Savannah, Georgia, June 27 & 28, 2022. There were 65 principals and leaders from across the state in attendance who participated in an eventful two days of inspirational speakers and presenters who challenged them to engage in work that requires both a leader shift and a growth mindset. The goal of Lead emBRACE is to share stories, research, and data for leaders to be able to determine the drivers that support equity, access, and successful outcomes for all students in their school spaces and help leaders develop those designs that sustain the work. Leaders engaged in learning, networking, planning, and taking advantage of building relationships with their teams while participating in self-care opportunities such as putt-putt golf, corn hole, chair massages, virtual reality simulations, and relaxing in the eclectic venue!



Keynote speakers and presenters included Dr. OJ Hall, Laurens County Associate Superintendent for Secondary Education/Lead emBRACE Steering Committee Member, and Dr. Buster Evans, Georgia Teacher Retirement System Executive Director/Lead emBRACE Steering Committee Member. Presenters included Dr. Charlie Fraizer, Satilla Elementary School Principal in Glynn County, Dr. Kristen Horton, Continental Colony Elementary School Principal in the Atlanta Public School System, and founder of L.E.A.D.S (Leading Education and Development in Schools), Dr. Stephanie Golden, Educational and Instructional Leader, as well as a founder of L.E.A.D.S, Derrick Butler, Islands High School Principal/Coastal GLRS Leadership Consultant, and Kim Garcia Bennett, Coastal GLRS Director. Special guests included Ann Cross, GaDOE Program Manager of Instruction and Systemic Improvement, Trace Vaughn, GaDOE Systemic Improvement Program Specialist, Bruce Potts, Systemic Improvement Program Specialist, Dr. Trey Robertson, Bryan County Associate Superintendent/Lead emBRACE Steering Committee Member, Dr. Franklin Perry, Liberty County Superintendent, and Richard Smith, First District RESA Executive Director.

To find out more about Lead emBRACE contact Kim Garcia Bennett at 912.531.0244.

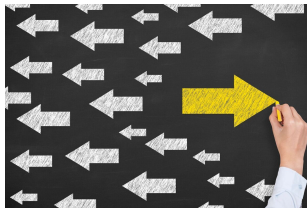


*Michelle Pyrlík, North GLRS Director,
Pioneer RESA*

North GLRS Director, Pioneer RESA

We would like to introduce Michelle Pyrlík as the new North GLRS Director for Pioneer RESA!

Michelle has served 14 years as the special education director for Towns County Schools. We are very excited to have her join our GLRS Network, and know that her expertise in special education will be an asset. The GLRS is a valuable resource and support for special education directors.



Arrows

Practice Pointers – Evaluation Process and Multidisciplinary Evaluation Team

Multidisciplinary Evaluation Team

When a referral for special education evaluation is made due to a concern that the child may have a disability and be in need of special education and related services, the comprehensive evaluation will be conducted by a multidisciplinary team. This team may consist of the local educational agency (LEA) school psychologist, educational diagnostician, speech-language pathologist, occupational therapist, physical therapist, the child's teacher(s), and others as

appropriate to the evaluation. The child's parents are considered members of this team.

The parents are interviewed as part of the evaluation process. If the parents have any independent evaluations or medical information they have not provided to the LEA, they should provide this information now. Information the parents have about learning at home, such as how long it takes the child to complete his or her homework and how much help the child requires can assist in the evaluation. Often the behavior of the child at home is also discussed to determine whether the parents see the same behaviors as the school sees, what kind of interventions work at home, and how frequently certain behaviors occur. In addition, many times the LEA needs to screen for adaptive behavior, and it may ask questions for example, about household chores or tasks, about money management, and about other things that do not always feel educational to the parent. This information contributes to the whole picture of the child.

The child should be evaluated in any area which committee members have determined to be an area of weakness. The team is responsible for formally or informally assessing the child in all areas related to a suspected disability. All evaluators must complete individual or combined evaluation reports. The eligibility team must consider the comprehensive evaluation report(s) when determining eligibility.

For more information, please see Federal Regulation **34 C.F.R. § 300.301-300.311**, Georgia Rule **160-4-7-.04**, our GaDOE **Evaluation and Reevaluation Implementation Manual**, and our **GaDOE Initial Evaluations for Eligibility Fact Sheet**.



books on a shelf

Social Studies Resources

Do you Know About These Amazing Teacher Resources from GaDOE Social Studies?

Each grade and course has social studies teacher notes and teacher content videos. Teacher Notes explain each standard and element for teachers in terms of content and cognitive demand. They are great for providing background

information and also include additional resources. The Teacher Content Tutorial Videos are short screencasts that describe for teachers what students should know in terms of content and cognitive demand and give additional instructional strategies. These can be found on the **Social Studies page** for each grade/course.

Need help with the Connecting Themes and Enduring Understandings for Social Studies?

Check out this **“kid friendly” version**. Don’t hesitate to reach out to Jennifer Zoumeris at jzoumeris@k12.ga.us for help with strategies and resources to help these come alive for your students.

Looking for “Bite Sized” Instructional Ideas and Resources to Support Accessibility in Your Classroom?

GaDOE Social Studies has joined the teachers of TikTok. We would love for you to follow us at **GaDOESocialStudies** for quick one to three minute videos modeling best practices and resources for your inquiry based classroom. Check out this sample of **how to use visual prompts**.



People watching a presenter

Structured Literacy and Multisensory Learning

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Structured Literacy and Multisensory Learning Registration Flyer



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SpEd Budget & Data: Tools for the Job- North GLRS - GaDOE Community Registration

Date: September 8-9, 2022

Location: South GLRS, 245 N. Robinson St, Lenox, GA 31637

SpEd Budget & Data: Tools for the Job- South GLRS - GaDOE Community Registration

Date: September 12-13, 2022

Location: East GLRS, 4683 Augusta Highway SE, Dearing, GA 30808

SpEd Budget & Data: Tools for the Job- East GLRS - GaDOE Community Registration

Date: September 15-16, 2022

Location: Southeast/Coastal GLRS, 201 West Lee St., Brooklet, GA. 30415

SpEd Budget & Data: Tools for the Job- SE GLRS - GaDOE Community Registration

Date: September 26-27, 2022

Location: Georgia Department of Education
205 Jesse Hill Jr. Drive, Atlanta, GA 30303, Twin Towers/West Tower Training Rooms A-D

SpEd Budget & Data: Tools for the Job- Metro - GaDOE Community Registration



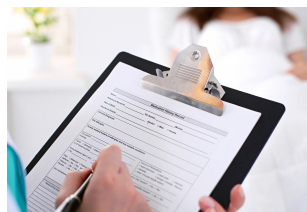
People watching a presenter

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 Directors Cohort



Person filling out a survey

School Administrator Academy Planning Survey

We have just finished our Cohort 1 Special Education and the School-Based Administrator Academy with 140 administrators strong. We want to encourage you to share the survey link with your school administrators and encourage

them to attend. We had great response and participation and hope to make it even stronger for Cohort 2. These sessions are directed toward building leaders around special education.

FY23 School Administrator's Academy Planning Survey



*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

TSS Snapshot: Using Data to Move the Needle

Implementing a Multi-Tiered System of Supports (MTSS) includes the essential component of Data-Based Decision Making. Over the past several years, the importance of monitoring progress and considering what the data indicates has informed teaching practices. However, it seems that districts and schools are “data rich” and sometimes become overwhelmed with how to use the data.

Data utilized for academic/instructional purposes in MTSS come from Progress Monitoring, another essential component of MTSS, that takes place when students are receiving Tier II or Tier III evidence-based interventions. It is important to recognize that multiple data points must be collected over a set period of time, i.e., once every 4 weeks with Tier II interventions and weekly with Tier III, intensive interventions. These data points are graphed to create a trend line that illustrates individual student progress and growth toward a year-end goal.

Data-Based Decision Making takes place to determine what the data is showing, and it allows a team to make decisions about the interventions. Rather than immediately progressing to intensive interventions at Tier III, perhaps the Tier II intervention needs to be adjusted, i.e., increasing strength, dosage, or frequency, etc. It is essential to organize Data-Based Decision Making for the purpose of examining data and supporting students in their learning. If the intent is to move the needle on student progress, consider the opportunities for reviewing data in a team setting:

-School Leadership Team: This team generally meets minimally once per month. A component of the agenda could be identified for looking at data and determining trends.

-Grade Level or Content Area Teams: Dedicated time during these meetings can be used to examine student progress, identifying strengths and needs. The team should review each student’s rate of improvement (ROI) and determine next steps for students receiving Tier II or Tier III interventions. Adjusting or intensifying interventions may be considered during this meeting. A good tool to use is the Taxonomy of Intervention Intensity developed by the National Center on Intensive Intervention.

-Student Support Team (SST) Meeting: The team members of this individual student meeting include classroom teachers, an administrator (or designee), and the parents. Other district or school personnel may be included as well. During this meeting the team will examine the data and hear the parents’ perspective on the child’s performance. A closer look at the student’s performance is conducted if the student is not making sufficient progress even with the benefit of tiered supports. Recommendations will be made to assist with supporting the student, and it is possible to move forward with obtaining a Parent Consent for Evaluation (PCE) so that a full evaluation may take place.

-Other Data-Based Decision-Making Teams: It is possible for the school to design a team specifically focused on reviewing data collected from students who are receiving tiered supports.

An important aspect of understanding and analyzing data is evaluating whether the data is accurately portraying whether or not the curriculum, learning supports, interventions, assessments, and observations are carried out with fidelity. In this context, fidelity refers to how closely the implementation of interventions is carried out and if those plans are carried out as intended. Before determining that an intervention is not working, educators must first examine the fidelity of implementation with the tiered supports. Only then should adjustments to the intervention be made. Knowing the story that data unfolds for educators is a critical element of helping students to learn and grow. In turn, it also helps educators identify the specific needs of a student.

Source: Lantos-Swett, Kismet. Branching Minds Blog, June 2022

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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Atlanta, Georgia

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July 15, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

July is National Ice Cream Month. What a fun way to enjoy the hot summer weather in Georgia. Ice cream comes in many varieties and flavors with a range of options from vanilla to bubble gum. Ice cream is generally a universal treat -enjoyed by all. For me, Pralines and Cream is my favorite! Ice cream accommodates everybody's taste. Much like the array of flavors, our work has a spectrum of different challenges and needs to support students with disabilities. As they say, variety is the spice of life! Take advantage of the opportunities and embrace all the options. Every ice cream flavor is unique and special - just like our students!



Life is like an ice cream. Enjoy it before it melts.

Our Director's Webinar Series will begin on August 9, 2022 at 1:00 PM. In today's eblast are links to register for the sessions for FY23. Please mark your calendar and prioritize attending. Our first webinar is planned from 1:00-2:30 PM to allow extra time as we kick-off the new school year. **Directors' Webinar Registration**

Next week, new Special Education Directors will begin their journey as a part of

the Special Education Leadership Development Academy. The first session is July 21-22 in the West Tower, 10th floor meeting rooms. If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us. If you want to attend virtually, please register through the **SELDA website**.

The next Director's Forum is scheduled for July 28 at 12:30 PM. A reminder notice will be sent prior to the meeting.



different colors of ice cream

Knowing that July is National Ice Cream Month and Sunday, July 17 is National Ice Cream Day, please take time to enjoy a treat this weekend. Just for fun, I would love to hear about your favorite flavor. I will close with this reminder from an unknown author: Life is like ice cream, enjoy it before it melts.

Thank you for all you do for students with disabilities. Pralines and Cream may be my favorite ice cream flavor, but Special Education Directors are the “Pralines and Cream” of educators to me!

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.



Latest news

Coming Up

August 23-24, 2022 – The **Data, Privacy, and Cybersecurity Conference** in Athens, Georgia. The conference webpage is **FY 22 Data, Privacy, and Cybersecurity Conference**.

August & September 2022 – Regional Budget & Data Sessions are scheduled. Information about the sessions and registration information is available on the Professional Learning Events website linked below.



Professional Learning Events

Upcoming virtual webinars, in-person events, on-demand content, and by-request workshop opportunities are available at

<https://community.gadoe.org/events>.

Professional Learning Events

Reminders

July 30 – Budget Completion Reports due for all State Grants for FY21 in GAORS.

July 30 – Continuation of Services opens in the SE Applications for data entry, with an August 31, 2022 deadline. *Note: ONLY for applicable LEAs, if an LEA had any students with OSS > 10 days without services, data entry is required. LEAs with NO students having OSS > 10 days without services will not have any data entry required.*

July 31 – Timelines is due in the SE Applications Dashboard.

July 31 – Preschool Exit Data submission available in SE Applications.

July 31 – Post-School Outcomes submission available in SE Applications.

July 31 – CCEIS/CEIS FY22 Student Events Data Upload is due in the Coordinated Early Intervening Services (CEIS) Application.

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spotlight on a stage

District Highlight: We want to feature you!

The Division for Special Education Services and Supports wants to highlight the amazing work being done in your schools and districts. Please send in stories via email to kristen.rhee@doe.k12.ga.us.

Please be sure to include the name of the district, school(s), a 1-3 paragraph summary, and photos showing the great work being done. Each week, we will highlight one district as a way to thank you for all you do for students in your district. Please include **"Telling our Story District Highlights"** in the subject line.



Person writing on a paper

Directors' Webinar

Directors, mark your calendars and register! The FY23 Director's Webinars begin August 9 and continue every second Tuesday of the month from 1:00 to 2:15. Please note that the August 9 webinar is scheduled for 1:00-2:30. These webinars offer the just-in-time information you need to be current with best practices in supervision and monitoring in your district.

If you have any questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at Belinda.tiller@doe.k12.ga.us.

Directors' Webinar Registration



Arrows

Practice Pointers – Evaluation Process and Comprehensive Evaluation

The Individuals with Disabilities Education Act (IDEA) requires that before a child can receive special education services, the local educational agency (LEA) must determine whether the child requires specialized instruction and meets eligibility requirements for special education. The LEA must conduct (or arrange for) a comprehensive evaluation that: 1) provides sufficient data to determine

whether the child is a child with a disability; 2) documents how the disability affects the child's academic, developmental, social/emotional, and/or behavioral performance in school; and 3) provides appropriate information for the development of an Individualized Education Program (IEP), if eligible. See **34 C.F.R. §§ 300.301-300.311**; and **Georgia Rule 160-4-7-.04**.

A comprehensive evaluation needs to look at the needs of the whole child, regardless of the reason for the referral. The LEA should not use any single procedure as the only sole criterion for determining whether a child is a child with a disability, nor for determining the appropriate educational program for the child. In a comprehensive evaluation, the LEA will informally and formally assess all areas related to any suspected disability, including, if appropriate, vision and hearing, health, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

The LEA should use assessments and other evaluation materials to assess specific areas of educational need and not only those that are designed to provide a single general intelligence quotient (IQ) score. The evaluation should be conducted by a multidisciplinary evaluation team. The LEA should also select assessment methods that when administered to a child with impaired sensory, manual, or communication skills (to include English Learner (EL) barriers), the results accurately reflect the child's aptitude or achievement level, among other things.

As these assessments are administered, other areas of concern may arise that need to be evaluated and additional assessments will be conducted as necessary. The results of the evaluation will be discussed with parents and educators, with the accompanying evaluation report(s), at an eligibility meeting. The eligibility meeting determines whether a disability exists and what the impact is on the education of the child. If there is an adverse impact, the team may determine that the child is a child who needs special education and related services. Evaluation report(s) and an eligibility report are created regardless of whether the child is determined eligible or ineligible.

Resources

**Evaluation and Reevaluation Implementation Manual
Guide to the Initial Evaluation Process**



People watching a presenter

Georgia's Specially Designed Instruction

We are excited to announce Georgia's Specially Designed Instruction Statewide Professional Learning Registration and other events. Registration is available within GaDOE's PL Catalog.

We are also providing professional learning sessions designed to support school administrators and special education directors in the implementation and monitoring fidelity of specially designed instruction. We hope all special education directors and school administrators will register and join us for these power packed sessions.

FY23 Specially Designed Instruction PL Series Flyer FY23 SDI PL Series for Administrators Flyer



Reports and graphs

FY 23 Special Education Budget and Data: Filling your Toolbox with the Right Tools

Special Education Directors are faced yearly with numerous requirements in the areas of Budget and Data. The Budget and Data teams are here to support you! Please join budget and data specialists from the GaDOE Division for Special Education Services and Supports for interactive sessions designed to support your work for students with disabilities. The team will provide you with the information and tools you need to get the job done effectively and efficiently in all the key areas impacting budget and data submission. Some of the topics will include Maintenance of Effort (MOE), Equitable Services, Allowability, FTE, Student Class, Student Record, among others.

Registration: A schedule of the sessions is listed below. The time for each day of the two-day sessions is 9 AM to 3 PM. All sessions are open for registration in the **Professional Learning Catalog**. Registration for specific sessions is also available below.

Survey: After registering for your session, complete the **GaDOE IDEA Budget and Data Technical Assistance Survey** to enable the Budget and Data teams to provide information based upon your input.

Please contact Dawn Kemp dkemp@doe.k12.ga.us or Malissa Roberts mroberts@doe.k12.ga.us with any questions.

Date: August 29-30, 2022

Location: Middle GA GLRS, 80 Cohen Walker Dr, Warner Robins, GA 31088

SpEd Budget & Data: Tools for the Job- Middle GLRS - GaDOE Community Registration

Date: September 1-2, 2022

Location: North GLRS (Larry Walker Education Center), 1860 South Main Street, Ellijay, GA 30540

SpEd Budget & Data: Tools for the Job- North GLRS - GaDOE Community Registration

Date: September 8-9, 2022

Location: South GLRS, 245 N. Robinson St, Lenox, GA 31637

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Date: September 12-13, 2022

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Date: September 26-27, 2022

Location: Georgia Department of Education

205 Jesse Hill Jr. Drive, Atlanta, GA 30303, Twin Towers/West Tower Training Rooms A-D

SpEd Budget & Data: Tools for the Job- Metro - GaDOE Community

Registration



People watching a presenter

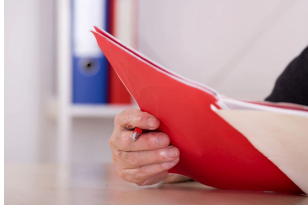
2022-2023 Special Education Leadership Academy (SELDA) Registration

The Special Education Leadership Development Academy (SELDA) is designed to support new directors as they navigate their new role. If you are a new Special Education Director for the 2022-2023 school year, be sure to register for the upcoming sessions!

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). Although all sessions for the 2022-2023 school year offer a virtual option, some sessions will be face-to-face. 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).

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Registration link for the 2022-2023 new Special Education Directors Cohort



Person filling out a survey

National Survey of the EI/ECSE Workforce

The **National Institute for Early Education Research (NIEER)** has been contracted by the **Early Childhood Personnel Center** at the University of Connecticut to conduct a national survey of the early childhood special education workforce. Responses will provide data to researchers, educators, and policy makers to better support special educators and early interventionists in the future.

Data collected from this survey will provide the field with valuable information about the special education and early intervention workforce. Please share with district leaders, school leaders, related service providers, and teachers.

Learn more about the goals of this work by reviewing the **EI/ECSE Workforce Survey**

The survey should take less than 10 minutes. Participants are encouraged to complete the survey in one sitting but can use the link to come back to their survey at a later date.

Participants can enter a lottery for a chance to win one of 100 \$50 gift cards. If you have any questions, please contact Tracy Jost at tjost@nieer.org. The researchers can also be reached at 848-932-4350.

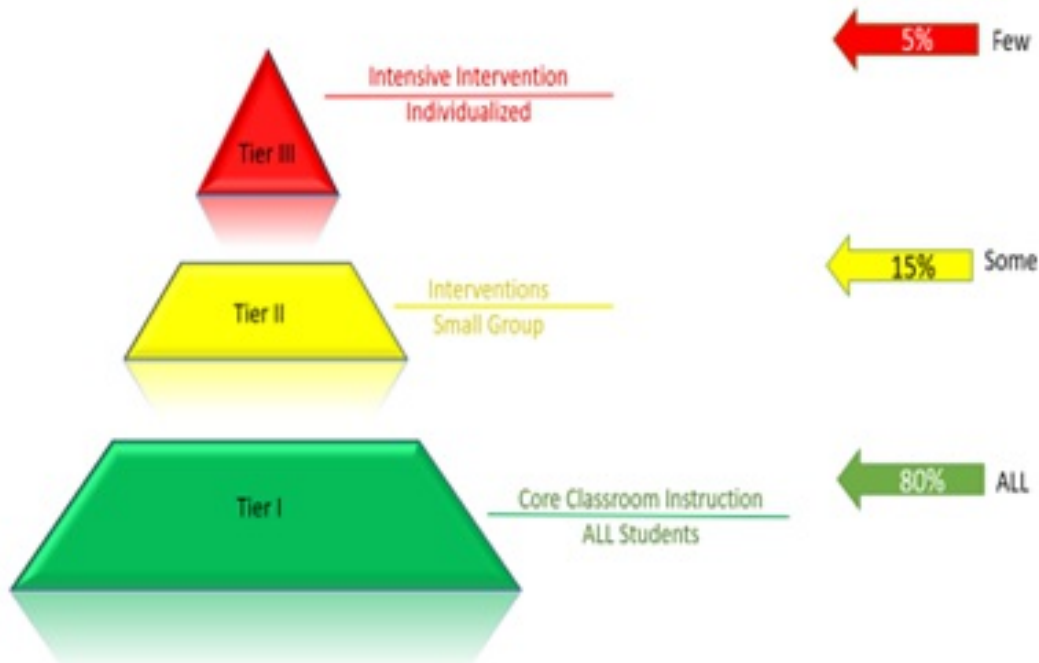
The survey should be completed by Early Childhood/Preschool Special Education Teachers and/or individuals who are lead teachers for children 3 to 5 years old (not yet in kindergarten) receiving special education services through IDEA Part B.



People in a group giving high fives

MTSS Snapshot: What actions should we consider if 80% of students are not responding to Tier I instruction?

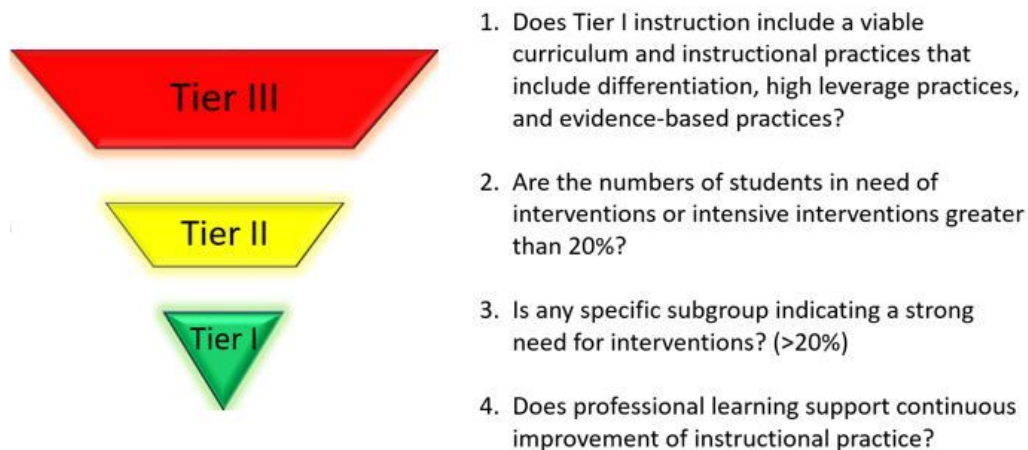
The foundation of an effective multi-tiered system of supports is ensuring that an effective Tier I program is meeting the needs of approximately 80% of its students. When implementing a multi-tiered system of supports (MTSS) the image of the pyramid comes to mind, which is made up of three tiers. The foundation of this framework is Tier I, where 100% of students in Georgia receive their daily core instruction based on the Georgia Standards of Excellence (GSE) and a valid and reliable curriculum.



Tier I is considered the most important level of support because it provides the foundation for successful teaching and learning in school. According to Dr. Tessie Rose Bailey, Principal Technical Advisor for the American Institutes for Research, “The greatest threat to MTSS implementation and school success is poor quality Tier I.” Furthermore, she states, “Districts and schools cannot buy or intervene their way out of poor-quality Tier I instruction.” There has to be an intentional focus on providing effective Tier I instruction, since interventions alone are not the solution. It is important that all learners, including students with disabilities (SWDs), English Learners (ELs) and gifted students, receive the appropriate supports and/or accommodations in order to meet their diverse needs.

Providing effective Tier I instruction is critical in order to meet the needs of ALL students. It should be designed adequately so all students have the supports needed to access the core curriculum. To ensure that students with disabilities have access to effective Tier I instruction, it is critical that they have access to specially-designed instruction (SDI) that allows them to access the Georgia Standards of Excellence (GSE) and ensures their right to a free appropriate public education (FAPE). **Free Appropriate Public Education (FAPE) (34 C.F.R. 300.101-300.113; Georgia Rule 160-4-7-.02)**. English Learners (ELs) also should be provided with adequate high leverage practices that allow them to be able to access effective Tier I instruction, **High Leverage Practices for Teaching ELs**.

When 100% of the students are receiving access to Tier I instruction and at least 80% are not being successful, there are some actions for intensifying instruction at Tier I that should be considered. These actions involve the collective efforts of leaders, teachers, support staff, and parents, **Tips for Intensifying Instruction at Tier 1**. If your school has an inverted pyramid, the additional questions below should be considered by the leadership team to determine possible root causes for this concern.



Additionally, incorporating differentiation into instruction provides opportunity to meet the diverse needs of all students. Research also indicates evidence-based practices (EBPs) when coupled with high leverage practices (HLPs), **High-Leverage Practices | TeachingWorks**, provide a continuum of supports which result in a rapid response to academic and/or behavioral needs. All of these practices are applicable to all classrooms to help support implementation of effective Tier I instruction. However, even with quality Tier I instruction, it is recognized that some students will need layered supports that may be provided at Tiers II and III.

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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Atlanta, Georgia

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July 22, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,



Be extraordinary now!

I am sure it is all beginning to be very real! The new school year is almost here. There is lots of excitement but much to prepare as teachers and staff begin to return. The great hope for this year is to return to normal but is **normal enough**? Many lessons have been learned during the pandemic that will hopefully make us better than before. Sacrifices have been made with long-reaching effects. According to the Center for Education Policy Research at Harvard University, students missed the equivalent of 7-10 weeks of math learning during 2020-2021. Students at high-poverty schools experienced almost six weeks more remote learning than low- and mid-poverty schools. The researchers also noted that learning loss might not be the correct term as you can't lose something you didn't learn. Most researchers recommend high dosage tutoring to make up for lost time along with accelerated learning rather than remedial. We have an incredible opportunity to move beyond normal to extraordinary. Normal is just not enough!

OSEP and the Office of Civil Rights (OCR) released a comprehensive guidance package to help schools and early childhood programs in supporting children with disabilities and to avoid discriminatory use of discipline practices. This package includes several resources for stakeholders:

-A letter from Secretary Cardona to our nation's Educators, School Leaders, Parents, and Students about the importance of supporting the needs of students with disabilities

-Dear Colleague Letter from OSEP Director, Valerie Williams

-Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions: provides information on 12 key topic areas

-Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders a technical assistance document that provides resources, strategies, and evidence-based practices to improve outcomes for children with disabilities.

-Dear Colleague Letter: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973

-Fact Sheet: Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline Under Section 504 of the Rehabilitation Act of 1973

Additionally, these resources as well as relevant data and tools to support school staff can be found on a new webpage: **School Climate and Student Discipline Resources**.

I am sharing this information though we just received the guidance yesterday. Our staff will be reading and researching to prepare to redeliver in the coming weeks. There is much to be gleaned from this information. Please share with your district and school leaders, and parents as appropriate. Of particular importance are the two Dear Colleague letters. Please read both carefully, as one addresses concerns from the IDEA perspective while the other is from Section 504. It is very important to note that all students with disabilities also have protections under Section 504. Watch for more information to come.



The difference between

Our staff spotlight is shining brightly on Julie Youngblood. Julie is part of the GO-IEP team. She is very analytical and knowledgeable, providing quality support to districts. We are very fortunate to have Julie on the team.

It only takes a little “extra” to change from ordinary to extraordinary! You are extraordinary leaders that can lead this change.

ordinary and extraordinary is
that little extra.

Thank you for all you do. I appreciate each of you.

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.




Latest news

Coming Up

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spotlight on a stage

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Please be sure to include the name of the district, school(s), a 1-3 paragraph summary, and photos showing the great work being done. Each week, we will highlight one district as a way to thank you for all you do for students. Please include **"Telling our Story District Highlights"** in the subject line.



Julie Youngblood, Program Specialist, Georgia Department of Education Division of Special Education Services and Supports

GaDOE Staff Highlight: Julie Youngblood

Julie Youngblood is a Program Specialist in the Special Education Services and Supports - Data & Georgia Online IEP (GO-IEP) Unit. During her seven years at GaDOE, she has provided training and support to LEAs using GO-IEP to promote compliant practices and assisted with data preparation for publication. As a K-12 Special Education Teacher, she taught students in all grade levels, academic subjects, and educational environments. She has also been a Special Education Facilitator & Parent Mentor, Special Education Director, and University Adjunct Instructor.

Julie has worked on many projects at GaDOE, impacting educator practices due to her editorial skillset. Among other projects, she is currently collaborating with others to update and integrate Prior Written Notice as an enhancement in GO-IEP.

Julie loves her family, dogs, and granddogs, and is especially excited to welcome a granddaughter in less than a month. She spends most of her time caring for others, but she also loves to read and learn if she has any spare time.



Person writing on a paper

Directors' Webinar

Directors, mark your calendars and register! The FY23 Director's Webinars begin August 9 and continue every second Tuesday of the month from 1:00-2:15 p.m. Please note that the August 9 webinar is from 1-2:30 p.m. These webinars offer the just-in-time information you need to be current with best practices in supervision and monitoring in your district.

If you have any questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at Belinda.tiller@doe.k12.ga.us.

Directors' Webinar Registration



Arrows

Practice Pointers – Reevaluation Process and Timelines

Once a child receives special education services, all further evaluations are reevaluations, regardless of whether there is any change in the disability(ies). Reevaluations are considered just as important as the initial evaluation for special education. Throughout the child’s educational career, their educational needs may change constantly, and the reevaluation assesses the child’s evolving needs. A child’s eligibility for special education does not expire.

The reevaluation must be completed within a reasonable timeframe, no later than the three-year reevaluation date. However, many factors should be considered in determining a reasonable timeframe for the completion of a reevaluation, such as the needs of the child, the date of the last comprehensive evaluation, parent input, and changes in the child’s behavior, attendance, and rate of progress.

A reevaluation of a child with a disability, which can include only a review of existing evaluation data, must occur at least once every three years unless the parent and the local educational agency (LEA) agree that a reevaluation is unnecessary. The reevaluation may be conducted at any time if the LEA feels the needs of the child should be reevaluated or if the child’s teacher or parent requests a reevaluation. However, a reevaluation may not occur more than once a year unless the parent and the LEA agree to more than one a year. The date of the completion of the reevaluation process begins the next three-year reevaluation cycle, and in no more than three years from that date, the need for reevaluation must be considered again.

Reevaluations are consistent with initial evaluations in terms of “what” you should be able to do with them when they are complete. Specifically, the purpose of the reevaluation process is to review current evaluation information and to consider what additional information might be needed to determine, among other things, whether the child continues to have a disability and the educational needs of the child.

For more information please see our **Evaluation and Reevaluation**

Implementation Manual, Georgia Rule **160-4-7-.04**, Federal Regulation **34 C.F.R. §§ 300.301-300.311**, our **Reevaluation Fact Sheet / Evaluation and Reevaluation Fact Sheet**, and our **Guide to the Reevaluation Process**



Graphs and data with a calculator

Important Budget Announcement: Budget Liaison Map Updated

The Division for Special Education Services Budget and Grants team is very pleased to announce that our team has grown. Dr. Melissa Bates and Mr. Andrew Britt have joined the IDEA Budget and Grants team and will serve as budget liaisons during the FY23 school year. Directors, please review the updated budget liaison map to identify your assigned FY23 budget liaison. Please don't hesitate to contact your budget liaison with any budget questions you have throughout the school year.

2022 Budget Liaison Map



Reports and graphs

FY 23 Special Education Budget and Data: Filling your Toolbox with the Right Tools

Special Education Directors are faced yearly with numerous budget and data requirements. The Budget and Data teams are here to support you! Please join budget and data specialists from the GaDOE Division for Special Education Services and Supports for interactive sessions designed to support your work for students with disabilities. The team will provide you with the information and tools you need to get the job done effectively and efficiently in all the key areas

impacting budget and data submission. Some of the topics will include Maintenance of Effort (MOE), Equitable Services, Allowability, FTE, Student Class, Student Record, among others.

Registration: A schedule of the sessions is listed below. Each day of the two-day sessions is from 9 a.m. - 3 p.m. All sessions are open for registration in the **Professional Learning Catalog**. Registration for specific sessions is also available below.

Survey: After registering for your session, complete the **GaDOE IDEA Budget and Data Technical Assistance Survey** to enable the Budget and Data teams to provide information based upon your input.

Please contact Dawn Kemp, dkemp@doe.k12.ga.us, or Malissa Roberts, mroberts@doe.k12.ga.us, with any questions.

Date: August 29-30, 2022

Location: Middle GA GLRS, 80 Cohen Walker Dr., Warner Robins, GA 31088

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Date: September 26-27, 2022

Location: Georgia Department of Education

205 Jesse Hill Jr. Dr., Atlanta, GA 30303, Twin Towers/West Tower Training Rooms A-D

SpEd Budget & Data: Tools for the Job- Metro - GaDOE Community Registration



People watching a presenter

BIAG Back to School/Transitions Webinar

The Brain Injury Association of Georgia (BIAG) will host a teen/young adult focused webinar on August 2 at 4 p.m. regarding tips for back to school, transitioning from hospital to home to school, to transitioning from high school to college/work training, strategies for success, and so much more.

We'll hear from the following presenters: Dr. Tyler Brown, Neuropsychologist with Shepherd Center, Jeff Allen, with Vocational Rehabilitation Agency, Paula Gumpman, with the GA Department of Education, and other social topics for our teen/young adult survivors panel.

You are welcome to share this invitation. After registering, you will receive a confirmation email regarding joining the webinar.

BIAG Back to School/Transitions Webinar Registration



Two people discussing a document

Providing Prior Written Notice

GO-IEP began phasing in Prior Written Notice (PWN) at the end of the day on July 14, 2022. The GO-IEP team gave a short demonstration of Phase 1 of Providing **Prior Written Notice in GO-IEP** on July 14, 2022. They also

discussed the plan for additional phases. If you missed it, look for the recording in the **PL Catalog Events - GaDOE Community**.

Previous Prior Written Notice (PWN) Training is also available in the GaDOE PL catalog.

A Family Engagement and Dispute Prevention presentation during SELDA on December 8, 2021, also discussed PWN. **Family Engagement and Dispute Prevention SELDA Handout**

Prior Written Notice in GO-IEP is the handout used during the training. **Providing Prior Written Notice Within GO-IEP** is the guidance document provided after the training. Download PWN Templates from the **Sample Special Education Forms webpage**.

Prior Written Notice (PWN) is a written statement that a district must provide to a parent before implementing or refusing to implement changes to a student's special education program. It must be provided in a reasonable time before the public agency proposes or refuses to initiate or change the identification of the student, the evaluation of the student, the educational placement of the student, or the provision of a free appropriate public education (FAPE) to the student.

A change in the identification of the student includes but is not limited to changes in the eligibility status, such as newly eligible, not eligible or changes in disabilities.

A change in educational placement for the student includes, but is not limited to, provision of initial special education services, a change of placement along the continuum of special education placements, a change in instructional delivery that substantially alters the student's educational program or a change due to disciplinary reasons.

A change related to the provision of a free appropriate public education (FAPE) includes, but is not limited to, the services, goals/objectives, accommodations/supports (including state assessment, assistive technology, and alternate formats), behavior intervention plan, the decision related to state assessment, and the decision related to Extended School Year (ESY) Services determined necessary for the student to receive FAPE.

Prior Written Notice (PWN) should not only include the proposed and/or refused change(s) but must also provide a rationale for the proposed/refused action and any other factors related to the decision. It also requires any evaluation procedure, assessment, record, or reports used in the decision. These

requirements mean it is important to fully document all data within the Eligibility or Reevaluation Data Review and in the PLAAFP of the IEP. When a Reevaluation Data Review is completed, if the option selected is no testing is needed, please include a statement in the explanation indicating that if the parent disagrees with the decision, they should bring the request to the LEA. If the LEA refuses to evaluate, refusal needs to be documented in section 2 of the Prior Written Notice (PWN).

Even if no changes are being proposed, PWN should be provided stating that no changes are being proposed. This may often occur when an amendment is done to correct typographical errors.

Prior Written Notice (PWN) should not be started prior to the meeting. The template can be downloaded but should not be completed until after the meeting is held.



Exclamation mark

Continuation of Services Terminology Clarification

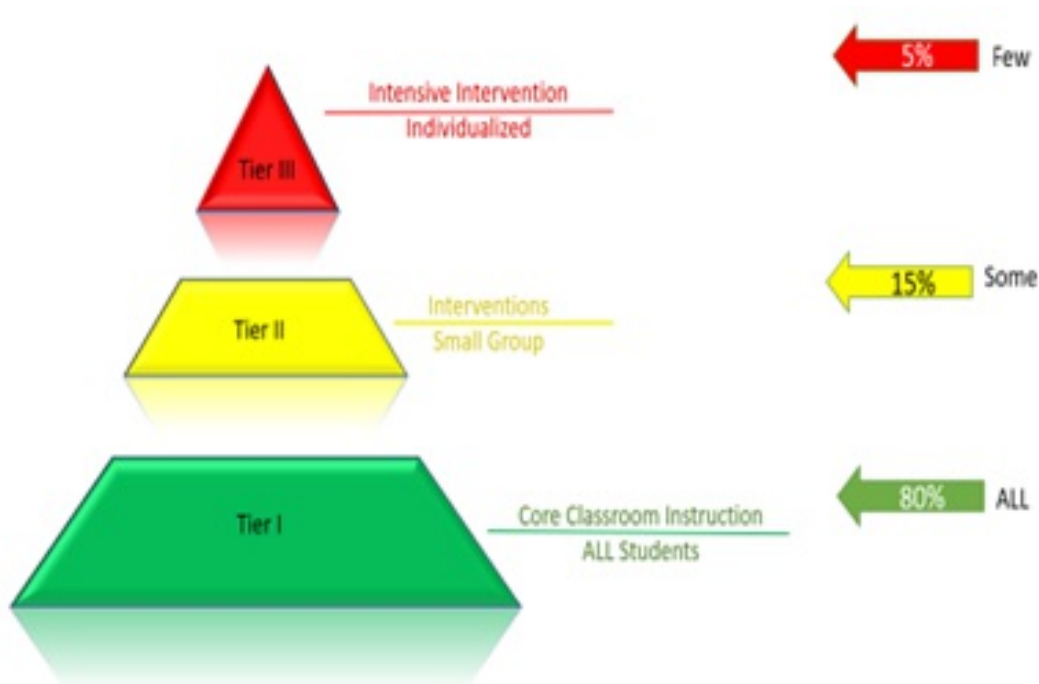
The Continuation of Services application has often been referred to by the acronym COS. Unfortunately, the Childhood Outcomes Survey used to collect data for Preschool outcomes is nationally known by the acronym COS. To avoid confusion moving forward, the Division for Special Education Services and Supports will now use the acronym CS to refer to the Continuation of Services (CS) application and process. There are no changes to the CS process, only an acronym change. We will work to update this in guidance documents in the coming weeks.

Please contact Linda Castellanos lcastellanos@doe.k12.ga.us, Dawn Kemp dkemp@doe.k12.ga.us, or Ron Washington ron.washington@doe.k12.ga.us if you have any questions.



MTSS Snapshot: What should we consider when reflecting on the fidelity of interventions at Tiers II and III?

As we ramp up for the new school year, let's take some time to reflect on the effectiveness of your dedicated intervention time. The foundation of an effective multi-tiered system of supports is ensuring that an effective Tier I meets the needs of approximately 80% of its students. However, even with quality Tier I instruction, it is recognized that some students will need layered supports that may be provided at Tiers II and III.



Did analysis of last year's assessment data reveal that your students were positively impacted by the implementation of interventions at Tiers II or III? As you reflect on supports at Tiers II and III, what factors have been considered during observations to determine the fidelity of implementation of these additional supports, **IRIS | Page 1: Fidelity of Implementation**? During this dedicated time of providing Tier II and III supports, was there consistent consideration given to the following factors?

- Adherence to the scheduled time and implemented as published (minutes and number of sessions per week)
- Intervention matched to identified need (or did all students just get the same intervention)

-Explicit instruction/clear modeling, **Features of Explicit Instruction Course Content | NCII**

-High student-teacher interaction, while incorporating **High Leverage Practices, High-Leverage Practices | TeachingWorks**

-Multiple opportunities for practice

-Clear behavioral praise

-Frequent checks for understanding, with corrective feedback provided (even if a computer-based program was being used)

-Data usage reports for computer-based interventions, if applicable, being analyzed and used to determine when small group instruction was needed

-Professional learning for educators provided, based on the assessment data and observations

As students are identified as needing more intensive interventions/supports, it is important that observation data is collected to determine the fidelity of implementation of this dedicated time. The factors above are just a few to consider. You may already be addressing many of these factors, but there may be a few that you have not considered as you seek to strengthen the fidelity of implementation of interventions at Tiers II and III, **Fidelity Tools | NCII**.

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

July 29, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

There are times when you wait and wait and finally it happens. Well, that is exactly what occurred at our house this week. We have lived in the north Georgia mountains for almost two years but fortunately had not encountered a black bear in our yard. Many neighbors post daily of bears frolicking in their yards and even have mama bears with cubs. When you least expect it, there is a big bear in your yard. It was around supper time and the bear came strolling up the mountain and right through our yard. The bear was magnificent as we were on the deck, and he was in the yard. I have included a picture for your enjoyment. It is hard to tell from the picture, but he/she was of “keeper size” weighing probably 300 lbs. Seeing the bear during daylight (and safely from our deck) is a different matter than encountering the bear in the dark, possibly up close, and personal. (Even Lucy, our bulldog, was quiet as a mouse. You could tell that she did not want to borrow any trouble.) Seeing the bear was a real treat yet I also was a little afraid. Can we have it both ways? With most schools opening next week, just think of how often students bemoan the fact that summer vacation is ending yet get so excited about starting a new year. It is certainly



Black bear in the woods

possible to have conflicting feelings, but I hope the positive always wins.

Our highlight this week is featuring Northeast Georgia RESA. Learn more about their collaboration and teamwork. Great example of how collaboration strengthens a region.

Our staff highlight this week is shining brightly on Nicole Croom. Nicole is a Program Specialist in the Budget and Grants Unit. When I think of Nicole the word “gracious” immediately comes to mind. She has such a calm presence providing support with a large dose of kindness. Nicole is dedicated to excellence. I am so proud she is on our team.



Welcome back to school.

Please carefully read the announcements and professional learning opportunities. Forward the eblast to personnel that will benefit from the information.

If you are beginning your 1st school year or even your 40th, take time to enjoy the excitement of a new school year. You have my very best wishes for a successful start of school.

Thank you for all you do to support students with disabilities. You are the best!

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.



Latest news

Coming Up

August 23-24, 2022 – The **Data, Privacy, and Cybersecurity Conference** in Athens, Georgia. The conference webpage is [FY 22 Data, Privacy, and Cybersecurity Conference](#).

August & September 2022 – Regional Budget & Data Sessions are scheduled. Information about the sessions and registration information is available on the Professional Learning Events website linked below.



Professional Learning Events

Upcoming virtual webinars, in-person events, on-demand content, and by-request workshop opportunities are available at <https://community.gadoe.org/events>.

Professional Learning Events

Reminders

July 30 – Budget Completion Reports due for all State Grants for FY21 in GAORS.

July 31 – Timelines is due in the SE Applications Dashboard.

July 31 – Preschool Exit Data submission available in SE Applications.

July 31 – Post-School Outcomes submission available in SE Applications.

July 31 – CCEIS/CEIS FY22 Student Events Data Upload is due in the Coordinated Early Intervening Services (CEIS) Application.

July 31 – CCEIS/CEIS Plan for FY23 is due in the CEIS Application.

August 31 – Continuation of Services (CS) is due in the SE Applications Dashboard. CS is now open in the SE Applications for data entry. *Note: ONLY for applicable LEAs, if an LEA had any students with OSS > 10 days without services, data entry is required.*

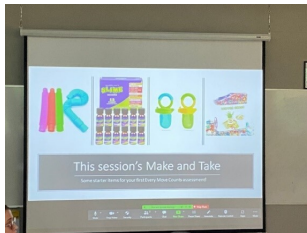


Northeast Georgia Regional Education Services Agency logo

District Highlight: Northeast Georgia Regional Education Services Agency

The Collaborative Team Consortia hosted its kick off meeting recently at NEGA RESA. This group, supported by NEGLRS, and facilitated by Ginger Schmidt (TVI, NE RESA Shared Services) and Abby Bishop (Special Education Teacher, Oconee County Schools) has made a positive impact in improving collaboration

of staff that support students with multiple and complex needs in the school setting.



This session's Make and Take

Teams discussed how they support each other's role, and how they work together to support students. Session One take away included an introduction to Every Move Counts, a sensory-based approach to communication and assistive technology.

A wonderful example of how small teams come together to make a big impact for students!



Nicole Croom, Program Specialist, Georgia Department of Education Division of Special Education Services and Supports

GaDOE Staff Highlight: Nicole Croom

Nicole Croom is a Program Specialist in the Special Education Budget Unit. She has been working in the field of education for 16 years. Since December 2018, she has enjoyed serving as a Budget Liaison to directors in parts of middle and southeast Georgia. Prior to stepping into this role, she worked as a Program Specialist in the Career, Technical, and Agricultural Education (CTAE) Division at the Georgia Department of Education (GaDOE) for close to six years. Before joining GaDOE, she held several positions ranging from a middle school teacher to a director of education to a financial analyst.

Nicole currently serves as the lead on equitable services in the Budget Unit and regularly collaborate with the Data Unit to provide technical assistance to directors. Additionally, she has developed a self-paced training module on equitable services available in Georgia Learns. In addition, she provides training on fiscal requirements to new directors in SELDA and aim to make the content understandable and engaging.

She loves traveling with family, finding new food experiences, collecting and trying new cooking recipes, and binge-watching shows on Netflix with her husband. Most of all, she loves cheering on her 7-year-old son at his baseball games.



Person writing on a paper

Directors' Webinar

Directors, mark your calendars and register! The FY23 Director's Webinars begin August 9 and continue every second Tuesday of the month from 1:00 p.m. - 2:15 p.m. Please note that the August 9 webinar is from 1:00 p.m. - 2:30 p.m. These webinars offer the just-in-time information you need to be current with best practices in supervision and monitoring in your district.

If you have any questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at Belinda.tiller@doe.k12.ga.us.

Directors' Webinar Registration



Arrows

Practice Pointers – Reevaluation Process: Determination of Eligibility and Educational Needs

As part of the reevaluation process, the Individual Education Program (IEP) Team, including the parent and other qualified professionals must review evaluation data, including but not limited to the current full eligibility on the child that is already available. This review may include evaluations and information provided by the parent, current classroom-based local or state assessments, classroom-based observations, and observations by the teacher and related service providers. This review may be conducted without a meeting if the parent and local educational agency (LEA) agree not to convene a meeting for this purpose. The Team will, on the basis of that review, and considering how long it has been since a comprehensive evaluation of the child last occurred, identify additional data needed, if any.

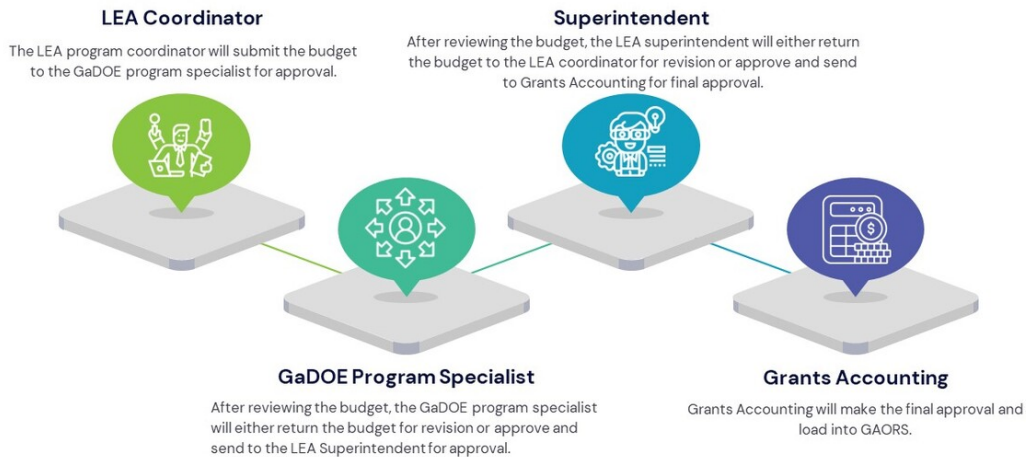
After reviewing the existing data on the child, if the IEP Team determines that no additional information is needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, then the LEA must notify the child's parent of that determination, the reasons for the determination, and the parent's right to request assessments for the determination of eligibility and the child's educational needs. If additional information is needed by the IEP Team to determine: (1) the present levels of academic achievement and related developmental needs of the child; (2) whether the child continues to have a disability or additional areas of need due to a disability; (3) whether the child continues to need special education and related services; (4) whether the child needs any additions or modifications to the special education and related services to meet the measurable annual goals set in the IEP; and/or (5) whether the child needs any additions or modifications to the special education and related services to enable participation, as appropriate, in the general education curriculum, then the Team will determine which assessments are needed to provide the additional information. If a decision is made to conduct additional assessments, then after the assessments are complete, the Team reviews those assessments and determines the child's continued eligibility and educational needs. The LEA must comprehensively reevaluate a child with a disability before determining

that the child is no longer a child with a disability who requires special education services.

For more information please see **Georgia Rule 160-4-7-.04**, our **Evaluation and Reevaluation Implementation Manual**, our **Reevaluations Fact Sheet**, and our **Guide to the Reevaluation Process**.

ConApp Budget Approval

The budget approval process is changing



FY23 Consolidated Application Budget Approval

The budget approval process has changed to better support our LEAs. This new process has the LEA Coordinator sign off on the budget, which then sends the GaDOE Program Specialist the budget to review and either approve or request a revision. If adjustments are required, the LEA Coordinator makes the adjustments and approves the budget, which sends the budget back to the GaDOE Specialist. Once the GaDOE Specialist approves the budget, it is sent to the LEA Superintendent for approval and sign-off. The LEA Superintendent still has the option to sign-off or reject and send the budget back to the LEA Coordinator. After the Superintendent signs-off, the budget goes straight to Grants Accounting so that the budget can get loaded into GAORS. This new process improves the workflow and speeds up the process.

As always, feel free to reach out and recommend process changes to improve your experience working with the GaDOE.



Reports and graphs

FY 23 Special Education Budget and Data: Filling your Toolbox with the Right Tools

Special Education Directors are faced yearly with numerous budget and data requirements. The Budget and Data teams are here to support you! Please join budget and data specialists from the GaDOE Division for Special Education Services and Supports for interactive sessions designed to support your work for students with disabilities. The team will provide you with the information and tools you need to get the job done effectively and efficiently in all the key areas impacting budget and data submission. Some of the topics will include Maintenance of Effort (MOE), Equitable Services, Allowability, FTE, Student Class, Student Record, among others.

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Survey: After registering for your session, complete the **GaDOE IDEA Budget and Data Technical Assistance Survey** to enable the Budget and Data teams to provide information based upon your input.

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Social Studies Resources

Looking for Great Social Studies Read Alouds?

Read alouds are a great a way to build background knowledge, improve fluency, and scaffold instruction. Did you know the Georgia Council for the Social Studies has a compiled list of read alouds aligned to the Social Studies GSE for each grade and course? Check out the **Georgia Council for the Social Studies webpage** for this amazing resource.

Need Social Studies Lessons?

Each grade and course has sample units. These units are differentiated and include sample essential questions, instructional activities, and performance

tasks. They can be found on the Social Studies page for each grade/course on the **Georgia Standards of Excellence webpage**



Georgia Parent Mentor Partnership logo

Georgia Parent Mentor Partnership: Sharing the Journey

When the Georgia Parent Mentor Partnership (GaPMP) was established in 2002, the vision was for parents with the lived experience of raising a child who receives special education services to provide information and support to other families. This lived experience was considered a gateway to establishing the connection between home, school and community that ultimately leads to better post-school outcomes. Twenty years later, we are still at it and our theme for FY23, Sharing the Journey, reflects the continued value we place on family experience and mentoring. This year, we will have 101 parent mentor positions. If your district is new to the GaPMP, returning after taking time off, or your parent mentor will be new, please fill out this JotForm link:

FY23 GaPMP New Parent Mentor Form

If you are returning to the GaPMP this year and your parent mentor remains the same, we look forward to seeing you again at the FY23 Kickoff, September 7 & 8. Although the event will be virtual, there will be locations for those who choose to meet and “attend” together. More information will be provided soon!



Two people discussing a document

Providing Prior Written Notice

GO-IEP began phasing in Prior Written Notice (PWN) at the end of the day on

July 14, 2022. The GO-IEP team gave a short demonstration of Phase 1 of Providing **Prior Written Notice in GO-IEP** on July 14, 2022. They also discussed the plan for additional phases. If you missed it, look for the recording in the **PL Catalog Events - GaDOE Community**.

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Prior Written Notice (PWN) should not be started prior to the meeting. The template can be downloaded but should not be completed until after the meeting is held.



Person presenting information

Technical Assistance for School Psychologists

The Division for Special Education Services and Supports is hosting a Technical Assistance Webinar for School Psychologists titled, Dyslexia: FY23 School Psychologist Update. Please forward this information to School Psychologists and/or appropriate personnel in your Local Educational Agency (LEA).

Dr. Jennifer Lindstrom, Statewide Dyslexia Coordinator, will deliver updates regarding the Dyslexia law, screening requirements, how to support administrators, and possible supports within a School Psychologists' scope of work. This webinar will occur virtually on August 30, 2022 from 1:00 p.m. - 2:30 pm. Please sign up using the registration link below:

August 30, 2022 - Dyslexia FY23: School Psychologist Update Registration

For more information, please contact Alicia Mercer by email at

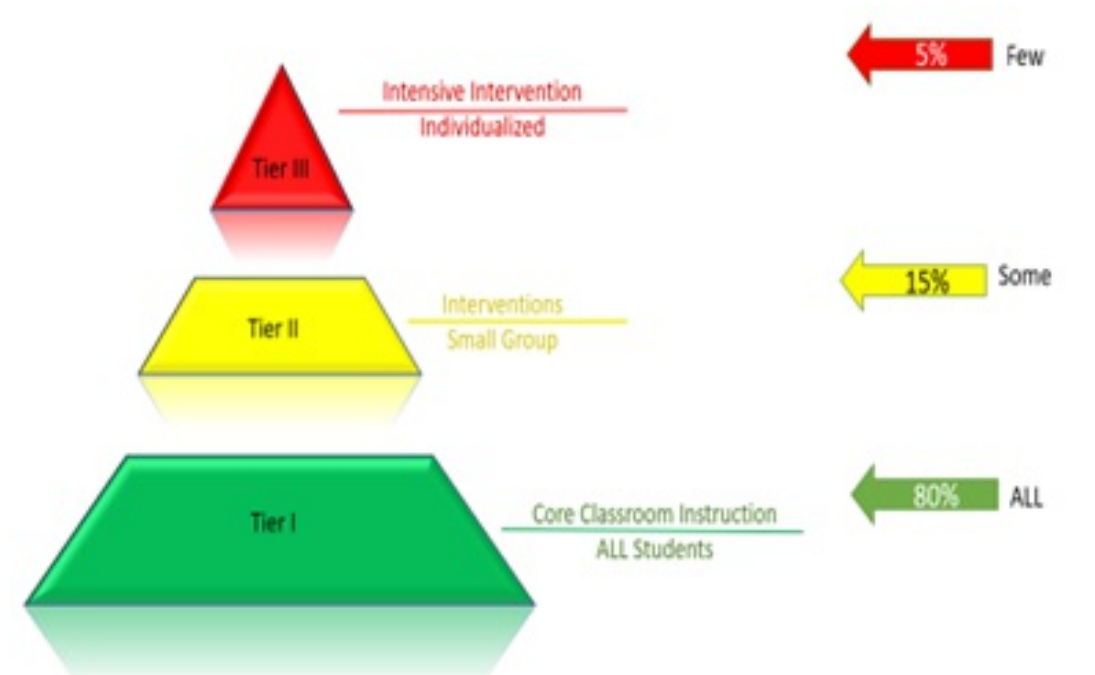


People in a group giving high fives

MTSS Snapshot: What happens when an intervention is not implemented with fidelity?

As we have reflected on the fidelity of the implementation of our interventions at Tiers II and III, it is important to address the following:

- Understand how to effectively implement the evidence-based intervention, as it is intended.
- Gather and organize the resources necessary for implementation (i.e. professional learning for all staff involved, teacher and student resources, observation tools, schedule that allows for exact implementation, time for teams to analyze data and determine next steps, etc.).
- Adhere to the implementation procedures of the intervention.



As we continue to consider these critical actions we must also:

- Establish an implementation team to analyze data and to problem-solve barriers with implementation
- Provide initial and ongoing professional learning and support for the implementation of the intervention, based on data
- Use existing guidelines or create explicit guidelines for the implementation process
- Monitor ongoing implementation fidelity through collecting and analyzing student and staff data and determining next steps, **Implementing with Fidelity**

Collecting ongoing data to determine the effectiveness of these interventions is extremely important. Using existing data reports provided with computerized interventions is very important. This data is used to determine if students are progressing through the intervention as expected. This data may also help to determine whether additional professional learning may be needed for the staff (leaders, teachers and/or paras) implementing the intervention. Effective implementation of a multi-tiered system of supports (MTSS) also focuses on building a solid infrastructure, **Infrastructure**, for the intervention that provides supports for staff, students and parents. As we continue to reiterate the importance of fidelity, it is important to note that poor fidelity of implementation significantly impacts the reliability of our progress monitoring data and ultimately negatively impacts the academic and/or behavioral progress of our students. We cannot say an intervention did not work, if we did not implement it as prescribed. Hence, a poorly implemented program/intervention can lead to failure as easily as a poorly designed one, **IRIS | Page 1: Fidelity of Implementation.**

To help support districts and schools with their work of ensuring fidelity of implementation of effective Tier II and Tier III interventions, the Georgia Department of Education is offering a free online application, **Georgia Online MTSS/SST (GO-MTSS/SST)**. It is designed to help districts and schools facilitate data-based decision making within a tiered system of supports for students. Districts and schools can use this tool to help the Student Support Team (SST) adhere to the Student Support Team (SST) State Board rule by providing a format to record and to maintain information and documentation of a student's response to intervention. For additional information on GO-MTSS/SST, contact Dr. Rondalyn Pinkney 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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