

Good Day Directors of Special Education

Welcome to SELDA

Donna Ann Flaherty

Wina Low

Emmaundia Ford

General Supervision in Local School Districts

TOUGH TIMES IN QUANDARY COUNTY

Four Components of General Supervision:



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- (1) Procedures – *Written, aligned, and available*
- (2) Professional Learning and Technical Assistance –
Prepare staff to follow the policies and procedures
- (3) Implementation of Compliant Practices –
Processes in place that cause staff to follow procedures
- (4) Supervision and Monitoring Procedures – *A plan for checking to be sure procedures are followed and a plan for what to do when they are not.*

Cast in order of appearance:

- *Dr. Pickle* – Elaine Thagard
- *Ms. Muddle* – Debbie Reagin
- *Dr. Smart* – Wina Low

Georgia Department of Education

Disclaimer

All characters and situations depicted have been completely fictional and represent no real persons either living or dead.

Georgia Department of Education

General Supervision in Local School Districts

Federal Requirement

The state must have in effect policies or procedures to ensure that it complies with the monitoring and enforcement requirements in IDEA regulations CFR §§ 300.600-602 and CFR §§ 300.606-608.

GaDOE has the responsibility, under federal law, to have a system of **general supervision** that monitors implementation of the IDEA by local school districts.

So... what does this mean for special education in local school districts?

Districts ensure they have:



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- Necessary and qualified staff to serve children with disabilities.
- A representative stakeholder group giving input for improvement.
- DATA. DATA. DATA: Compiled, reported, and used to move toward state performance targets.
- Fiscal responsibility for use of IDEA funds as outlined by the rules.

AND...

...

- General Supervision of
compliant policies, procedures
and practices
(our focus today)

Georgia Department of Education

Written Policies vs. Written Procedures



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- **Policies**: Written mandates that are 'Board Approved' and aligned with the state rules and federal regulations
- **Procedures** Written steps for implementing policies, rules and regulations = lead to compliant Practices

Georgia Department of Education

Special Education Procedures Are:

- A practical guide for implementing the IDEA – aligned with the primary parts of the federal/state law (IDEA).

Use the *Georgia Special Education Rules Outline* as a helpful tool.

- A way to align the rules of the IDEA with personalized procedures that fit the district's infrastructure.
- A way to make practices consistent across the district.
- Also – something you REALLY want to have in place if you are ever compliance monitored.

Best Reason for Following Good Written Procedures:



Richard Woods,
Georgia's School Superintendent
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Better outcomes for students.

Georgia Department of Education

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Links for Guidance

- Georgia Special Education Rules Outline:
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Georgia%20Special%20Education%20Rules%20Outline.pdf>
- Procedures Compliance Rubric:
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Compliance%20Rubric.pdf>
- DOE General Supervision Website:
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia%27s-Continuous-Improvement-Monitoring-Process-%28GCIMP%29.aspx>

General Supervision Experiences:

Helpful Advice from Fellow Special
Education Directors

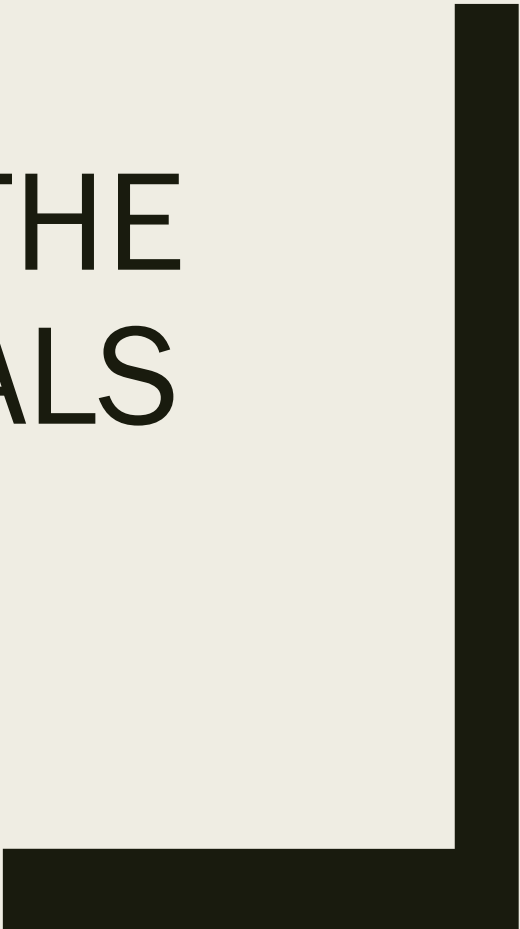
Jenny McClintic

Director, Student Services
Houston County School
District

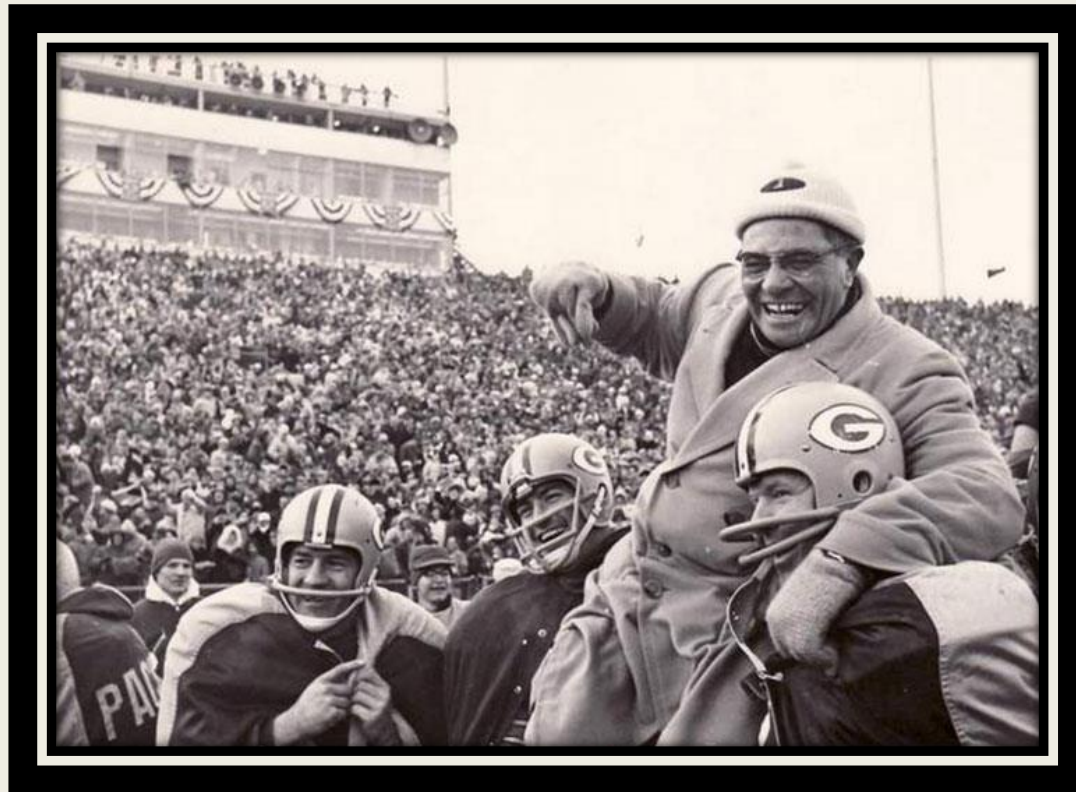


MASTERING THE FUNDAMENTALS

Dr. Jenny McClintic
Director of Student Services
Houston County Schools



Coach Vince Lombardi





He took nothing for granted. He began a tradition of starting from scratch, assuming that the players were blank slates who carried over no knowledge from the year before... He began with the most elemental statement of all. “Gentlemen,” he said, holding a pigskin in his right hand, “this is a football.”

THIS IS AN IEP



	2nd IEP Consideration of Special Factors presentation 2-16-16
	IEP Services and ESY PL Day presentation
	OT PT Goals and Behavior Goals
	PLOP handouts
	PLOP Power point 2016
	SMART goals
	Student Supports
	Testing Accommodations
	Top Ten IEPs Dos and Don'ts

PROFESSIONAL LEARNING SCHEDULE

Room #	102	104	106	108	107	105	103
Time							
8:00 – 8:25	Red Group	Purple Group	Teal Group	Orange Group	Green Group	Yellow Group	Blue Group
8:25 – 8:50	Blue Group	Red Group	Purple Group	Teal Group	Orange Group	Green Group	Yellow Group
8:50 – 9:15	Yellow Group	Blue Group	Red Group	Purple Group	Teal Group	Orange Group	Green Group
9:15 – 9:40	Green Group	Yellow Group	Blue Group	Red Group	Purple Group	Teal Group	Orange Group
9:40 – 10:05	Orange Group	Green Group	Yellow Group	Blue Group	Red Group	Purple Group	Teal Group
10:05 – 10:30	Teal Group	Orange Group	Green Group	Yellow Group	Blue Group	Red Group	Purple Group
10:30 – 11:00	Purple Group	Teal Group	Orange Group	Green Group	Yellow Group	Blue Group	Red Group

Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.

- Vince Lombardi



Annette Murphy

Director, Special Education
Carrollton City Schools



CARROLLTON CITY SCHOOLS
THE GOLD STANDARD

EST^D 1886



“Be Sincere; Be Brief; Be Seated”

Franklin D. Roosevelt



Carrollton City Schools

Enrollment- 4935

Special Education Enrollment- 527 (11%)

Free and Reduced Lunch- 57%

FTE October 2015



Annette Murphy, Director of Student Services

Special Education

Federal Programs (Title I, Title III, Homeless, Immigrant, Migrant, Title IX)

Gifted Education

Counseling/Mental Health Services

ESOL Services

Hospital/Homebound Services

Nursing Services

Positive Behavior Supports

Psychological Services

RTI/MTSS

Section 504

Social Workers

SST



Special Education Leadership Team

Ginger Harper, Due Process/ Special Education Coordinator

Monica Henderson, Special Education Coordinator





General Supervision and Monitoring

Special Education File Review

To identify individual, school and district trends

Professional development provided to address identified areas of weakness



File Review Checklist

Carrollton City Schools FILE REVIEW RUBRIC

Student: _____ Exceptionality: _____
Case Manager: _____ Grade: _____ Reviewer: _____

	Tips and Suggestions	Date	Comments
Due Process Checklist	Completed and matches the most recent eligibility, addendum to the eligibility, or IEP completed after move-in/60 day IEP.		
Referral	The reason for the referral is complete. Page 2 of the referral is signed by an administrator.		
Parental Consent for Evaluation (PCE)	The parent checked yes and signed the PCE.		
Notification of Testing (NOT)	The date coincides with the PCE timeline.		
Vision and Hearing	*Move-in students may not have V/H in the file		
Psychological	Most recent psychological is in the file and signed by the psychologist/evaluator. The date used for the evaluation is the last date of testing listed.		
Eligibility or Addendum to the Eligibility	<u>Eligibility</u> : Current within 3 years, eligibility area(s) identified signatures of participants. <u>Addendum to Eligibility</u> : Current within 3 years, eligibility area(s) listed, signatures of participants.		
	Documentation for: SLD (work samples/observation), OHI (medical update), Deaf/Hard of Hearing (audiological, otological, education evaluation documentation), Vision Impairment (current eye report, low vision evaluation, evaluation by a specialist and educational assessments).		
Consent to Place	Current and matches what is listed on the eligibility/addendum to the eligibility. The eligibility area is written out (i.e. Specific Learning Disability).		
OTHER COMMENTS:			

IEP REVIEW RUBRIC

Student: _____ IEP Date: _____

	Tips and Suggestions	Evident	Not Evident	Comments
IEP Participants				
Purpose				
All required participants				
Parent Rights	Given, Explained or Waived			
Eligibility Date	Check that it matches most recent eligibility report in file			
PRESENT LEVELS				
Present Levels of Performance and Educational Needs				
Parent Concerns	Must write something – do NOT write no concerns			
Impact of the Disability	Need to communicate how EACH disability impacts involvement in general ed classroom Be specific.			
Strengths and Needs	Information is entered in multiple sections as appropriate. List skills and be specific: Data is used to describe student performance. Remember if an area is a weakness, there must be a goal to address it.			
Test Data	Scores are listed in appropriate areas – i.e. GA Milestones, STAR, Benchmarks, Report Card Grades, etc. in Academic section and Speech in the Communication section			
SPECIAL FACTORS				
Behavior	If you choose yes, behavior goals and objectives and behavior intervention plan is evident to address.			
Limited English	If yes, EL Service information is evident			
Blind/Visually Impaired	If yes, need for Braille			
Communication Needs	Choose yes if the student has speech or any other communication needs.			
Deaf/Hard of Hearing	If yes, how are communication needs addressed			
AT statement/or needs listed	Explain why they have it, why they do not, or why we are considering it. AT Checklist current and date updated			
Alternative Format	If yes, describe format			
Physical Education	Adapted or regular PE is addressed			
Special Transportation	If required, rationale is given. Transportation form has been submitted			
TRANSITION PLAN (if applicable) Rising 9th-12th Grade				



Revision of Program Policies and Procedures

CARROLLTON CITY SCHOOLS SUPPORT SERVICES | Confidentiality of Personal Identifiable Information | Student Support Team | Child Find Procedures
Evaluations and Reevaluations | Eligibility | Private Schools | Least Restrictive Environment | Discipline | IEP | Personnel, Facilities, and Caseloads
GNETS | Special Ed Form Procedures and Form Downloads | Quick Look Guides | Resources | Procedural Safeguards and Parental Rights
Dispute Resolution | Professional Learning | Disclaimer | Sitemap

Initial Referrals

Referrals for special education must begin with Student Support Team (SST) in each school. The Support Services Coordinator should be notified when a student is referred to SST. Referrals may be initiated by teachers, counselors, administrators, parents or the student. SST is not a special education function. There is at least one SST chairperson in every school to coordinate and conduct SST meetings. Special education personnel can serve on SST committees but are not permitted to chair or lead SST meetings.

Referrals for special education may bypass SST only in extreme situations and only after consulting with the Director of Special Education. Examples of bypass situations include students with obvious disabilities, medical conditions, or trauma, or if a student's behavior poses a threat to himself or others. When SST is bypassed, written authorization from the principal must be included with the referral package. All bypass situations should be discussed in detail with the Director of Special Education prior to the SST bypass letter being written.

- Parents must be notified that the student is having problems in school before the special education referral is initiated. This includes bypass situations. The referring teacher is responsible for notifying the parent. Appropriate documentation should be provided.
- If SST determines a special education referral is appropriate, the completed SST information is forwarded to the In-School Coordinator (ISC). The ISC will coordinate the referral process. When the ISC receives the completed SST information, referral form pages one and two are given to the referring teacher to complete.

The ISC collaborates with general education teachers to complete the referral in detail, describing specific reasons for the referral. Interventions prior to the referral should be documented.

The Parental Consent for Evaluation (PCE, SS-12) is typically obtained at the SST meeting with the ISC and Support Services Coordinator present. A copy of Parental Rights and List of Evaluation Instruments must be given to the parent/guardian when the PCE is obtained. Parental Rights should be thoroughly explained. If all attempts by the school are unsuccessful in obtaining consent, contact the Due Process Coordinator or the Director of Special Education. The ISC or Support Services Coordinator should contact the Due Process Coordinator to identify that a PCE was signed. The Due Process Coordinator will add the student's name, PCE date, and projected 60 day timeline date to the Carrollton City School Testing Log in order to monitor the referral and evaluation process.

The ISC collects all necessary information to develop the referral packet. The completed referral is sent to the Due Process Coordinator at Support Services within 7 days from the date the PCE was signed.

Referral Packet consists of:

- Referral Information Checklist Form
- Referral Forms 1 & 2
- SST packet: SST minutes, Tier I, II VI intervention logs, etc.
- Recent report card/progress report
- Permanent record/SLDS information
- Standardized test results (most recent)
- Hearing Screening clearance signed and dated
- Vision Screening clearance signed and dated
- Information sheet (LD, EBD, ID)
- Rating Scale (FERP, ID)



Monthly Special Education Departmental Meetings

Meetings held monthly at schools to target professional development and supports



IEP, Move In Records, Minutes Reviewed at District Level

Guidance Provided to School Personnel****

Review minutes/ IEP to ensure compliance



Timeline Compliance

Review weekly

Monthly list generated

Email reminders sent to case managers



Weekly Psychologist Meetings

Review timeline compliance, testing results, eligibilities, special needs.



Program Evaluations

A formalized program evaluation form

Pre and post assessment data

Evaluation includes fidelity of implementation, progress monitoring, and barriers to success.

The team will use the data to recommend modification to ensure success.



District-wide Professional Development/ Coaching Support

Leadership Academy- Special Education Law

Due process compliance including district and school administrators

Positive Behavior Supports/ Mindset

FBA/ BIP

New Special Education Teachers

Paraprofessionals



Data Collection to Identify Equity Gaps

Ongoing Data Collection

Information and solutions will be developed and shared with stakeholders monthly including SSIP and district/school leadership



District Representation At High Profile Meetings





Questions?



Annette Murphy

Annette.murphy@carrolltoncityschools.net

770 834 7077

Thank you for your time and attention.

Elaine Thagard, Program Specialist, GA DOE

ethagard@doe.k12.ga.us