

General Supervision and IDEA Implementation Training



Federal Programs

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What is the big IDEA? Georgia's Perspective



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What's the Big IDEA? Georgia's Perspective

- 1 General Supervision Requirement
- 2 main foci
- Five Critical Elements
- 8 State-Level Components

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General Supervision Requirements



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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.

General Supervision System: Five Critical Elements



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1. A system to identify noncompliance in a timely manner using its different components.
2. A system to ensure correction of identified noncompliance in a timely manner.
3. Procedures and practices to implement the dispute resolution requirements of IDEA.

General Supervision System: Five Critical Elements



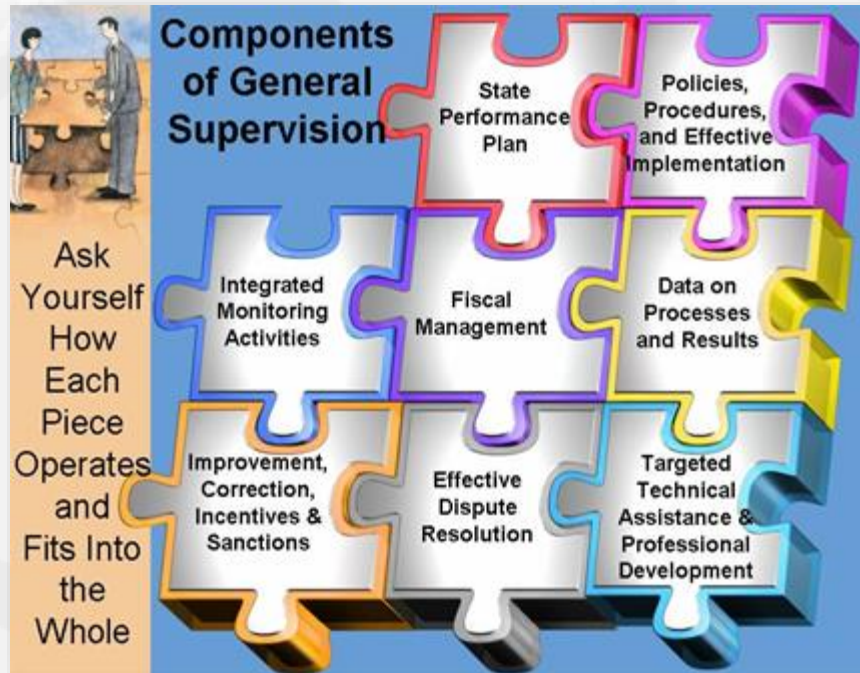
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4. Procedures and practices to improve educational results and functional outcomes for all children with disabilities.
5. Procedures and practices to implement other requirements, i.e., fiscal requirements, private schools, NIMAS, assessments, etc.

General Supervision System: Eight State-Level Components



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General Supervision System: Eight State-Level Components

- State Performance Plan
 - Involves Stakeholders
 - Leads to Increased Awareness and Improved Results
 - Ensures Accountability to the Public
 - Blueprint for Systems Change
- Policies, Procedures and Effective Implementation
 - Mechanisms and Methods for Implementation
 - Agreements and Procedures

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General Supervision System: Eight State-Level Components

- Effective Dispute Resolutions
 - Inform other monitoring activities
 - Do parents understand their rights?
- Data on Processes and Results
 - Collection and verification
 - Examination and analyses
 - Reporting (SPP/APR and local reporting)
 - Data on compliance and improvement



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General Supervision System: Eight State-Level Components

- Integrated Monitoring Activities
 - On-site (record reviews, interviews, etc.)
 - Off-site (self assessments, desk audits, surveys, etc.)
 - Monitoring for compliance and improvement
 - Prioritized based on data
- Targeted TA and Professional Development
 - Connected to SPP/APR and other activities
 - Evaluation of effectiveness
 - Sharing best practices

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General Supervision System: Eight State-Level Components



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- Improvement, Correction, Incentives and Sanctions
 - Authority to enforce
 - Include TA and improvement planning
 - Annual status determinations
- Fiscal Management
 - Distribution and oversight
 - Appropriate use of funds
 - Funds aligned with problem areas

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OSEP has previously provided guidance regarding the identification and correction of noncompliance in:

- Frequently Asked Questions, September 3, 2008 (Disseminated at the National Accountability Conference)
- OSEP Memorandum 09-02, October 17, 2008

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IDENTIFICATION OF NONCOMPLIANCE



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Q1. Must States identify all noncompliance regardless of the source of the data establishing noncompliance?

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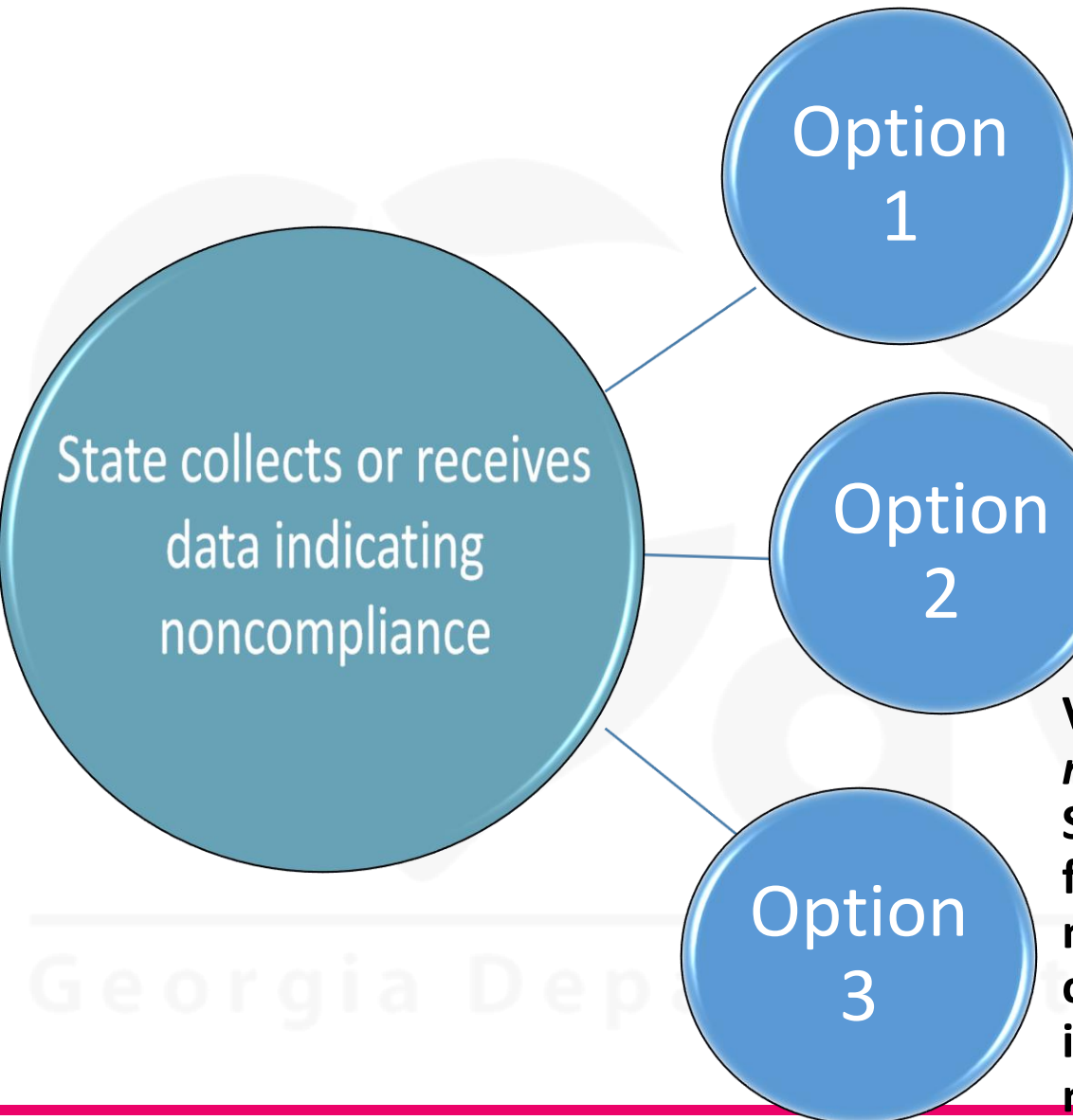


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The State must make a finding of noncompliance in a timely manner, unless:

- In verifying whether the data demonstrate noncompliance, the State determines that the data do not demonstrate noncompliance; or
- The State verifies, ***using both prongs of OSEP Memo 09-02***, that the LEA has corrected the noncompliance before the State issues written findings of noncompliance.

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Make a finding of noncompliance.

Verify whether data demonstrate noncompliance, and then issue finding if data do demonstrate noncompliance.

Verify LEA has *corrected noncompliance* before State issues written findings of noncompliance, in which case State not required to issue written finding of noncompliance.



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Q3. May States use “thresholds”
for identification of
noncompliance?

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No. If a State identifies compliance that is less than 100%, it must:

1. Make a finding of noncompliance; or
2. Verify whether the data demonstrate noncompliance; or
3. Verify that the LEA has corrected the noncompliance before the State issues written findings of noncompliance.

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CORRECTION OF NONCOMPLIANCE



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Q1. What are the “two prongs”
of verifying correction in OSEP
Memo 09-02?

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- Prong 1 – LEA has corrected each individual case of noncompliance; and
- Prong 2 – LEA is correctly implementing the specific regulatory requirements (i.e. achieved 100% compliance), based on the State's review of updated data.



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Q2. Do both prongs of OSEP
Memo 09-02 apply to the
verification of correction
of all findings of
noncompliance?

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Yes. Both prongs of OSEP Memo 09-02 apply to correction of all findings of non-compliance, and noncompliance reported in APRs, whether there is a high level of compliance (but below 100%) or a low level of compliance.



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Q3. May States use “thresholds”
for correction of
noncompliance?

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No. Consistent with the guidance in OSEP Memo 09-02 and the 2010 APR response tables, States must obtain updated data which can be:

- for less than the entire reporting period,
and
- a subset of all children.

These data must reflect 100% compliance before a State can conclude and report that noncompliance has been corrected.



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The State may not use a threshold of less than 100% to conclude that the LEA has corrected noncompliance. Before the State may conclude that the LEA has corrected the noncompliance, it must examine updated data to ensure that the LEA has achieved 100% compliance.

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How does Office of Special Education Programs (OSEP) address state-level accountability?

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Georgia 2018 Part B Results-Driven Accountability Matrix



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Results-Driven Accountability Percentage and Determination¹

Percentage (%)	Determination
81.25	Meets Requirements

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	15	62.5
Compliance	20	20	100

2018 Part B Results Matrix



UNITED STATES DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 28, 2018

Honorable Richard Woods
State School Superintendent
Georgia Department of Education
205 Jesse Hill Jr. Drive SE, 2066 Twin Towers East
Atlanta, Georgia 30334

Dear Superintendent Wood:

I am writing to advise you of the U.S. Department of Education's (Department) 2018 determination under section 616 of the *Individuals with Disabilities Education Act (IDEA)*. The Department has determined that Georgia meets the requirements and purposes of Part B of the *IDEA*. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2016 State Performance Plan/ Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Your State's 2018 determination is based on the data reflected in the State's "2018 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's Determination.



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Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Special Conditions on the State's last three *IDEA* Part B grant awards (for FFYs 2015, 2016, and 2017), and those Special Conditions are in effect at the time of the 2018 determination.

States were required to submit Phase III Year Two of the State Systemic Improvement Plan (SSIP) by April 2, 2018. OSEP appreciates the State's ongoing work on its SSIP and its efforts to improve results for students with disabilities. We have carefully reviewed your submission and will provide feedback in the upcoming weeks. Additionally, OSEP will continue to work with your State as it implements the third year of Phase III of the SSIP, which is due on April 1, 2019.

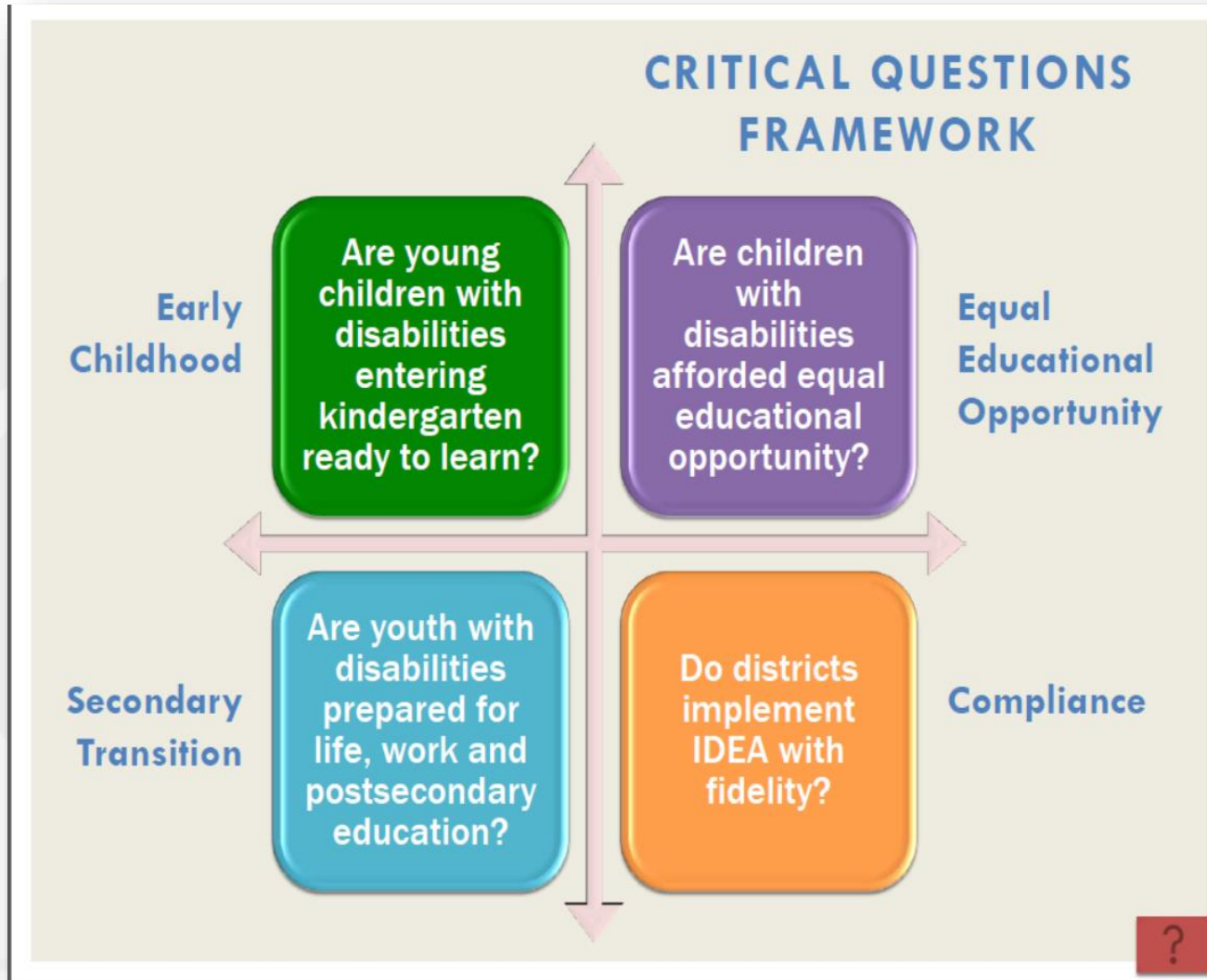
As a reminder, your State must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State's submission of its FFY 2016 SPP/APR. In addition, your State must:

- (1) review LEA performance against targets in the State's SPP/APR;
- (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the *IDEA*;
- (3) take appropriate enforcement action; and

LEA REQUIREMENTS

Page 3—Chief State School Officer

- (4) inform each LEA of its determination.



Adapted from Oklahoma Department of Education

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

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GEORGIA'S FY17 DATA



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Young
Children
Transition

12. Early Childhood Transition (Timelines)	100%*	99.52%
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Preschool
Outcomes

Outcome Area	Targets	FY17 Data
Outcome A: Positive Social-emotional skills	A1) $\geq 78.5\%$ A2) $\geq 61.7\%$	A1) 78.46% A2) 64.30%
Outcome B: Acquisition of Skills	B1) $\geq 81.3\%$ B2) $\geq 37.1\%$	B1) 82.49% B2) 48.62%
Outcome C: Use of appropriate behaviors to meet their needs	C1) $\geq 77.9\%$ C2) $\geq 71.9\%$	C1) 78.55% C2) 72.26%

Select Domain:

- 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)

For printable GELDS documents click on the Resources tab

Improved Access to the Preschool General Curriculum

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

Consistent Practices Child Outcomes Summary

IMPLEMENTATION CHANGES

Definitions for Child Outcomes Summary (COS) Ratings

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.



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Are young children entering kindergarten ready to learn?

STRENGTHS

AREAS OF OPPORTUNITIES

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3) SECONDARY TRANSITION

Are youth with disabilities prepared for life, work and postsecondary education?

- Indicator 1: Graduation Rates
- Indicator 2: Dropout Rates
- Indicator 13: Secondary Transition
- Indicator 14: Postsecondary Outcomes

Adapted from Oklahoma Department of Education

4) COMPLIANCE

Does the district implement IDEA with fidelity?

- Indicator 4: Suspensions and Expulsions
- Indicator 9: Disproportionality Across Disability Categories)
- Indicator 10: Disproportionality in Specific Disability Categories)
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition from Part C to Part B
- Indicator 13: Secondary Transition

Adapted from Oklahoma Department of Education



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**CHILD FIND (34 C.F.R. § 300.111;
GEORGIA RULE 160-4-7-.03)**

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CHAPTER THREE: CHILD FIND ([34 C.F.R. § 300.111](#); GEORGIA RULE [160-4-7-.03](#))

Each State must have policies and procedures to ensure that all children with disabilities, birth through age 21, residing in the State and who are in need of special education and related services or early intervention services are identified, located, and evaluated. 34 C.F.R. § 300.111; [34 C.F.R. § 303.302](#). In Georgia, the Child Find Process for infants and toddlers with disabilities, birth to age 3, is coordinated through the Georgia Department of Public Health Early Intervention Program, [Babies Can't Wait](#). For children, ages 3 through 21, the local education agencies (LEAs)¹ in Georgia are responsible for identifying, locating, and evaluating all children within the jurisdiction of the LEA who are suspected of having disabilities that may result in a need for special education and related services. LEAs must have policies and procedures in place to ensure the identification, location, and evaluation of these children. Public notification must be given before any significant Child Find activities are implemented.

Implementation Changes and Updates



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Does Child Find apply to home-schooled children?

- Yes. If the child is a resident within the jurisdiction of the LEA, then the Child Find responsibility rests with the LEA in which the child resides. In addition, as a home-schooled child, a child who is determined eligible for special education and related services must also be considered for proportionate share of federal funds for private school children. In Georgia, home-schooled children are treated as private school children in regard to special education. See Georgia Rule [160-4-7-.13\(3\)\(a\)\(1\)](#).

If an LEA charter school and a traditional LEA serve the same demographic area, who has the Child Find responsibility?

- Both of them. The LEA charter school's Child Find responsibility extends only to children enrolled in the LEA charter school. The traditional LEA's Child Find responsibility extends to all other children within their jurisdiction.

If an LEA charter school only serves a designated population, such as grades six through eight, *should* the LEA charter school's Child Find procedures address children outside of the designated population, such as children in grades kindergarten through fifth grade?

- Yes. As a matter of best practice, an LEA charter school's Child Find procedures **should** include children age 3-21. However, an LEA charter school's Child Find procedures **must** address the currently designated population of the LEA charter school. Since LEA charter schools may decide to expand their designated population, LEA charter schools should consider developing Child Find procedures to include children ages 3-21 or update their Child Find procedures as the LEA charter school expands their designated population.

Considering the above guidance for LEA charter schools, what are the Child Find responsibilities for Georgia Department of Juvenile Justice (DJJ) and Georgia Department of Corrections (DOC)?

- Georgia DJJ and Georgia DOC must implement Child Find duties for the youth enrolled in their respective facilities.

Who has the Child Find responsibility for youth incarcerated in facilities operated by the local sheriffs or other municipalities?

- The LEA where the facility is located must implement Child Find duties for youth incarcerated in jails or other correctional facilities operated by local municipalities.



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Rule/Implementation Discussions for the Future

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Child Find

- Child Find Procedures – Prior to referring a student for consideration for eligibility for special education, a student **must** have received scientific, research or evidence based interventions. Georgia Rule 160-4-7-.03(2)(b).
- **Should Georgia strongly suggest but not require, the use of interventions prior to referring a student for eligibility for special education?**



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Child Find

- Child Find Procedures: These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through 21 to include:
 - Children birth through age three. An LEA **may** fulfill its child find responsibility through referral to the BCW early intervention program. Georgia Rule 160-4-7-.03(1)(c)(1).

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- Shared child find obligations (birth-3) are implied as a shared responsibility but not clearly stated in the board rule.
- **Should Georgia clarify the verbiage as altering “may fulfill” by clearly articulating the cross agency responsibility?**

(b) Each LEA shall ensure that before conducting any significant activity that is designed to identify, locate or evaluate children, annual notice must be published or announced in newspapers or other media, or both, to notify parents of this activity. [34 C.F.R. § 300.612 (b)]

(c) These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through age 21 to include:

1. Children birth through age three. An LEA may fulfill its child find responsibility through referral to the Babies Can't Wait early intervention program operated by the Department of Community Health.

What are the strengths and areas of opportunities in implementing child find responsibilities?

STRENGTHS

AREAS OF OPPORTUNITIES

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EVALUATION AND REEVALUATION (34 C.F.R. § § 300.301-300.311; GEORGIA RULE 160-4-7-.04)

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CHAPTER FOUR: EVALUATION & REEVALUATION (GEORGIA RULE 160-4-7-.04, 34 C.F.R. § § 300.301-300.311)

Initial Evaluation

The IDEA requires that before a child can receive special education services, the LEA¹ must determine whether the student requires specialized instruction and meets eligibility requirements for special education. The LEA must conduct (or arrange for) a comprehensive evaluation that:

- provides sufficient data to determine whether the child is a child with a disability;
- documents how the disability affects the child's academic, developmental, social/emotional, and/or behavioral performance in school; and
- provides appropriate information for the development of an Individualized Education Program (IEP), if eligible.

Implementation Changes and Updates



Georgia Department of Education

Initial Evaluation

- Before an evaluation can begin, the 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.

Initial Evaluation

- The eligibility decision should be made within a reasonable period of time following the completion of the evaluation. *See* 71 Fed. Reg. 46637 (2006).
As a matter of best practice, within 10 calendar days of the completion of the evaluation report(s), an eligibility meeting should be held. Development of the Individualized Education Program (IEP) can take up to 30 additional days. *See* [34 C.F.R. § 300.323\(c\)\(1\)](#).

Evaluation Report(s)

A comprehensive evaluation report may include combined reports; however, the timeline will be based on the most recent date.

Reevaluation

***Question 1:** Must a public agency obtain parental permission before initiating the review of existing data?*

- **Response:** No. The public agency is not required to obtain parental consent before reviewing existing data as part of an evaluation or a reevaluation. 34 CFR §300.300(d)(1)(i). The review of existing data is part of the evaluation process. Section 300.305(a), consistent with section 614(c)(1) of IDEA, states that, as part of any reevaluation, the individualized education program (IEP) Team and other qualified professionals, as appropriate, must review existing evaluation data on the child, and on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether the child continues to have a disability, and the educational needs of the child.

OSEP Letter to Anonymous,
February 6, 2007

Question 2: May a public agency pursue permission to waive the reevaluation before any review of extant data occurs?

- **Response:** Yes. A reevaluation must occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. 34 CFR §300.303(b)(2). The opportunity for a parent and the public agency to agree that a reevaluation is unnecessary occurs before a reevaluation begins. Therefore, a parent and a public agency may agree that a reevaluation is unnecessary before the review of existing evaluation data occurs. The review of existing data is part of the reevaluation process and does not occur if the parent and public agency agree that a reevaluation is unnecessary.

May a review of extant data alone, with the finding that no additional data are needed, constitute a reevaluation?

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- **Response:** Yes. Based on the review of existing evaluation data, and input from the child's parents, the IEP Team and other qualified professionals, as appropriate, must determine whether additional data are needed to determine whether the child continues to be a child with a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child continues to need special education; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum. 34 CFR §300.305(a)(2). If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of: (i) that determination and the reasons for the determination; and (ii) the right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs. 34 CFR §300.305(d)(1). Under these circumstances, the public agency is not required to conduct an assessment unless requested to do so by the child's parents. 34 CFR §300.305(d)(2). If the parents do not request an assessment, then the review of existing data may constitute the reevaluation.



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SPECIAL EDUCATION ELIGIBILITY REQUIREMENTS (34 C.F.R. § 300.306; GEORGIA RULE 160-4-7-.05)

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CHAPTER FIVE: SPECIAL EDUCATION ELIGIBILITY REQUIREMENTS ([34 C.F.R. § 300.306](#); GEORGIA RULE [160-4-7-.05](#))

Special Education Eligibility Decision Making

LEAs¹ must recognize the direct and relevant relationship between a multi-tiered system of supports, Student Support Team (SST), and the individual evaluation requirement of the IDEA. Once problem-solving teams determine that a child is suspected of having a disability, a comprehensive evaluation shall be provided to the child being considered for special education eligibility. However, an eligibility determination cannot occur until the existing data is reviewed to determine whether one or more of the exclusionary factors is the determinant factor for the determination that the child is a child with a disability AND the child does not otherwise meet the specific eligibility criteria.

- **If a child is being considered to be dismissed from special education, must an evaluation and eligibility form be completed?**
- Yes. An LEA must conduct a comprehensive evaluation of a child before determining that the child is no longer a child with a disability. See [34 C.F.R. § 300.305\(e\)\(1\)](#). This does not apply to children whose eligibility is terminating due to graduation with a regular diploma or due to exceeding the age eligibility for FAPE.

Implementation Changes and Updates



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An eligibility report doesn't expire every three years!



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Eligibility Report (slide from CC)



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An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and **shall be comprehensive enough to serve as the evaluation report** when necessary.

However, parents must be provided a copy of the **evaluation report(s)** and an **eligibility report**.

~~An eligibility report and evaluation report are at a minimum two separate documents.~~

It is possible to have multiple evaluation reports, for example: psychological report, report from the speech-language evaluation, report from the Occupational Therapist and report from the assistive technology evaluation. If the evaluators coordinate their reporting, all scores and interpretation of results could be included in the psychological report. There will be instances when a psychologist is not involved and thus the other evaluators will need to create evaluation reports separately.

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Eligibility Report (slide from CC)



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10. Team Information

- List all meeting attendees and titles
- Ensure all required participants are included:
 - LEA
 - Parents (unless given permission to proceed without them)
 - General Education Teacher
 - Special Education Teacher
 - Professional qualified to interpret the results of the assessments
 - Student, if appropriate
- The LEA shall provide a copy of the evaluation report **and** the documentation of determination of eligibility at no cost to the parent.

Signature is required for SLD only. Best practice would be to always get signatures from all participants for all eligibilities.

Eligibility Report (slide from CC)



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- The LEA shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

Additional Guidance: If the district chooses to document the evaluation report using an eligibility report, then the eligibility report must be completed based on the 60-day timeline.

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Rule/Implementation Discussions for the Future

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- (3) ELIGIBILITY REPORT. An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and shall be comprehensive enough to serve as the evaluation report when necessary.
- **Should Georgia require two separate reports or allow the eligibility report to address evaluation data, when appropriate?**

Implementation Changes and Updates (Disproportionality)



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New Federal Regulation Regarding Significant Disproportionality		
Georgia's Methodology	New Federal Regulation	Georgia's Proposed Plan for Implementation
Categories: Identification, Placement & Discipline	Categories: Identification, Placement & Discipline	Categories: Identification, Placement & Discipline
Methodology is Risk Ratio with a Threshold of 3.0 Cell size: 5 for Discipline; 15 for Identification and Placement	Methodology is Risk Ratio with a Threshold of 3.0 Minimum Cell size: 10 Minimum N-Size: 30	Methodology is Risk Ratio with a Threshold of 3.0 Minimum Cell size: 10 Minimum N-Size: 30
Include SWD ages 6-21	SWD ages 3-21 for Discipline SWD 6-21 Identification and Placement	SWD ages 3-21 for Discipline SWD 6-21 Identification and Placement
Discipline: 2 measures: 1.) Total Disciplinary Removals and 2.) "Value Added" formula to calculate ISS and OSS by length of removal	Discipline: Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)	Discipline: Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)

New Federal Regulation Regarding Significant Disproportionality		
Georgia's Methodology	New Federal Regulation	Georgia's Proposed Plan for Implementation
Placement: 3 categories: 1.) 40-79% in general education setting, 2.) < 40% in general education setting, 3.) separate settings	Placement, 2 categories: 1.) < 40% in general education setting, 2.) separate settings	Placement, 2 categories: 1.) < 40% in general education setting, 2.) separate settings
Coordinated Early Intervening Services (CEIS): 15% of IDEA funds used for students without disabilities ages 6-21	CCEIS (Comprehensive CEIS): 15% of IDEA funds used for students with and without disabilities ages 3-21	CCEIS (Comprehensive CEIS): 15% of IDEA funds used for students with and without disabilities ages 3-21
Reasonable Progress: N/A	Reasonable Progress: Using 3 years of data demonstrating a lower Risk Ratio for 2 consecutive years (yet still RR > 3.0)	Consideration for 2020 Determinations

Implementation Changes and Updates (Indicator 11)



Indicator 11 of the SPP/APR

Percent of children age **3-21** who were evaluated within 60 days of receiving parental consent for initial evaluation.

- Reminder: Children referred from Babies Can't Wait are counted for:
 - Indicator 11 – evaluation within 60 days of consent
 - Indicator 12 - % of children referred from BCW prior to age 3 who are found eligible and have an IEP in place by their 3rd birthday

Understanding the Rule and Indicators

Summer "pause"

- Any summer vacation period in which the majority of an LEA's **teachers** are not under contract
 - For consents received 29 or fewer days before the last day for teachers (rule says **30 days or more prior to the end of the school** year must be completed within the 60 calendar days) use the summer rule
 - Stop counting the last day **teachers** are on contract, start counting the day teachers return for pre-planning
 - **IMPORTANT EXCEPTION:** If your district has a 5 day pre-planning prior to the 1st day of school consider those days as 5 days that students do not attend.
 - Resume counting on the 1st day students return to begin school

Timelines; Initial Referrals Completed July 1- June 30



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Initial Eligibility (All students) Child Find Timelines		SPP/APR Indicator 11	
1	Total # of completed referrals		
2	Total Referrals minus Exceptions (Row 1- Row 8)		0
3	# of Evaluations completed on time		
4	# of Evaluations completed late		
5	Total # Completed on time		0
6	% Completed on time		#DIV/0!
7	Total # Completed late		0
8	Total # of Exceptions	Exceptions 1,2,3	
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		0
10	% Completed late		#DIV/0!
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	0

The new required data element is:

“Number of Evaluation Completed On Time”

or

“Number of Evaluation Completed Late”

Eligibility status (eligible or ineligible) is not reported

Reporting in Student Record (SR)

Initial Referrals, Report:

- EVENT CODE '02': Date of Consent
- EVENT CODE '03': Date Evaluation is completed
 - ***No more than 60 days between EVENT CODE '02' and EVENT CODE '03'***
- EVENT CODE '04': Date of Eligibility Meeting
- EVENT CODE '05': Date of Initial IEP meeting (if the child is found eligible under IDEA)
- EVENT CODE '06': Date Services are Initiated

Reporting Subsequent Events in SR: Annual Review and Reevaluation



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***Follow the Reevaluation Process as outlined in the
Implementation Manual***

ALL SWD must have at least one Special Education
Event every year

Annual IEP: Report EVENT CODE '07'

Reevaluation: Report EVENT CODE '08'

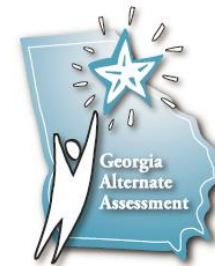
- **No more than 3 years between EVENT CODE '04'
and EVENT Code '08'**

Georgia Alternate Assessment 2.0



The Georgia Alternate Assessment (GAA)

The GAA is being redeveloped to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.



GEORGIA ALTERNATE ASSESSMENT (GAA)
TEST ADMINISTRATION MANUAL

GAA 2.0 SPRING 2018 PILOT

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The Georgia Alternate Assessment (GAA) 2.0

<p>Primary Assessments</p> <p>ACCESS for ELLs 2.0</p> <p>Georgia Alternate Assessment 2.0 (GAA 2.0)</p> <p>Georgia Kindergarten Inventory of Developing Skills (GKIDS)</p> <p>GKIDS Readiness Check</p> <p>Georgia Milestones Assessment System</p> <p>National Assessment of Educational Progress (NAEP)</p>	<p>Georgia Alternate Assessment 2.0 (GAA 2.0)</p> <p>The Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The U.S. Department of Education defines alternate achievement standards as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be aligned with the state's content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student. This means teachers may customize learning expectations for students who participate in alternate assessments.</p> <p>For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, then the student must participate in the GAA 2.0.</p>	<p>Resource (GOFAR)</p> <p>Georgia Student Growth Model (GSGM)</p> <p>Lexile Framework for Reading</p> <p>College Readiness for School Personnel</p> <p>AP</p> <p>PSAT</p> <p>SAT</p> <p>College Readiness for Students/Parents</p> <p>ACT</p> <p>AP</p> <p>PSAT</p> <p>SAT</p>	<p>The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.</p> <p>This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress. The GAA 2.0 will be administered to all eligible students in the following areas:</p> <ul style="list-style-type: none"> Grades K, 3-8, and 11 will be assessed in English language arts and mathematics. Grades 5, 8, and 11 will also be assessed in science and social studies. <p>The GAA 2.0 will include standardized items with multiple access points. The intent is to reduce the teacher's burden related to selecting or developing tasks; bring greater standardization to the administration; improve scoring reliability; and introduce an online task submission system.</p> <p>The website will be updated as key information and resources are received and developed.</p> <p>Eligibility Criteria for the Georgia Alternate Assessment 2.0</p> <p>Georgia Alternate Assessment Documentation (Retired Assessment)</p> <p>GSE Extended Content Standards</p>
<p>Other Assessment Resources</p> <p>Keenville</p> <p>Eliciting Evidence of Student Learning</p> <p>Formative Instructional Practices (FIP)</p> <p>Georgia Online Formative Assessment</p>			

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

The Eligibility Criteria for Participation on GAA 2.0



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The spring administration will be considered an operational field test (not a pilot), and there will be no accountability consequences this year except in the area of participation. The GAA 2.0 should be administered in all districts for eligible students.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step 1: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A. § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Eligibility Criteria		Sources of Evidence (check if used)	Justification
<p>1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other _____</p>	
<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other _____</p>	



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GAA 2.0 is...

This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress.

Primary Assessments	<h2>Georgia Alternate Assessment 2.0 (GAA 2.0)</h2> <p>The Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The U.S. Department of Education defines alternate achievement standards as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be aligned with the state's content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student. This means teachers may customize learning expectations for students who participate in alternate assessments.</p> <p>For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, then the student must participate in the GAA 2.0.</p>
ACCESS for ELLs 2.0	
Georgia Alternate Assessment 2.0 (GAA 2.0)	
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	
GKIDS Readiness Check	
Georgia Milestones Assessment System	
National Assessment of Educational Progress (NAEP)	
Other Assessment Resources	
Keenville	
Eliciting Evidence of Student Learning	
Formative Instructional Practices (FIP)	
Georgia Online Formative Assessment	

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GAA 2.0 is...

- A structured portfolio assessment, scored by a submission of evidence
- The tasks that align to Georgia Standards of Excellence (GSE) and Extended Standards have been developed for all grades and content areas
- The GAA 2.0 will include standardized items with multiple access points

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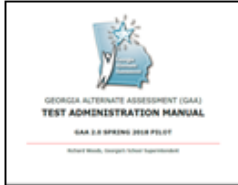


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GAA 2.0 is...

- Intended to reduce the teacher's burden related to selecting standards and developing tasks
- To bring greater standardization to the administration
- To improve scoring reliability
- To introduce an online task submission system
- Scores are based on **student performance, not progress**

GAA 2.0

ASSESSMENT YEAR	DISTRICTS	STUDENTS ASSESSED
<p>PILOTED MAY 2018</p>	<p>34</p> 	<p>660</p> 
<p>OPERATIONAL FIELD TEST SPRING 2019 MARCH 25 – MAY 3</p>	<p>STATEWIDE</p>	<p>STATEWIDE</p>



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The GAA 2.0

There will be a training session August 21 and repeated on August 23, that may help LEA's understand where we are with test design and expectations. The links to those trainings and others are found on the Assessment Update, Vol.1, July 2018. That update is on the **For Educators** site under **Newsletters**.

Georgia Alternate Assessment 2.0

Date	Title	Time	Meeting Link
8/21/2018	GAA 2.0 Test Design Features: Requirements for student work samples, documentation, materials, key dates, and participation guidelines	10:00 am – 12:00 pm	https://attendee.gotowebinar.com/register/104003196627409667
8/23/2018	GAA 2.0 Test Design Features: Requirements for student work samples, documentation, materials, key dates, and participation guidelines – <i>LIVE Repeat</i>	2:00 pm – 4:00 pm	https://attendee.gotowebinar.com/register/4587726952302693891



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The Georgia Alternate Assessment (GAA) 2.0

The Assessment Department has updated the webpage with some basic information.

Home → Teaching and Learning → Assessment Research, Development and Administration → Georgia Alternate Assessment 2.0

Primary Assessments

[ACCESS for ELLs 2.0s](#)

[Georgia Alternate Assessment 2.0 \(GAA 2.0\)](#)

[Georgia Kindergarten Inventory of Developing Skills \(GKIDS\)](#)

[GKIDS Readiness Check](#)

[Georgia Milestones Assessment System](#)

[National Assessment of Educational Progress \(NAEP\)](#)

Other Assessment Resources

[Keenville](#)

[Eliciting Evidence of Student Learning](#)

[Formative Instructional Practices \(FIP\)](#)

[Georgia Online Formative Assessment](#)

Georgia Alternate Assessment 2.0

The GAA is being redeveloped to ensure that students with the most significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

The GAA 2.0 will be comprised of standardized performance tasks with multiple access points. The intent is to reduce teachers' burden related to selecting or developing tasks; bring greater standardization to the administration; improve scoring reliability; and introduce an online task submission system. This assessment will be evaluated for student achievement and not progress.

The website will be updated as key information and resources are received and developed.

[Eligibility Criteria for the Georgia Alternate Assessment 2.0](#)

[Georgia Alternate Assessment Documentation \(Retired Assessment\)](#)



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The Eligibility Criteria for Participation on GAA 2.0

The spring administration will be considered an operational field test (not a pilot), and there will be no accountability consequences this year except in the area of participation. The GAA 2.0 should be administered in all districts for eligible students.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A. § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Eligibility Criteria	Sources of Evidence (check if used)	Justification
<p>1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p> <p><input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other _____</p>	
<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p> <p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other _____</p>	

Georgia Department of Education
Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
Updated 8/7/2018

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA

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Eligibility Criteria		Sources of Evidence (check if used)	Justification
1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other _____	
2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other _____	

Georgia Department of Education
Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
Updated 8/7/2018

Eligibility Criteria		Sources of Evidence (check if used)	Justification
<p>individualized education program (IEP).</p> <p>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test</p> <p><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p> <p><input type="checkbox"/> Anecdotal Notes and Observations</p> <p><input type="checkbox"/> Benchmark Data</p> <p><input type="checkbox"/> Progress Monitoring Data</p> <p><input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable</p> <p><input type="checkbox"/> Other _____</p>	
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test</p> <p><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p> <p><input type="checkbox"/> Other _____</p>	

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:
Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
Additional Summary Statements (if necessary):
The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.
The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.
The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Georgia Department of Education
 Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
 Updated 8/7/2018



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160-4-7-.13 Private Schools

Georgia Department of Education

Special Needs Scholarship



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- (6) (e) Acceptance of scholarship shall have the same effect as a parental refusal to consent to services in a public school pursuant to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. Section 1400, et seq.
- Acceptance of a scholarship waives a parent's rights under IDEA therefore, a private school is not required to follow a student's IEP developed by the public school.
- Nonetheless, refusal of services does not meet the standard of revocation under IDEA. (34 C.F.R. § 300.9) Therefore, the regulations regarding proportionate share for students parentally placed in private schools shall apply to students who receive a scholarship under this Rule. (34 C.F.R. §§ 300.132-133 and Ga. Rules & Regs. 160-4-7-.13(3)).

Special Needs Scholarship



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- **Equitable Services**

- Parentally- placed private school students may be eligible for some Special Education and related services provided by the local school district while participating in the scholarship program.

“Specifically, IDEA requires public school districts to provide equitable services to the extent consistent with the number and location of children with disabilities enrolled by parents in private schools located in the school district.”

Special Needs Scholarship



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IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Free Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> ❖ FAPE must be made available to eligible children with disabilities. This includes special education services provided in conformity with an individualized education program(IEP) that meets IDEA requirements. ❖ Special Education is specially designed instruction to meet the unique needs of the child with a disability. ❖ Special Education and related services are provided at no cost to the parent. 	<ol style="list-style-type: none"> 1. No individual entitlement to FAPE or to receive special education and related services that the child would receive if enrolled in public school. 1. A child may receive equitable services. Each school district determines the equitable services it will provide to its population of parentally placed private school students, through consultation with private schools and parents. 1. If a child is designated to receive equitable services, they are provided in conformity with a services plan at no cost to parents.

Special Needs Scholarship

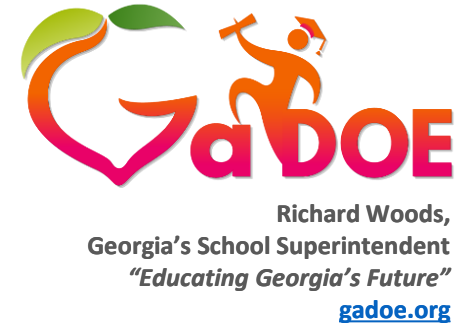


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IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Special Education Teacher Certification Requirements	Public Elementary, middle, and secondary school special education teachers must meet the special education teacher certifications requirements in the law and regulations.	N/A
Least Restrictive Environment Requirements	Children with disabilities must be educated with their non-disabled peers, to the maximum extent appropriate.	N/A

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Special Needs Scholarship



IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Discipline Procedures	<ul style="list-style-type: none"> Students with disabilities are entitled to certain protections related to IDEA's disciplinary procedures. 	N/A

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IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Due Process Rights	Parents may request a due process hearing if they have a dispute related to the identification, evaluation, educational placement of a child with a disability, the provision of FAPE, or the implementation of IDEA’s disciplinary procedures. This could include disputes regarding the development or implementation of an IEP and the location where services will be.	<ul style="list-style-type: none"> • Due process rights of parentally placed private school • children and their parents are limited to a school district’s • failure to comply with the child find requirements, • including the evaluation requirements.



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Rule/Implementation Discussions for the Future

Georgia Department of Education



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How does dual enrollment impact provision of FAPE for students with disabilities?

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Participant Support Cost (PSC)

Georgia Department of Education



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Participant Support Costs (PSC) - Conferences

- **§200.432 Conferences.**
- A conference is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award. Allowable conference costs paid by the non-Federal entity as a sponsor or host of the conference may include rental of facilities, speakers' fees, costs of meals and refreshments, local transportation, and other items incidental to such conferences unless further restricted by the terms and conditions of the Federal award. As needed, the costs of identifying, but not providing, locally available dependent-care resources are allowable. Conference hosts/sponsors must exercise discretion and judgment in ensuring that conference costs are appropriate, necessary and managed in a manner that minimizes costs to the Federal award. The Federal awarding agency may authorize exceptions where appropriate for programs including Indian tribes, children, and the elderly. See also §§200.438 Entertainment costs, **200.456 Participant support costs**, 200.474 Travel costs, and 200.475 Trustees.

Participant Support Costs Approval



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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- For participant support cost approvals, send an email to your Budget Liaison containing the detailed expenditure, cost, and purpose/use of the expense as it relates to cost principles.
- All approvals must be within the period of performance, and if known at the beginning of the year, with budget approval.

Georgia Department of Education

