

General Supervision and IDEA Implementation Training

September 18, 2019 (Macon)

September 25, 2019 (Atlanta)



General Supervision Requirements

States must implement and maintain a general supervision system in order to:

1. Improve educational results and functional outcomes for all children with disabilities; and
2. Ensure that the requirements of IDEA are met.



2020 Vision Casting

Provide the necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.

Moving Forward 2020 Vision

Rationale



“If Every Student Succeeds, the commitment cannot be an Act. We must do what is right for the schoolhouse. All students matter! We must give each student the tools necessary to demonstrate readiness to learn, live and lead. We must offer high quality services and supports for teachers and leaders to address rigorous, diverse needs of students. We must prioritize an effective, engaging home-school partnership because families are partners in student success.

Theory of Action



IF we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, **THEN** student outcomes and school climate will improve resulting in increased quality of life and a workforce ready future!



Students FIRST

- Specially Designed Instruction, IEP Services and Supports & Self Determination Skills
- ***As measured by:*** Improved results for students for disabilities (e.g., graduation, dropout, assessment proficiency rate, young children outcomes, etc.)
- ***Data Fact:*** >25% of students with disabilities exit as dropouts each year.
- We believe that students who have access to good instruction, IEP Services and self-determination skills will be ready to live, learn and lead!



Teachers FIRST

- Equity, Efficacy & Excellence
- **As measured by:** Increased teacher retention and improved high-quality services and supports (e.g., teacher shortage/retention rate, school climate data, etc.)
- **Data Fact:** Georgia demonstrated a sped teacher shortage of 3,496 (3.1).
- We believe that teachers who have equitable access to high quality services/supports and supportive leadership will create classroom conditions for student success, remain in the profession and motivate others to teach as a career of first choice.



Leaders FIRST

- INTENTIONAL (Data-driven decision making) and INCLUSIVE
- **As measured by:** Improved systems of continuous improvement and increased inclusive leadership
- **Data Fact:** Council for Exceptional Children Teacher Survey Data indicated the following needs: Adequate resources to meet IEP requirements for students (831 responses); Smaller class sizes/caseloads (637 responses); and Administrators who support the IEP process (538 responses).
- We believe that inclusive leaders who leverage the flexibility to make intentional decisions create school-wide conditions for student success.

Families FIRST



- Engaging & Effective Home-School Partnerships
- **As measured by:** Improved parent satisfaction and supports such as the Special Ed. Help Desk and Parent Mentor Partnership
- **Data Fact:** Georgia Parent Mentor Partnership demonstrated 99,521 contacts with families during FY19.
- We believe that home-school partnerships must prioritize communication, capacity-building and consensus decision making.

Keeping Georgia's Students First



Students FIRST

- ASPIREPlus
- Transition Services
- Assistive Technology
- Georgia's Tiered System of Supports for Students
- Dyslexia Supports
- Georgia Instructional Materials Center (GIMC)
- State Systemic Improvement Plan (SSIP)
- Georgia Network for Educational and Therapeutic Supports (GNETS)
- Results-driven Accountability Monitoring and Oversight
- Check and Connect



Teachers FIRST

- IDEAS Conference
- CEEDAR Partnership/High Leverage Practices for Special Education (Teachers)
- Special Education Content Integration Specialist
- Newsletter for Teachers of Students with Disabilities
- Teacher Resources for Students with Significant Cognitive Disabilities (GAA)



Leaders FIRST

- Federal Programs Conference
- Part B Data Resources
- General Supervision and IDEA Implementation Trainings
- High Leverage Practices for Special Education (Leaders)
- Advancing Inclusive Leadership for Principals
- Georgia Learning Resources System (GLRS)
- Special Education Leadership Academy (SELDA)
- Georgia Online-IEP
- Fiscal/Consolidation of Funding
- School Completion Toolkit



Families FIRST

- State Advisory Panel
- Georgia Parent Mentor Partnership
- Statewide Facilitated IEP Process
- Academic Parent Teacher Teams Partnership
- GaDOE Sped Help Desk
- Parent 2 Parent Partnership
- Dispute Resolution Supports



Students FIRST

Georgia must **keep students first** and ensure that students suspected of having a disability are appropriately identified and evaluated (Child Find).



**I heard that my child must have a
passed hearing and vision-first!
Is this correct?**

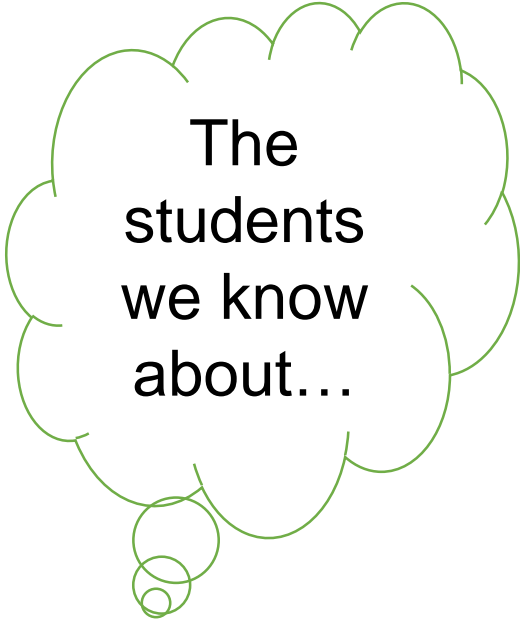
Can the LEA proceed with eligibility without receiving a passed hearing and vision report?





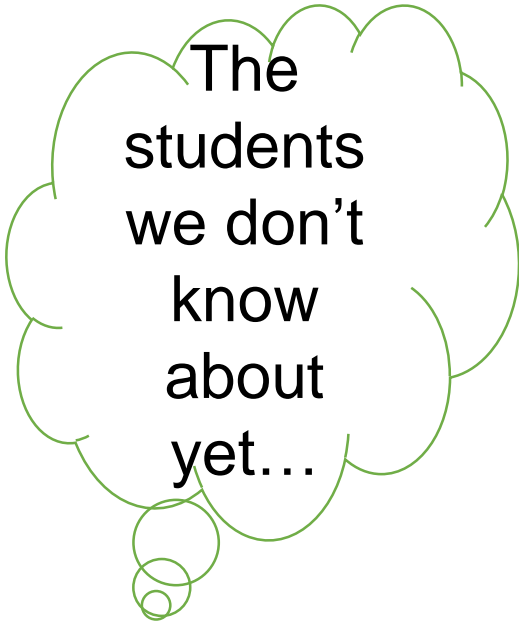
Under IDEA Evaluation Procedures, if an assessment is administered to a **child with impaired sensory, manual, or speaking skills**, the assessment results should **accurately reflect the child's aptitude or achievement level** or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Children with impaired sensory, manual, or speaking skills can be grouped into two categories.



The students we know about...

AND



The students we don't know about yet...

While the Department continues to support the guidance below, the details are insufficient to describe a systemic, proactive response to identifying children with impaired sensory.

If problems with the child's hearing or vision need medical diagnosis or require the purchase of hearing aids or eyeglasses and the parents are unable to accomplish this, then the LEA must make sure that these devices and services are made available to the child.

What if a child requires a medical diagnosis?

If problems with the child's hearing or vision need medical diagnosis or require the purchase of hearing aids or eyeglasses and the parents are unable to accomplish this, then the LEA must make sure that these devices and services are made available to the child.



Hearing & Vision Screenings

The Challenge



- Research data shows that children with hearing or vision loss who are identified through mass hearing screenings and receive services earlier have better outcomes in language, literacy, and academics
- However, there is shortage of services for follow-up identification, which can be a challenge for school districts

Facts about Hearing & Vision Screenings

- Hearing and vision screenings improve access to the general education curriculum and increase student success.
- Mass screenings do not require parent permission.
- The prevalence of vision loss in school-age children is one in four children.
- The prevalence of hearing loss in children ages birth to five is 3 in 1000, but it goes up to 9 in 1000 for school-aged children.
- Hearing and vision screenings are recommended by the American Academy of Pediatrics and the Georgia Department of Public Health for all school-aged children in Grades 1, 3, 5 and 8.
- Additionally, all students suspected of having a hearing or vision problem should be screened.

Facts about Hearing & Vision Screenings

- Georgia requires hearing and vision screenings in the following situations:
 - Upon school entry Certificate of Vision, Hearing, Dental, And Nutrition Screening (3300 Form).
 - During the special education comprehensive evaluation process if suspected of having a disability in this area

Mass Hearing & Vision Screenings

Flow Chart (Best Practice Guidance)

If a student requires follow-up per the 3300 Form upon school entry, begin with **Step 1** as a follow up (rescreening) if not completed already.

Step 1: Conduct a Hearing and Vision Screening for designated grade levels.
(completed by Oct 1st or within 30 school days upon school entry for new students)

Step 2: For students who need follow-up, the Local Education Agency (LEA) will complete rescreening procedures between **10-14 school days**.

Mass Hearing & Vision Screenings

Flow Chart (Best Practice Guidance)

Step 3: If the student requires follow-up after the rescreening (**Step 2**), send home a parent notification letter (**within 10 school days**) to recommend next steps. (See sample Letter)



Step 4: If the parent does not complete the follow-up from **Step 3**, send home a 2nd parent notification letter within **30 school days** of the 1st notification.



Step 5: If parent follow-up has not been completed within **15 school days** of the **2nd parent notification (Step 4)**, the LEA will provide the diagnostic evaluation for the student after obtaining informed parent consent.

Hearing & Vision Screenings

Flow Chart for Referrals to Evaluation for Special Education (Best Practice Guidance)

Step 1: Review previous vision and hearing screening results and follow-up recommendations. If a past request for follow-up has been made within one year, then the LEA should move to Step 3.

Step 2: If appropriate, conduct a hearing and vision screening. Rescreen the student, if needed.

Step 3: If additional actions are required, send home the 1st parent notification letter within **10 calendar days** of screening.
(see sample)

Hearing & Vision Screenings

Flow Chart for Referrals to Evaluation for Special Education (Best Practice Guidance)

Step 4: If the parent actions (follow-up) are not completed, then the LEA should send a 2nd parent notification letter **within 5 calendar days** of the notification described in Step 3.



Step 5: If parent follow-up has not been completed, the LEA will provide a diagnostic evaluation (with informed parent consent) at no cost to the parent. The LEA should consider this action **within 5 calendar days** of the 2nd parent notification described in Step 4.



Note: If the diagnostic evaluation is not completed, the other academic testing may be invalid.

Hearing & Vision Considerations

For Special Education Evaluations (Best Practice Guidance)

Step 1: Determine if the student has diagnosis of a hearing loss or vision impairment, level of hearing or vision loss, correction or treatment currently in place, and, if appropriate, current special education services and supports.



Step 2: If prescribed, determine if the corrective treatment is being utilized by the student consistently for a period of 30 days.

Hearing & Vision Considerations

For Special Education Evaluations (Best Practice Guidance)

Step 3: If student is not using corrective treatment or does not benefit from corrective treatment, determine if further testing or services are needed for hearing and vision.



Step 4: If corrective treatment and/or services are consistent and beneficial to the student, continue with the evaluation or reevaluation for Special Education. Ensure the student has his/her corrective treatment at the time of the evaluation.



Need More Help?

GA's New Mobile Audiology Program



Resources

- GA DOE – Trainings for Hearing & Vision screenings
 - [Webinars for Hearing & Vision screenings](#)
 - [Training manual for hearing screenings](#)
 - Division of State Schools
 - DHH Outreach Coordinator: Vanessa Robisch - VRobisch@doe.k12.ga.us
 - VI Outreach Coordinator: Zelma Murray - ZMurray@doe.k12.ga.us
- Georgia's (new) [Mobile Audiology Program](#)
 - Program Manager: Jessica Bergeron – jbergeron@doe.k12.ga.us
- [Early Childhood Hearing Outreach](#) (ECHO) (for children ages 3-5)
- [Prevent Blindness Georgia](#)
- Free or low-cost [glasses](#) & [hearing aids](#) for children

Questions?

Young Children Updates



Topics



- Indicators
- Environments
- Outcomes
- Transition

1) EARLY CHILDHOOD

Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6: Preschool Settings
- Indicator 7: Preschool Outcomes
- Indicator 12: Early Childhood Transition from Part C to Part B

Adapted from Oklahoma Department of Education

A photograph of a classroom scene. A teacher with blonde hair, wearing a dark blue t-shirt with "Olive Branch" on it, is sitting on a colorful rug and looking at a book. Several young children are sitting around her, some looking at the book. In the foreground, two children are seen from behind, one in a white shirt and one in a green shirt, both with their arms raised. The background features a bulletin board titled "Who's Here Today?" with photos of children, and a bookshelf filled with books. The text "Indicator 6: Environments" is overlaid in large white font across the center of the image.

Indicator 6: Environments

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

September 2015

- Sets an expectation for high-quality inclusion in early childhood programs
- Increasing public understanding of inclusion
- Highlighting the legal foundations supporting inclusion
- Providing recommendations for increasing inclusive early learning environments
- Identifying resources



Preschool Least Restrictive Environment Dear Colleague Letter

- On January 9, 2017, the U. S. Department of Education released a Dear Colleague Letter (DCL) regarding the least restrictive environment (LRE) requirements of IDEA and preschool children.
- DCL supersedes the 2012 Office of Special Education Programs (OSEP) DCL and provides additional information on reporting of educational environments and use of IDEA Part B funds for preschool children with disabilities.

Least Restrictive Environment

- Office of Special Education Programs
 - Dear Colleague letter January 9, 2017
 - Emphasizes the section 612(a)(5) requirement “maximum extent appropriate”...LRE provision does not distinguish between school- aged and preschool- aged children and therefore, applies equally to all preschool children with disabilities.
 - Variety of placement options are identified in section 618 (a) with no distinction related to the student’s age
 - LEAs are responsible for providing a continuum of placement options to preschool students



- The LRE requirements of IDEA are applicable to all children with disabilities who are served under part B of the IDEA including preschool children with disabilities aged 3-5.
- LEAs must make available a full continuum of placements options.
- In selecting the LRE, IEP teams must also consider potential harmful effects on the child or on the **QUALITY** of services the child needs.

Placement

- LEAs responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the LRE, REGARDLESS of whether the LEA operates public preschool programs for children without disabilities.
- Possible settings that promote an inclusive LRE include: regular pre- kindergarten class, public or private preschool program, community-based child care facility or placement in another federal program like Head Start.
- If an LEA determines that private preschool is necessary for a child to receive FAPE, it must be made available at no cost to the parent.

Service Delivery

Regular Early Childhood Education Setting

Special Education Early Childhood Setting

Home

Service Provider Location

Separate School

Residential Setting



Indicator 7: Outcomes

Reported Child Outcomes

- States report data to Office of Special Education Programs (OSEP) in the US Department of Education annually on 3 child outcomes for Part C and Part B program:

1. Social Relationships
2. Use of knowledge and skills
3. Taking Action to meet needs



Sometimes, in order to go
forward, You must first go back.

Julia Cameron

“ quote fancy

GELDS



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Welcome to The Georgia Early Learning and Development Standards (GELDS)



Georgia has a long history as a leader in promoting early learning and development outcomes for children. Georgia introduced its latest set of high-quality, research-based early learning standards for children birth to age five called the Georgia Early Learning and Development Standards (GELDS). The GELDS promote quality learning experiences for children and address the question, "What should children from birth to age five know and be able to do?" They are a set of appropriate, attainable standards that are flexible enough to support children's individual rates of development, approaches to learning, and cultural context. The GELDS are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups and serve as a framework for learning. The GELDS are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Standards of Excellence (GSE) for K-12, and the Work Sampling System.

The GELDS support the growth of the whole child, birth to five.

PHYSICAL DEVELOPMENT AND MOTOR SKILLS PDM	SOCIAL AND EMOTIONAL DEVELOPMENT SED	APPROACHES TO PLAY AND LEARNING APL	COMMUNICATION, LANGUAGE AND LITERACY CLL	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CD

The purposes of the GELDS are to:

- Guide teachers who work with children from birth through five in providing quality learning experiences;
- Guide parents in supporting their children's growth, development, and learning potential;
- Lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning, and child outcome documentation;
- Create a "Universal Language" for all stakeholders to use regarding the learning and development of children. Stakeholders would include parents, teachers, pediatricians, early interventionists, policy-makers, etc.;
- Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher's role in the process; and
- Support the early identification and referral of children with special learning needs.

Understanding GELDS

understanding GELDS



These are the five **LEARNING DOMAINS**. Notice that each has a two- or three-letter acronym. You'll see these acronyms in all GELDS materials.

PHYSICAL DEVELOPMENT AND MOTOR SKILLS

PDM



SOCIAL AND EMOTIONAL DEVELOPMENT

SED



APPROACHES TO PLAY AND LEARNING

APL



COMMUNICATION, LANGUAGE AND LITERACY

CLL



COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

CD



NOTE: The CD domain is divided into these sub-domains: Math, Social Studies, Science, Creative Development and Cognitive Processes

GELDS decoded

You will see codes such as **PDM6.3b** (below) in all GELDS materials. Once you understand the codes, you'll see how helpful it is to incorporate GELDS into your routines and lesson plans.

PDM

domain (PDM is the physical development and motor skills domain)

DOMAINS are the five areas of learning. These large, overarching categories are color-coded.



Each Domain contains **STRANDS**, groupings of similar standards.

Each Strand contains **STANDARDS**.



The CD domain is divided into five sub-domains

6.
standard

STANDARDS are general statements of knowledge within a Strand. A Strand can have one or more Standards.

3
age

AGE groups are as follows:
0 = 0-12 months
1 = 12-24 months
2 = 24-36 months
3 = 36-48 months
4 = 48-60 months

b
indicator

INDICATORS are statements that describe a specific, measurable and observable skill children exhibit as they develop. There can be multiple Indicators per age as noted by the letters a, b, c, d, e and f.

GELDS decoded

Standard: SED2

— Standard: SED2 - The child will engage in self-expression.

Age Appropriate Indicators:

Click on indicators to view.

0 - 12 Months	12 - 24 Months	24 - 36 Months	36 - 48 Months	48 - 60 Months
SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.	SED2.1a Uses sounds, facial expressions or gestures to express needs and preferences.	SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.	SED2.3a Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.	SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.
SED2.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.	SED2.1b Displays a range of basic emotions such as happiness, sadness and fear.	SED2.2b Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.	SED2.3b With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions such as frustration, jealousy and enthusiasm.	SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.

SED2.2b

Standard: SED1 - The child will develop self-awareness.

Indicator Detail:

SED2.2b Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

Rationale:

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.

Examples:

1. tells his teacher, "My turn to play with baby" instead of snatching the baby doll away out of anger
2. stomps her feet and pushes the puzzle away, saying "bad puzzle" because she does not understand how to complete the puzzle.
3. lays on the floor kicking and cries "Mommy, mommy!" when mom leaves the classroom
4. greets familiar adults with smiles, hugs and says, "I love you!"
5. moves away from object that scares him and says "I don't like it"



Consistent Practices Child Outcomes Summary

ct-assessing-improving-sp OSEP About OSEP Changes_in_Evaluation_and Child_Outcomes_Summ X Georgia Department of Edu

ectacenter.org/pdf/ecco/Child_Outcomes_Summary_Form_4-21-06-2.pdf

Counselor Companio Counselor Companio Counselor Companio Georgia's Career Pipe

CHILD OUTCOMES SUMMARY FORM

Date: ___/___/___
Mon Day Yr

Child Information

Name: _____

Date of birth: ___/___/___
Mon Day Yr

ID: _____

Persons involved in deciding the summary ratings:

Name	Role

Do more with Microsoft Edge – the fast, new browser built for Windows 10. Change my default Don't ask again X



Definitions for Child Outcomes Summary (COS) Ratings

Overall Rating	Rating	Definition
Overall Age-Appropriate	7	<ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.
	6	<ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	5	<ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a slightly younger child.
	4	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-expected than age-expected.
	3	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a younger child.
	2	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	1	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child.



Activity Instructions

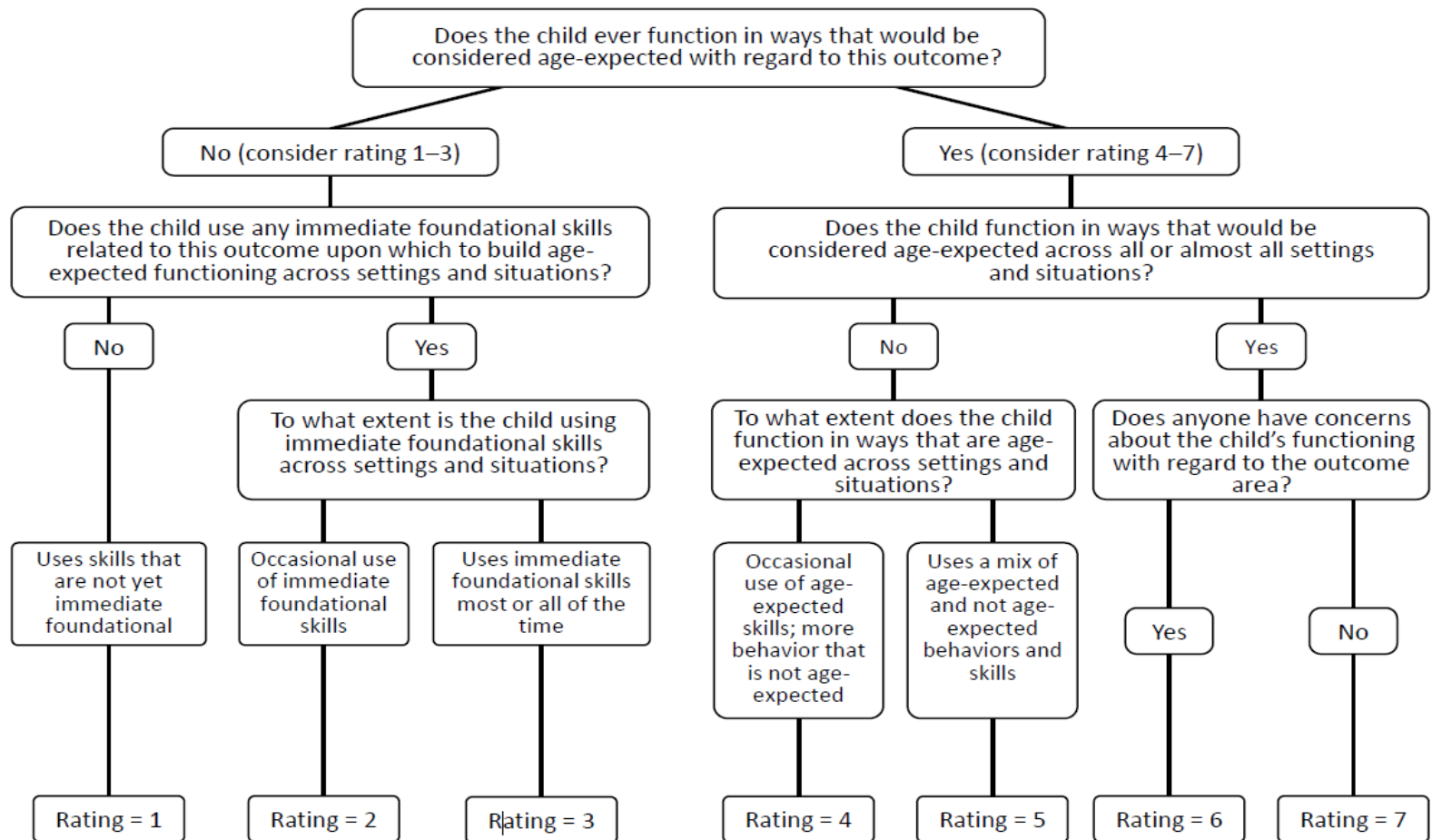
- Review the observation notes for Nathan (3 years old)
- The observation and student/teacher interactions/communications are numbered
- Using the provided rubric sort the numbered observations and interactions/communications into the appropriate Outcome Column

Definition of Outcome Ratings

Overall Age-Appropriate	Completely means:	7	<ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.
		6	<ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	Somewhat means:	5	<ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child*.
		4	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.
	Nearly means:	3	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child*.
		2	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	Not yet means:	1	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child functioning reflects skills that developmentally come before immediate foundational skills. Child's functioning might be described as like that of a much younger child*.

Decision Tree for Summary Rating Discussions

Decision Tree for Summary Rating Discussions



Child Outcome Summary Form Supporting Evidence Section

Source of information	Date	Summary of Relevant Results
Candace's mom	4/12/06	Mom reports that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a "sippy" cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed.
Candace's child care provider	4/5/06	Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled.
Carolina Curriculum for Infants and Toddlers with Special Needs	Administered 3/13/06	Self-Help: Eating – 12-15 months Self-Help: Dressing – 15-18 months Self-Help: Grooming – 18-21 months Self-Help: Toileting -- <15-18 months
Developmental specialist	Observed over a 4 week period in March 2006	Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance.

Outcome Summary Form Rating Section

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Age-appropriate functioning

Concerns? No Yes _____ (describe)

Immediate foundational skills/ Functioning that is not age-appropriate

Functioning that is not yet age appropriate or immediate foundational

OSEP Reporting Categories

Score	Reporting Statement
a	Children who did not improve functioning
b	Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers
c	Children who improved functioning to a level nearer to same aged peers but did not reach it
d	Children who improved functioning to reach a level comparable to same aged peers
e	Children who maintained functioning at a level comparable to same aged peers

Category Calculation Formula

Entry Rating (1-7) = _____

Exit Rating (1-7) = _____

Answer the question:

Was progress made since entry? *Yes* or *No*

OSEP Category= _____

Tutor:

Conversion of Child Outcomes Summary Form (COSF) data
to OSEP Reporting Categories

Entry	Exit		OSEP Category
Outcome	Outcome	Progress	
1	4	y	c

Instructions

- Entry (Outcome):** Enter rating number for outcome (1 through 7)
- Exit (Outcome):** Enter rating number for outcome (1 through 7)
- Exit (Progress):** Indicate whether or not progress was made since Entry
(Yes or no: format "y" or "n")

Reporting category will appear in "OSEP Category" column

- a** - Children who did not improve functioning
- b** - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
- c** - Children who improved functioning to a level nearer to same-aged peers but did not reach it
- d** - Children who improved functioning to reach a level comparable to same-aged peers
- e** - Children who maintained functioning at a level comparable to same-aged peers
- Progress?** - No determination of progress has been provided yet (please fix)
- Impossible** - The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix)

<http://ectacenter.org/eco/pages/cos-calc.asp>

Summary Statements

From the progress category data, **two summary statements per outcome are calculated:**

Summary Statement 1 is the percentage of children who made greater than expected growth. The summary statement is calculated from the progress categories in the following way: $(c + d) / (a + b + c + d)$

Summary Statement 2 is the percentage of children who exited at or above age expectations. The summary statement is calculated from the progress categories in the following way: $(d + e) / (a + b + c + d + e)$

Conversion Table for Georgia Outcome Template

COS 7-Point Scale Rating	OSEP Category	Georgia Exit Value
6 or 7 at both entry and exit	E	5
5 or lower at entry and 6 or 7 at exit	D	4
Move up scale but did not reach 6 or 7	C	3
Same Score at entry or exit or lowered rating but yes to question	B	2
No to question	A	1

Current Preschool Outcomes Template

Last Name	First Name	DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Knowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services in years	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior											
				0.0					0.0					Entrance value:										
									0.0					1 Student is at or above age level peers										
									0.0					2 Student is below age level peers										
									0.0					Exit value:										
									0.0					1 Student did not improve functioning.										
									0.0					2 Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.										
									0.0					3 Student improved functioning to a level nearer to same-aged peers but did not reach it.										
									0.0					4 Student improved functioning to reach a level comparable to same-aged peers.										
									0.0					5 Student maintained functioning at a level comparable to same-aged peers.										
									0.0					* Duration of services is less than 6 months (if duration cell is red enter *)										
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Entry date must be between 7/1/2016 and 6/30/2020



Georgia's FY19 Data

Summary Statement 1

- Of those children who entered the program below age expectations, for each outcome, the percent that substantially increased their rate of growth in that outcome by the time they exited

Positive Social-emotional Skills: **80.5%**

(Target: 78.6%)

Acquisition of Knowledge and Skills: **83.4%**

(Target: 81.5%)

Appropriate Use of Behavior to Meet Needs: **80.6%**

(Target: 78%)

Georgia's FY19 Data

Summary Statement 2

- Percent of children who were functioning with age expectations in each outcome, by the time they exited

Positive Social-emotional Skills: **62.2%**

(Target: 62.0%)

Acquisition of Knowledge and Skills: **48.1%**

(Target: 37.3%)

Appropriate Use of Behavior to Meet Needs: **71.6%**

(Target: 72%)



**Indicator 12:
Transition**

Did you know that Georgia has an MOU for our early intervention system?



MOU

- The MOU is an agreement that defines the collaboration between five entities that provide services to children with disabilities age birth – five years old:
- Georgia Department of Education
- Georgia Department of Public Health- Part C Early Intervention Program (Babies Can't Wait)
- Bright from the Start: Georgia Department of Early Care and Learning
- Georgia Head Start Association
- U.S. Dept. of Health and Human Services, Administration for Children and Families, Region IV



GADOE

- Responsibilities:
 - Collaboration with other early childhood agencies
 - Obtaining informed consent to evaluate
 - Evaluation and determination of eligibility
 - Ensure that LEAs develop and implement IEPs for special education services by child's 3rd birthday
 - Fiscal responsibility for services provided to students ages 3-5

Part C vs Part B Responsibilities

Part B

1. Attend Part C Transition Conference
2. Conduct Part B eligibility evaluation
3. Develop and implement IEP prior to child's 3rd birthday

Part C

1. LEA Notification
2. Develop Transition Plan
3. Coordinate Transition Conference
4. Provide necessary documentation to LEA to assist in the Part B referral process

Dear Colleague Letter: Mills 5/2/19

- **Question 1:** Does a local educational agency (LEA) violate the procedural protections of 34 C.F.R. § 300.503 by failing to either agree to conduct the assessment requested by a parent or guardian, or to deny that assessment, when it proposes to conduct a “screening” in the same area of suspected disability by different personnel?

Answer: Under IDEA, written notice that meets the requirements of 34 C.F.R. § 300.503(b) must be given to the parents of a child with a disability a reasonable time before the public agency: (1) proposes to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (FAPE) to the child; or (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. 20 U.S.C. § 1415(b)(3) and 34 C.F.R. § 300.503(a). If a request for an evaluation has been made, the LEA must respond to the request through prior written notice, which includes among other content, an explanation of why the agency proposes or refuses to take the action. If the LEA believes an evaluation is not necessary because the child is not suspected of having a disability, it must issue written notice to the parent explaining why it is refusing to evaluate the child. If the LEA believes an evaluation is necessary, it must also issue a prior written notice. In the case of an initial evaluation, after receiving parental consent, the LEA must complete the evaluation within the 60-day timeframe (or, if the State has an established timeframe, within that timeframe) in accordance with 34 C.F.R. § 300.301(c). There is nothing in IDEA that would prohibit a State educational agency (SEA) or LEA from implementing screening procedures to determine if a child is suspected of having a disability. The use of screening procedures, however, may not be used to delay or deny an evaluation for special education and related services. See OSEP Letter to Torres (April 7, 2009).¹ Therefore, referring a child for screening after a request for an evaluation has been made does not replace the evaluation and does not alleviate the public agency's responsibility to issue a prior written notice that meets the requirements described above.

Georgia's FY19 DATA

Indicator 12: Early Childhood Transition: Percent of young children transitioning from Babies Can't Wait who were eligible for Part B services and had an IEP in place by their 3rd birthday

Target: 100%

FY19 Data: **98.71%**



Helpful Resources

National Resources

- Early Childhood Technical Assistance Center (ECTA) = <http://ectacenter.org/decrp/>
- Division for Early Childhood of the Council for Exceptional Children (DEC) = <https://www.dec-sped.org/>
- National Association for the Education of Young Children (NAEYC) = <https://www.naeyc.org/>
- National Center for Pyramid Model Innovations (NCPMI) = <https://challengingbehavior.cbcs.usf.edu/>

Important Georgia Websites Related to Young Children

- Babies Can't Wait (BCW) = <https://dph.georgia.gov/Babies-Cant-Wait>
- Department of Early Care and Learning (DECAL) = <http://dec.al.ga.gov/>
- Georgia Head Start Association = <https://georgiaheadstart.org/>

State Resources

- GaDOE Website = <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Preschool-Special-Education.aspx>
- Georgia Early Learning and Development Standards (GELDS) = <http://gelds.dec.state.ga.us/>
- PBIS Early Learning = <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/PBIS-Early-Learning.aspx>
- Parent to Parent of Georgia = <http://p2pga.org/>
- Signals Webinars = <https://namiga.org/signalswebinars/>

Technical Assistance FY20

- Teacher and Para training - GELDS
- Teacher and Para training - Pyramid Model
- Webinar - Child Outcome Summary Process
- Regional meetings - Early Childhood Leadership Forums
- Work group - Child Outcome Summary Data
- Regional meetings - Looking Beyond Behavior

Any
Questions?



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Special Education Preschool/619 Coordinator
Division for Special Education Services
Georgia Department of Education
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Implementing Specially Designed Instruction (SDI): *A Blueprint* for Student Success

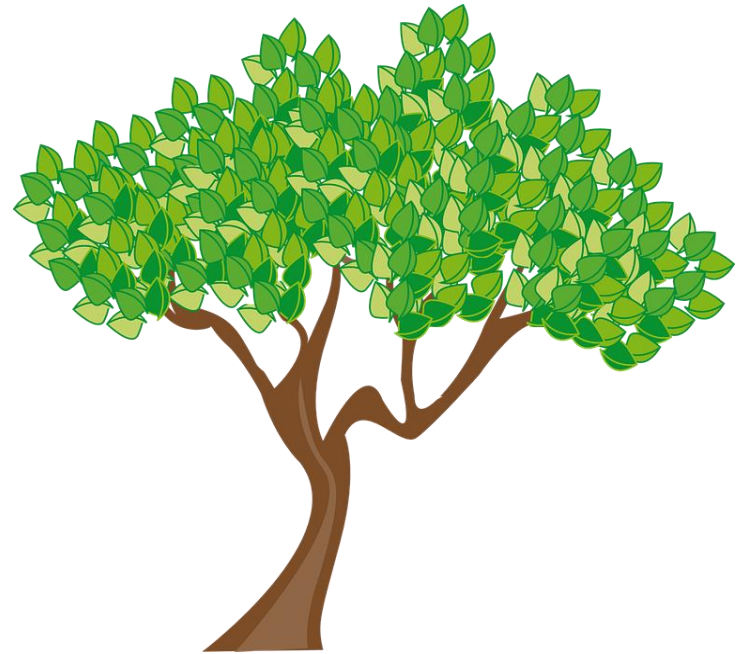


Learning Targets

- Participants will be able to utilize the components of SDI to develop an appropriate Individualized Education Program (IEP)
- Participants will be able to list at least two ways to monitor the fidelity of implementation of Specially Designed Instruction
- Participants will gain an understanding of the Georgia's Tiered System of Supports for student's framework
- Participants will understand the importance of SDI within a multi-level prevention system

Perception Check

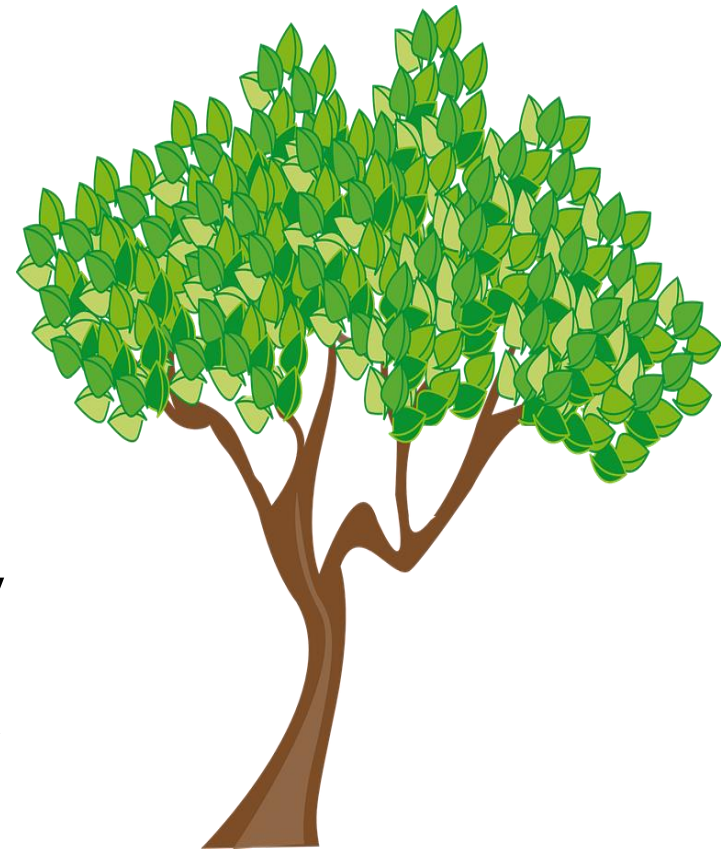
Discuss at your table what you think the definition of Specially Designed Instruction (SDI) is...



Perception Check

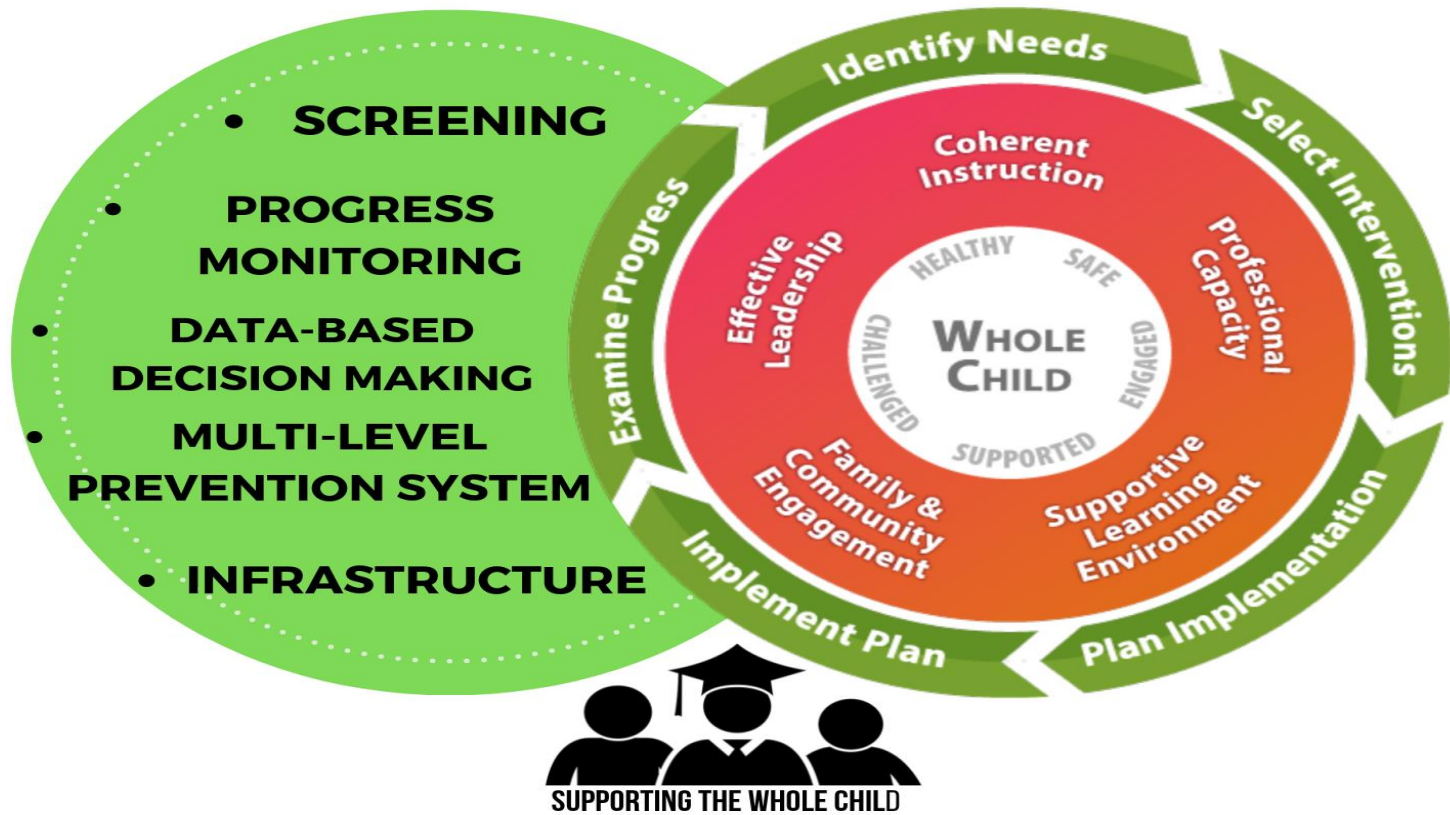
Specially Designed Instruction is....

Adapting as appropriate the content, methodology or delivery of instruction (i) to address the unique needs of a child that result from the child's disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the same educational standards within the Jurisdiction of the public agency that apply to all children. Individuals with Disabilities Education Act (IDEA), 34C.F.R §300.39.

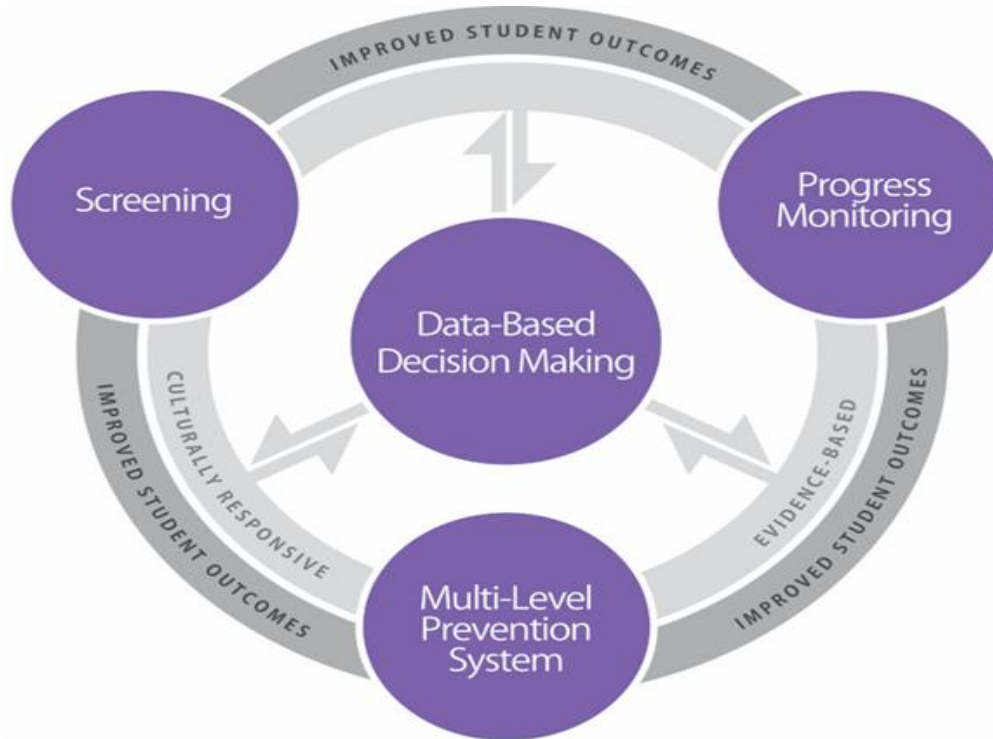


Georgia's Tiered System of Supports for Students

Integrating the Essential Components of Georgia's Tiered System of Supports for Students



Nationally Aligned MTSS Framework



Supported by District and School Infrastructure

Georgia added the essential component of Infrastructure. Georgia will focus on Leadership, Effective Teaching, Professional Learning, and Family and Community Engagement .

State Systemic Improvement Plan(SSIP) Identified Barriers

Access to the General Curriculum for ALL
Students

Access to Positive School Climate for All
Students

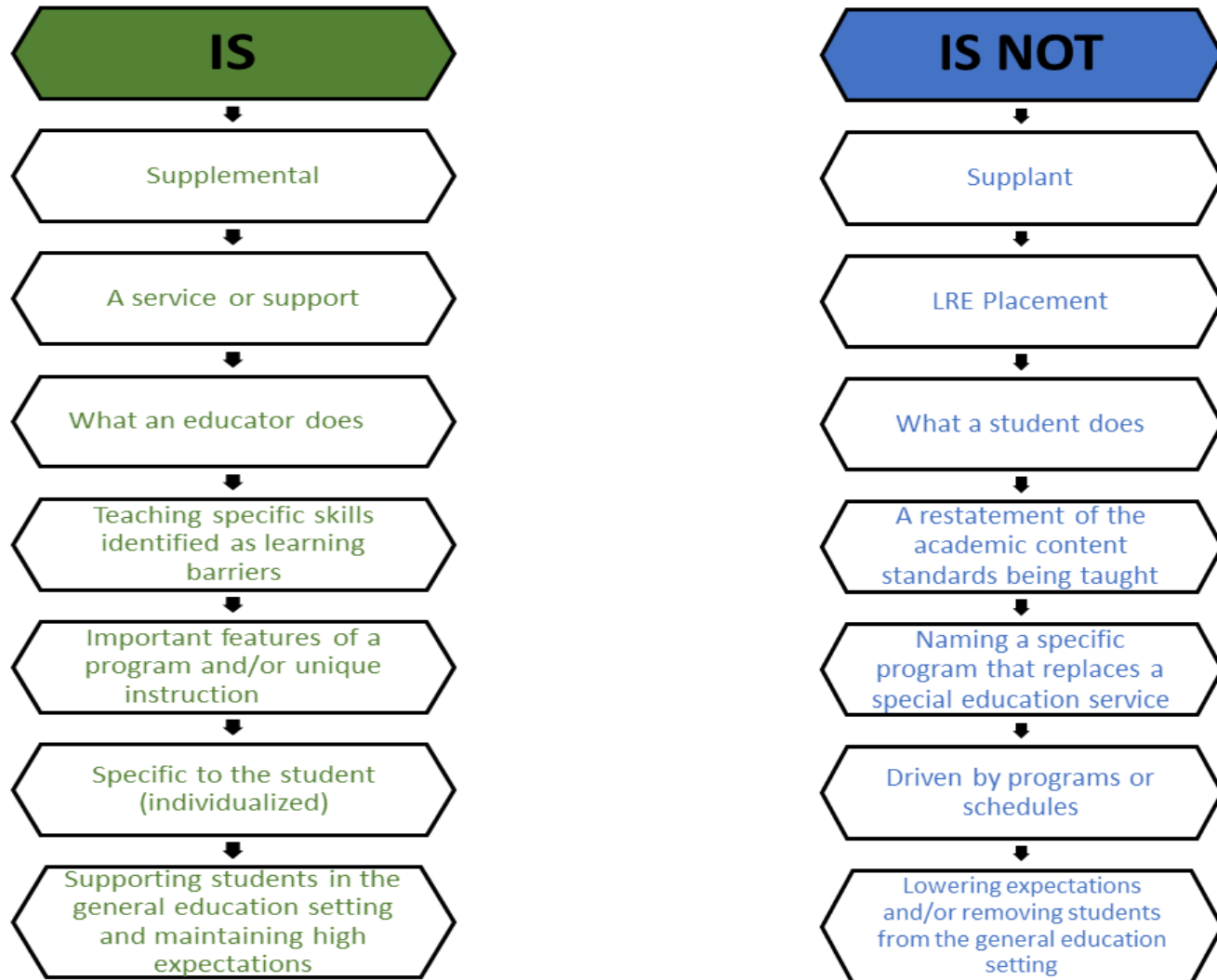
Provision of Specially-Designed Instruction in
the Least Restrictive Environment

9/27/2019

Specially Designed Instruction is....

Using the graphic organizer provided at your table, place the statement under the correct headings of **SDI IS** or **SDI IS NOT**

Specially Designed Instruction



What is the Goal for Specially Designed Instruction?

- Enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR § 300.320(a)(2)(i).
- Free appropriate public education (FAPE) for students with disabilities in the least restrictive environment (34 CFR § 300.17).

Free and Appropriate Public Education (FAPE)

F	Free means that all eligible students with disabilities will be educated at public expense
A	Appropriate means that your child with a disability is entitled to an education that is appropriate for him/her.
P	Public refers to the public-school system
E	Education must be provided to every eligible school-age child with a disability. The education should prepare the child for the future - employment, education and independent living.

Understood.org

Who provides Specially Designed Instruction?

Special educators and ***related service providers*** with specialization in the area of need, in collaboration with ***general education*** teachers to align and integrate with Georgia's Standards of Excellence.

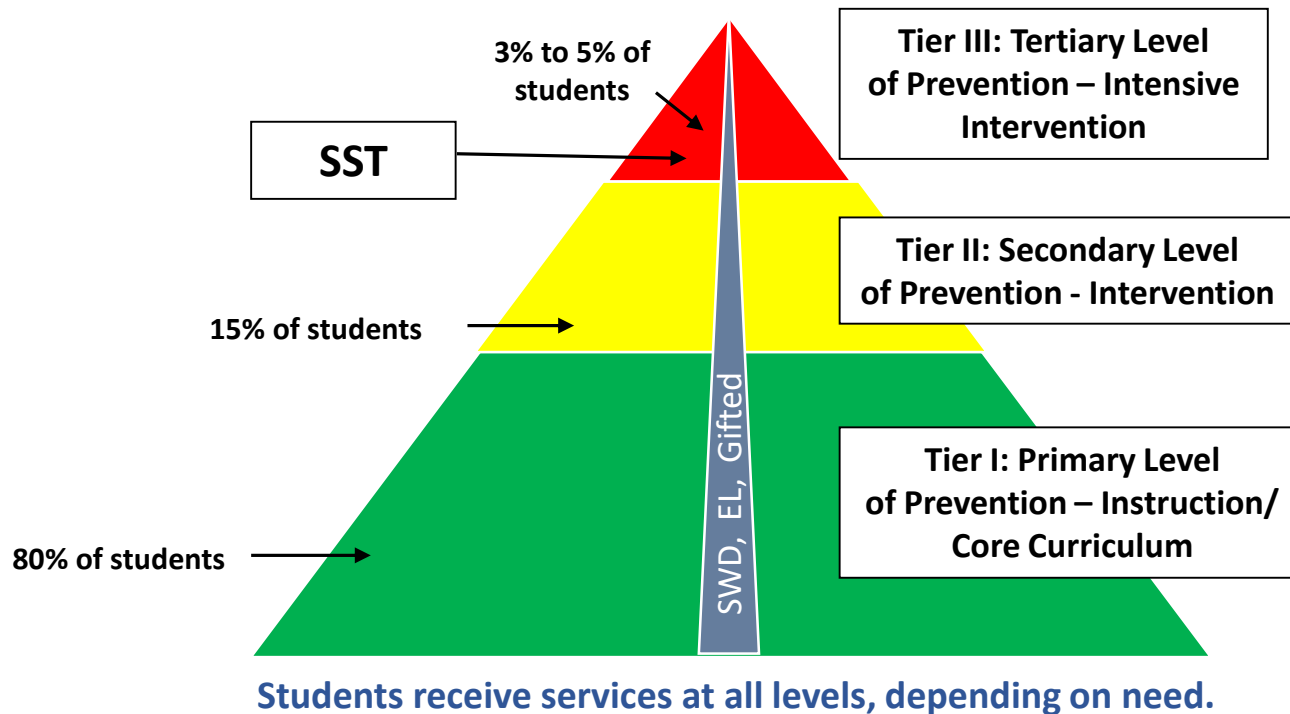
Where is Specially Designed Instruction delivered?

Specially designed instruction is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive environment (34 CFR § 300.17).

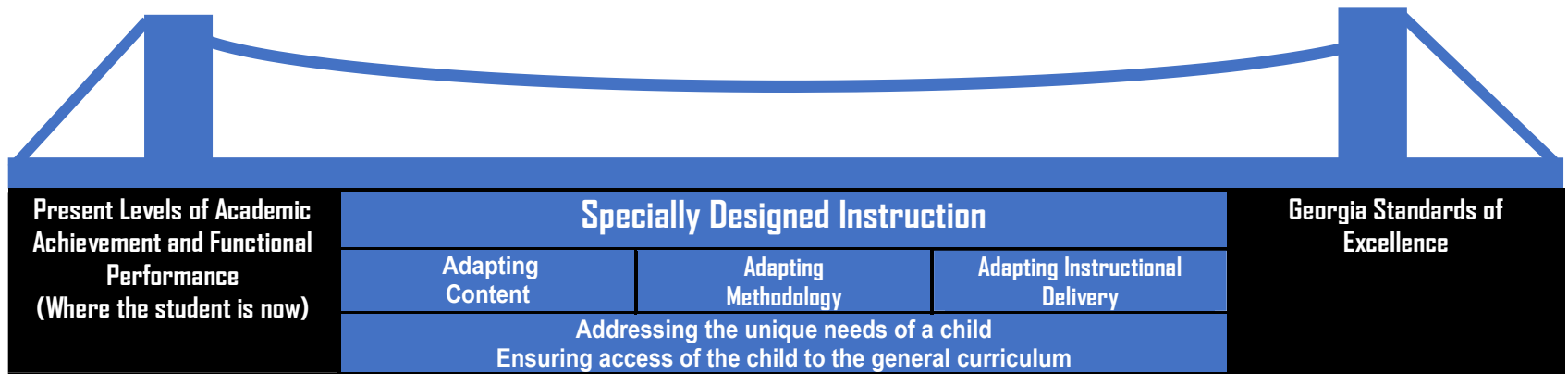
SDI within Georgia's Tiered System of Supports for Students

- All student, including students with disabilities, receive core instruction (Tier I) and supplemental (Tier II) and intensive interventions (Tier III) as needed; students with disabilities also receive SDI
- SDI occurs within an MTSS framework
- SDI is required under IDEA and only available to eligible students with identified disabilities with an IEP

Essential Component: Multi-Level Prevention System



How Do We Bridge The Achievement Gap?



Designing the *Special* in SDI

It must be...

- Data Driven
- Planned and Purposeful
- Disability-Related
- Necessary for student to access and progress in the general curriculum

How is Specially Designed Instruction Monitored?

- Implementation of Appropriate Instructional Accommodations to Support Students with Accessing the GSE
- Monitoring for Progress
- Progress Monitoring
- Analysis of Data (IEP goals, formative and/or summative assessments, growth on grade level standards)
- IEP Team Feedback

Implementing SDI at Tier I

- Within Tier I implement appropriate instructional accommodations/SDI to support students with disabilities with accessing grade-level standards
- Within Tier I implement high leverage practices frequently and with fidelity
 - [High-Leverage Practices in Special Education](#)
 - Teachingworks.org
- Within Tier I implement evidence-based practices

What are Evidence-Based Practices (EBPs)?

from the National Center on Response to Intervention (NCRTI)

Content Specific

Developmentally
Appropriate

Learner Dependent

Supported by
Research

Levels of Evidence

ESSA Definition, Sec. 8101 (21)

...”the term ‘**evidence-based**’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - I. **Strong evidence** from at least 1 well-designed and well-implemented experimental study;
 - II. **Moderate evidence** from at least 1 well-designed and well-implemented quasi-experimental study; or
 - III. **Promising evidence** from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

Tier 1: Adolescent Literacy Practices

#	Recommendations	Evidence
1	Provide explicit vocabulary instruction .	Strong
2	Provide direct and explicit comprehension strategy instruction .	Strong
3	Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4	Increase student motivation and engagement in literacy learning.	Moderate

(Kamil, Borman, Dole, et al., 2008)

Early Elementary Literacy Evidence-Based Practices

#	Recommendations	Evidence
1	Teach students academic language skills , including the use of inferential and narrative language, and vocabulary knowledge.	Minimal
2	Develop awareness of the segments of sounds in speech and how they link to letters.	Strong
3	Teach students to decode words, analyze word parts, and write and recognize words	Strong
4	Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	Moderate

(Foorman, B., Beyler, N., Borradaile, et al., 2016).

4th-8th Math Instructional Evidence-Based Practices

#	Recommendations	Evidence
1	Prepare problems and use them in whole-class instruction	Minimal
2	Assist students in monitoring and reflecting on the problem-solving process.	Strong
3	Teach students how to use visual representations.	Strong
4	Expose students to multiple problem-solving strategies.	Moderate
5	Help students recognize and articulate mathematical concepts and notation.	Moderate

(Woodward, Beckmann, Driscoll, et al., 2018)

Implementing SDI at Tiers II and III

Tier II

- Supplemental, standardized, targeted intervention
- Group size is optimal for age and grade of student - generally 3–7 students
- Delivered by staff trained in the intervention
- Progress Monitoring occurs at least 1x per month
- Who? At-risk students

SDI

- Supplemental interventions to address a specific need, as defined by the IEP, for explicit practice in a targeted skill
- Group size is developmentally appropriate and provide sufficient opportunity to progress on IEP goals
- Delivered by specialist in collaboration with general educators
- Progress Monitoring occurs at least 1x per month or as defined by the IEP
- Who? Students with Disabilities

Implementing Tier III and SDI

Tier III

- Intensity of intervention is individualized, based on student data
- Group size is generally no more than 3 students
- Delivered by well-trained staff
- Progress monitoring occurs weekly
- Who? Students with significant and persistent learning needs

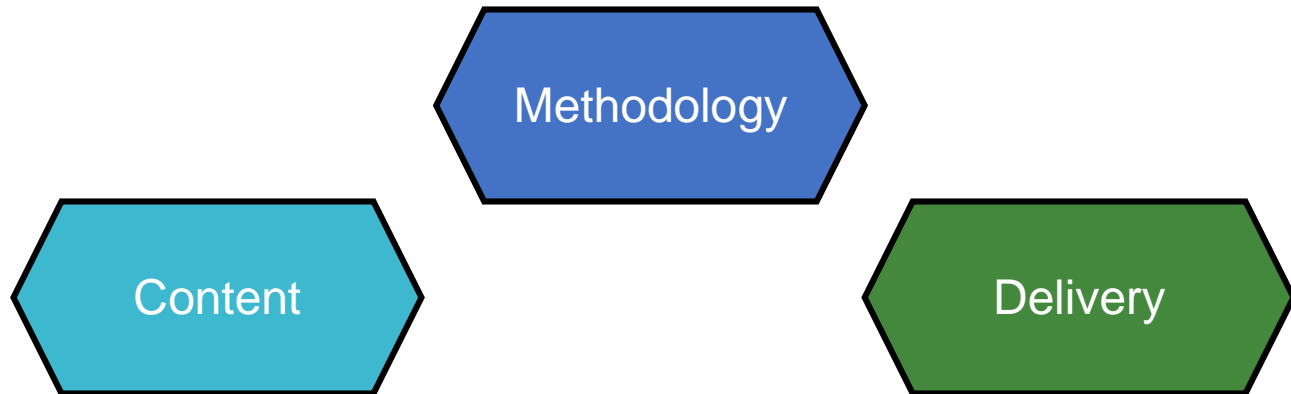


SDI

What makes the intensity of the instruction/intervention SDI?

Specially Designed Instruction

Adapting as Appropriate



Specially Designed Instruction...

Adapting the...

Methodology

Refers to utilizing different instructional strategies and approaches to teach content to a student with disability, which may not be utilized with general education students.

Content

Refers to knowledge and skills being taught to the student with a disability are different from what is being taught to general education students.

Delivery

Refers to the way instruction is delivered to a student with a disability is different from how delivered to general education students.

Adapting as Appropriate Examples

Thomas is a student with executive functioning which impacts his academic performance in his language arts class.		
Adapting Content	Evidence-Based Methodology	Delivery of Instruction
None	Manipulatives	Keep a daily to do list on the desk so that the student can check off assignments
		Provide timelines for extended projects
		Provide clear rubrics and checklists for assignments
Thomas requires specialized instruction to assist him with remaining on task and focused.		

Adapting as Appropriate Examples

Susie is a six-year old student with a fluency (stuttering) impairment

Adapting Content	Evidence-Based Methodology	Delivery of Instruction
None	Speech Modification strategies: pausing, rate control	Partner reading to monitor transfer of stuttering strategies
	Modeling	Readers' theatre in small group

Susie requires this instructional approach for all classroom assignments requiring oral reading or speeches. She also requires a silent cue to prepare for oral reading or speeches.

Adapting as Appropriate Examples

Jordan is a student who is unable to perceive and interpret social situations accurately and acts impulsively without apparent self-control.

Adapting Content	Evidence-Based Methodology	Delivery of Instruction
None	Check and Connect	Use role play, social stories
		Provide verbal and visual cues Self-monitoring checklist
		Reduce stimuli

Jordan requires specialized instruction to assist him with remaining on task and focused. He requires additional support throughout the day due to his impulsivity. His behavior requires concrete and direct support.

Adapting as Appropriate Examples

Stephen is a student with a specific learning disability with deficits in the area of mathematical reasoning.		
Adapting Content	Evidence-Based Methodology	Delivery of Instruction
Remove extraneous information from the word problem that is not needed to solve the problem	Explicit instruction on how to use a graphic organizer: example and non-examples- charts to organize categories	Peer modeling
Present as short answer questions instead of multiple choice	Visualization: color coding	1:1 explicit instruction to reteach the skill
Stephen requires specialized instruction in math reasoning due to difficulty representing problems in an equation and determining the best solution to word problems. The teacher may have the student explain their strategies when problem solving to expand solving options.		

Summary of Assessment Findings

Description of Needs

Student Supports

Student Supports

Impact Statement

Specially Designed Instruction in the (IEP)

Key areas of the IEP where Specially Designed Instruction is documented:

- Services
- Supplementary Aids and Services
- Supports for Personnel
- Accommodations
- Goals and Objectives

Specially Designed Instruction

Important Note

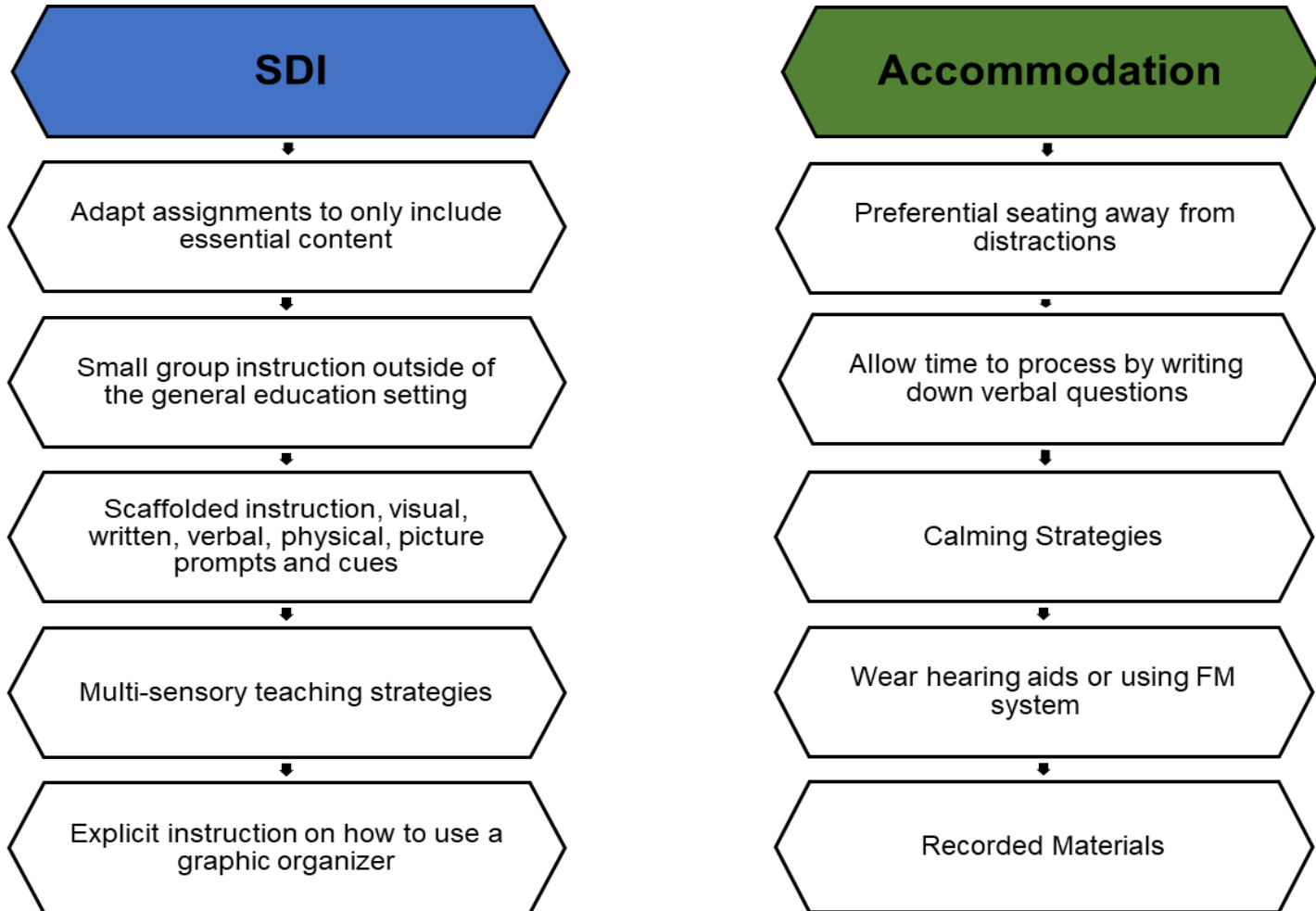
Specially Designed Instruction is different from just providing accommodations

Accommodation refers to the supports given to a child that helps him to access the curriculum and demonstrate learning.

- Accommodations are what teachers provide to support access to the general education curriculum.
- Accommodations do not change
 - what is taught
 - strategies used to teach the content
 - how instruction is delivered to students

[Processing Deficits, Accommodations and Specialized Instruction Strategies](#)

SDI versus Accommodations



How Can Technology Support SDI?

Organization

Communication

Notetaking

Independence

Efficiency

[C.F.R. § 300.105 \(Assistive Technology\)](#)

[C.F.R. §300.6 \(Assistive technology service\)](#)

[C.F.R. §300.5 Assistive technology device](#)

Use of Technology in SDI

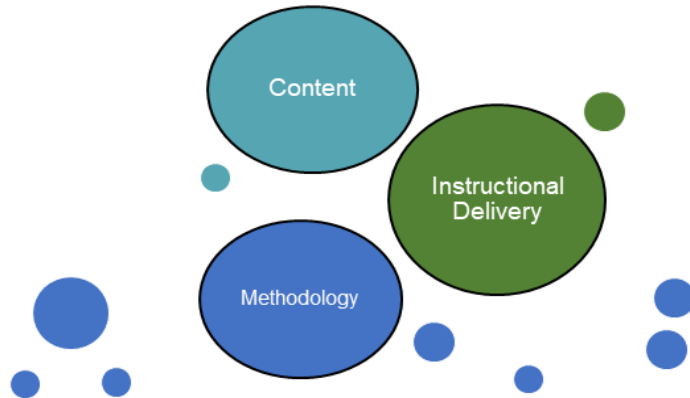
- Provide an audio version of the material
- Use a video that presents the same information
- Use audio books
- Volunteer other students to make a recording, assignments, vocabulary, definitions, etc.
- Use instructional technology to utilize text to speech
- FM device

Top 10 Assistive Technology Supports for Every Classroom

- Using the technology/AT that is currently in the classroom
- Text to Speech (TTS)
- Audiobooks and/or Digital Books
- Speech to Text (Dictation)
- Built in Accessibility Options
 - PC - Ease of Access
 - Mac Book - Accessibility Options
 - Mobile Devices – Accessibility Options
- Graphic Organizers
- Using Extensions and/or Add-ons with internet browsers
- Mobile Devices
- Visual Supports (classroom and/or behavior management)
- Closed Captioning

[Special Education Services and Supports - Assistive Technology](#)

Specially Designed Instruction is...



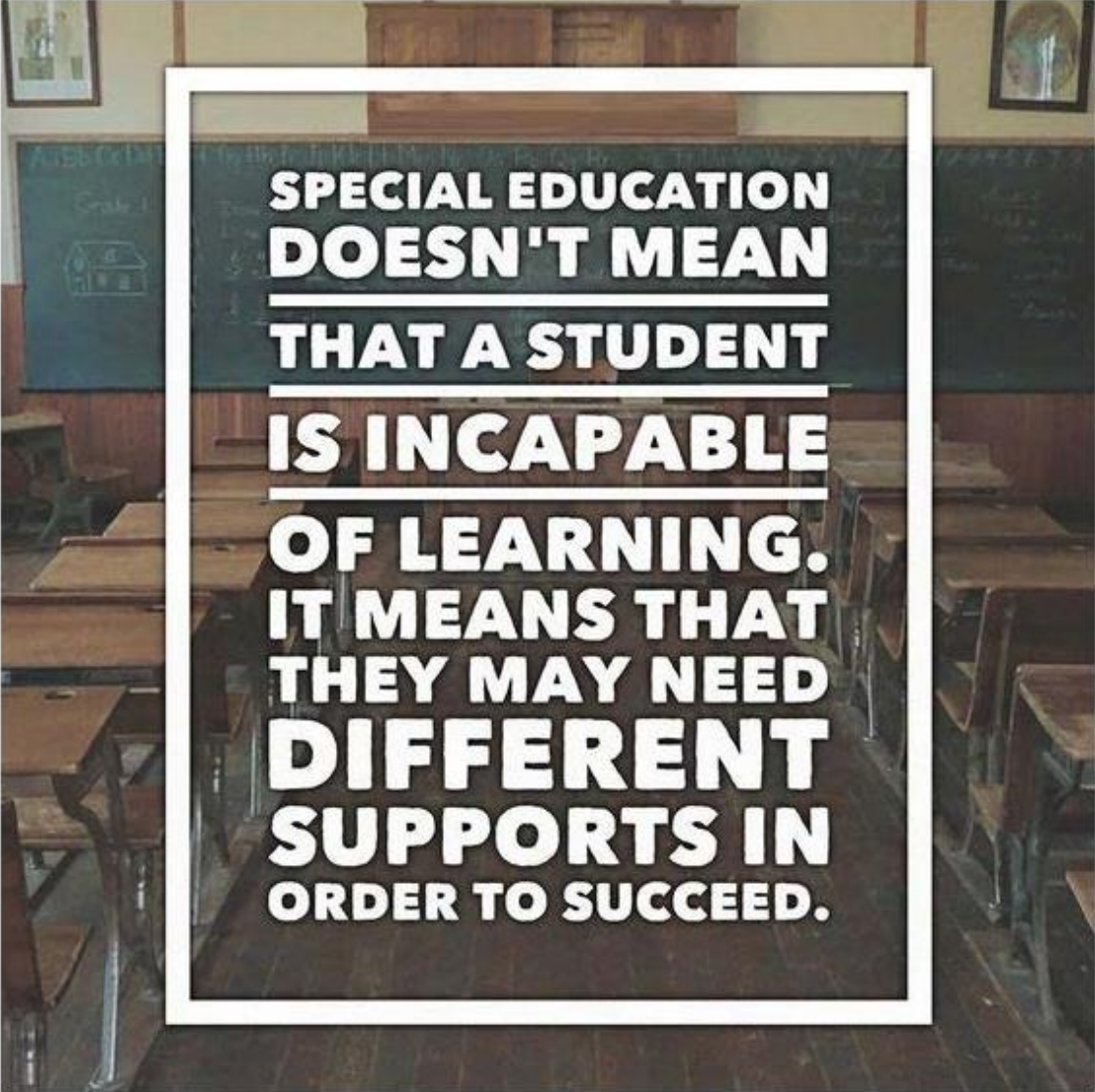
Adapting



Least Restrictive Environment



Access



**SPECIAL EDUCATION
DOESN'T MEAN
THAT A STUDENT
IS INCAPABLE
OF LEARNING.
IT MEANS THAT
THEY MAY NEED
DIFFERENT
SUPPORTS IN
ORDER TO SUCCEED.**

Resources

Indiana Department of Education: <https://www.doe.in.gov/specialed>

What is Specially Designed Instruction?: <http://www.sst7.org/media>

What Is “Special” About Special Education? Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports: http://sss.usf.edu/resources/format/pdf/specially_designed_instruction

Implementing Specially Designed Instruction in the Classroom: <https://www.esc4.net/Assets/20984-specially-designed-instruction>

Supports, Modifications, and Accommodations for Students (Feb 8, 2017): <https://www.parentcenterhub.org/accommodations>

Resources for Evaluating Evidence-Based Practices and Standardized Interventions

NCII Interventions Tools Chart

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>

Best Evidence Encyclopedia

<http://www.bestevidence.org/>

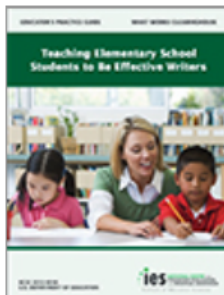
IES Practice Guides: Designing Evidence-Based Interventions



Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade



Teaching Secondary Students to Write Effectively



Teaching Elementary School Students to Be Effective Writers



Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

See full list of Practice Guides at <https://ies.ed.gov/ncee/wwc/PracticeGuides>

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Students FIRST

Georgia must **keep students first** and ensure that the IEP process is implemented with fidelity.



Students FIRST

The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the IEP Rule

See Link: [Georgia IEP Board Rule Link](#)



All other IEP components are based on the PLAAFP.

Lab Decoy



Top 10 Common Errors (Data collected from the GaDOE and IRIS Center)

1. Failing to include state and local assessment data in PLAAFP
2. Failing to include all the student's educational needs in the PLAAFP
3. Failing to write challenging, ambitious, and measurable annual IEP goals
4. Goals not written for each area of need
5. Failing to monitor student progress
6. Failing to provide special education services that address all the student's educational needs
7. Lack explanation of extent that the student would not be included with nondisabled peers or the explanation is poorly written
8. Failing to adhere to the continuum of alternative placements
9. Offering an inappropriate placement
10. Placing students for reason unrelated to their individual needs

On a scale from 1 to 5, how well does the PLAAFP support the team in answering the following question, as appropriate?

5 represents an exemplary answer, and 3 represents the minimum requirements for compliance.

1. How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
2. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities

Let's Debrief

**Dear Dr.
Smith-
Dixon....**



Can I begin providing IEP Services for a student identified as having a disability **before** developing the IEP?



I attended an IEP Meeting several months ago, why is the IEP stamped with Draft?



Is there a difference between the IEP Date and the Service Start Dates?



**Did you know
that Sped
Teachers are
pulled away
from IEP
services and
required to
complete
other duties.**



Did you know that students with disabilities enter Residential Treatment Facilities with a current IEP that expires during treatment?

The child returns to a school without a current IEP and begins to demonstrate difficult behaviors. The student becomes at risk of returning to the RTF; there is a delay to developing a current IEP.



Did you know that the local school district no longer provides small group instruction?

Since this option is not available, the local IEP Teams reconvened to offer collaborative classroom setting.



Dyslexia Updates



What is Dyslexia?



“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Adopted by the IDA Board of Directors, Nov. 12, 2002.



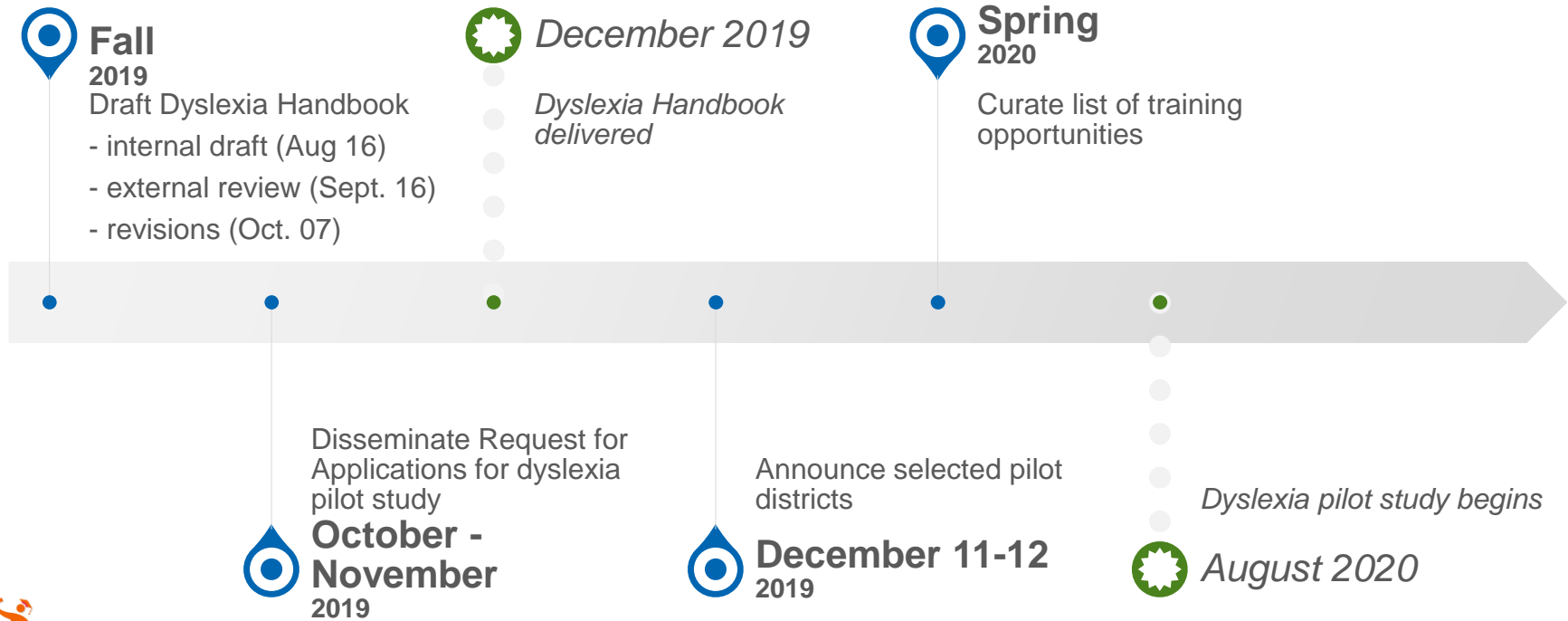
Senate Bill 48

As of May 2019, Governor Kemp signed [Senate Bill 48](#) into law. SB 48 (The Dyslexia Bill) provides for identification of and support for students in pre-kindergarten through second grade with dyslexia.



Where Do We Go From Here?

Dyslexia Activity Delivery Dates



Need More Information?

<https://www.gadoe.org/dyslexia>

- [The International Dyslexia Association](#)
- [The Yale Center for Dyslexia & Creativity](#)
- [OSEP Dyslexia Guidance Letter](#)

Contact Information

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Georgia State Identified Alternate Diploma





ESSA: A Plan for Georgians, By Georgians

The ESSA Amendment



ESSA Amendment – Alternate Diploma Webinar

[Archived Recording Registration Link](#)

Does in-school suspension (ISS) constitute a removal from school?

- If a child is afforded the opportunity to continue to appropriately participate in the general curriculum, continues to receive the services specified in his or her IEP **and** continues to participate with nondisabled students to the extent he or she would have in his or her current placement while in ISS, it is not counted as a removal **toward a change of placement under 34 C.F.R. § 300.536(a).**
- **Updated in the Discipline chapter on August 30, 2019.**

Do all foster children need surrogates?

- No, the definition of parent in the IDEA and Georgia Special Education Rules allows foster parents to act as a parent for special education purposes.
- Under Georgia Division of Family and Children Services Child Welfare Policy Manual, a “caregiver” is a foster parent with whom a child in foster care has been placed or designated official for a child caring institution (CCI) in which a child in foster care has been placed.
- A foster parent or designated official for a CCI can act as a parent for special education purposes.

Georgia's Facilitated IEP Process