



June 3, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Just think - what if we could just reboot and start over? Actually, we have a unique opportunity each year to start over. Unlike most careers that begin and just keep going, teachers and administrators get a fresh start with the beginning of each new school year. Right now, I know you are reflecting on the school year that just ended. Probably by next week, if not sooner, you will be heavily engaged in preparing for school to open again in August. After the last couple of years with the challenges of the pandemic, I know there is optimism that 2022-2023 will be "normal".

Unfortunately, we have a lot of students that have experienced anything but normal for several years now. Embrace the opportunities ahead. If you felt changes should be made based on data from this school year, then make a change. Don't be afraid to address the challenges. There will always be barriers, but push for what your students need. Shake it up and boldly move forward to make a difference.



image of single stone dropped in body of water

Our district highlight is Bleckley County School System. Learn more about the district's weekly Teacher focus. We are so proud of your commitment!



image of teacher and student

Please be sure to save the date for the Federal Programs Summer Learning Series. We have lots of great sessions ready to share. June 14, 21 and 28.

Mother Teresa said, “I alone cannot change the world but I can cast a stone across the waters to create many ripples.” The stone you cast across the waters could change someone’s life.

I am proud of each of you. Recharge your batteries and then let it all roll again! It takes time to see change but be steady in the boat and stay the course.

Let me know how we can support your needs. We are here for you!

Keeping Students First,
Wina

Special Education Events & Due Dates

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



Latest news

Coming Up

June 14, 21, and 28 – ESSA and IDEA Tuesdays in June Professional Learning workshops are being scheduled for the afternoons of these dates. Details and registration information will be shared very soon!

Reminders

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

Open through July 31, 2022 – Preschool Exit Data submission available in SE Applications.

Open through July 31, 2022 – Post-School Outcomes submission available in SE Applications.

Coming this July:

- July 30** – Continuation of Services opens in SE Applications.
- July 30** – Budget Completion Reports Deadline for all State Grants for FY21.
- July 31** – CCEIS/CEIS FY22 Student Events Data Due for applicable LEAs.
- July 31** – CCEIS/CEIS Plan for FY23 Due for applicable LEAs.
- July 31** – Preschool Exit Data (FY22 Data) are due.
- July 31** – Post-School Outcomes (for FY 20-21 Exiters) are due.
- July 31** – Timelines for 2021-2022 are due.



Bleckley County School System.

District Highlight: Bleckley County School System

Every Friday Dr. Cindy Felkins, Bleckley County's Director of Student Support Services & Assessment begins a teacher feature with a quote. This week's quote

was by olympic gold medalist Wilma Rudolph - "Never underestimate the power of dreams and the influence of the human spirit. We are all the same in this notion: The potential for greatness lives within each of us."

"I begin our last Friday Teacher Feature with this quote because it has several applications in life," said Dr. Felkins. "In particular, it relates to many of our students with disabilities. Each student we have contact with has the potential for greatness. While the definition for greatness may vary, let it not be diminished by society's view of the deed."

Watch as Bleckley County's Chauncey Phillips, Tiffany Evans, and Amanda Byram share what their students are accomplishing each day.

Thank each of you for the dedication, care, and love you show our students daily! Your work does not go unnoticed! We are grateful for you!



Arrows

Specially Designed Instruction (SDI)

What is Specially Designed Instruction?

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), C.F.R 34§300.39.

How and Who provides Specially Designed Instruction

Specially designed instruction must be designated in the student's IEP. The LEA must document that the specially designed instruction is delivered to the student, including the frequency, duration, and location of the delivery. This is true regardless of whether the specially designed instruction is a direct, indirect, or support service and regardless of the location in which the specially designed instruction is delivered (general education or special education setting).

Specially Designed Instruction (SDI) is what is done by the teacher, not the student, to help close the academic performance gap between students with disabilities and their general education peers. It is what a teacher does to present information to the student that is different than what other students receive. Specially designed instruction is the supplemental special education service(s) the student needs because of his/her disability. The provision of specially designed instruction relies on classroom teachers to have intentionally and purposefully planned to match instruction to the needs of the students in their classroom.

The Special Education teacher and the General Education teacher should plan together to discuss standards and learning targets, review student performance data by subgroup, discuss previous lessons, share upcoming lesson plans, determine research-based strategies to address student processing, academic and/or behavioral deficits and determine the explicit role of each teacher during each part of the 3-part lesson.

Then, specific evidence based instructional approaches should be selected and utilized by classroom teachers, in combination with supplemental supports, such as graphic organizers, study guides, alternative assignments, adapting materials, copy of notes, visual cues and technology. In considering and explicitly planning to address the needs of students, teachers should identify needed supports, accommodations, scaffolding, teaching strategies, learning strategies, etc., that the student may need.

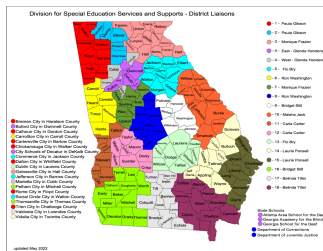
Resources

For additional information and resources, please visit GaDOE's [Specially Designed Instruction webpage.aspx](#)), Specially Designed Instruction (SDI) (gadoe.org)

Social Studies Resources

Are you having trouble making sure Social Studies is aligned and inquiry based? Check out GaDOE Social Studies' latest Inquiry Look Fors

Document (please include the attached). This document is a great tool to use as you plan lessons, create tasks, and build assessments. Students are able to demonstrate their learning in a variety of ways through speaking, writing, illustrating, reading, and listening. The document also provides guidance with questioning, source analysis, civic and civil discourse, and disciplinary thinking. Want to know more? Join Social Studies on GaDOE Community and our Social Studies Facebook groups where we have a just right group waiting for you!



District Liaison (DL) map

Staff Updates

As many of you know, we have had some recent staff changes in the Results-Driven Accountability Unit. As a result, beginning June 1, 2022 some District Liaison(DL)assignments will change. Ms. Glenda Henderson will be the DL for Metro West and Metro East. Assuming DL duties for Districts 5 and 13 is Ms. Florence Bry. Other assignments will

remain the same.



Reports and graphs

Reminder about Timelines Reporting

As you are collecting your data to report Timelines for Indicator 11, Initial Evaluations, this summer, please track and include all Parental Consents for Initial Evaluation received by your LEA between July 1, 2021 and June 30, 2022. The July 1 to June 30 timeframe for collection is the same as last year (July 1, 2020 through June 30, 2021). The reporting date is different this year, July 31, 2022, instead of a September deadline. In addition, there will not be a second collection for Timelines this year in November. The additional November collection was designed to capture the completion of evaluations for consents that were received from July 1, 2020 and June 30, 2021 but were not yet completed by the September 30, 2021 submission. Since there is no follow-up collection for the July 31, 2022 submission, the consents that are not yet completed and are not yet due will be removed from your calculations in the Timelines report.

However, you will need to maintain a list of these not yet completed evaluations that you can continue to track locally. Generally, these consents received would be those with a due date that is impacted by the summer pause. The completion of Indicator 11 consents not yet completed and not yet due will be reported in the Timelines Reporting collection for the following year, July 2023.

Similarly, for Indicator 12, Babies Can't Wait (BCW) transitions, please track and include all young children that your LEA received notification for transition from BCW whose third birthday falls between July 1, 2021 and June 30, 2022. The July 1 to June 30 timeframe for the collection is the same as last year. Last year's collection reported all BCW notifications for children whose third birthday was between July 1, 2020 and June 30, 2021. The reporting date is different this year, July 31, 2022, instead of a September deadline. Babies Can't Wait transitions must be reported in the year in which the child has their third birthday. As the reporting year ends on June 30, 2022, the transition status for these students will be reported on July 31, 2022 (a month after the timeframe ends). There are no other changes to the calculations or procedures for Indicator 12 from last year's collection.

There will be an upcoming session on Timelines reporting during the ESSA and IDEA Tuesdays in June Professional Learning Sessions on June 21, 2022, save the date. If you have specific questions or would like more information, please contact Linda Castellanos, lcastellanos@doe.k12.ga.us, Phoebe Atkins, patkins@doe.k12.ga.us, Dawn Kemp, dkemp@doe.k12.ga.us, or Laurie Ponsell, lponsell@doe.k12.ga.us.

2022-2023 Special Education Leadership Academy (SELDA) Registration



People watching a presenter

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

Use the link below to register to be a member of the 2022-2023 SELDA cohort. This link will also provide you with the dates, locations, and virtual registration links. Be sure to register if you plan to attend virtually. The registration links will

also be posted on the **SELDA website**. If you have questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at btiller@doe.k12.ga.us.

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



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

Georgia Teacher Provider Retention Program

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

GLRS Contact Information

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

MTSS Snapshot: Considerations for Effective Use of Interventions with Fidelity

Fidelity is critical with any framework you are implementing across your district or within your school. According to the National Center on Intensive Intervention (NCII), the need for fidelity rests in the concern that if we don't implement critical components of an intervention with consistency, we are then unable to connect student outcomes to the instruction and interventions provided. Through fidelity of implementation, educators are able to determine the effectiveness of the instruction and identify if the intervention needs to be adjusted to meet the needs of the student. Georgia's MTSS team continually



People in a group giving high fives

works to ensure educators have the professional learning and resources necessary to implement MTSS with fidelity.

NCII includes elements of fidelity to ensure students are provided interventions that will yield the gains needed to meet the year end goal(s). As you provide interventions to students, consider the following elements:

Student Engagement

- How attentive and involved are the students in this intervention or activity?

Adherence

- How well do we stick to the plan, curriculum, or assessment?
- Are the intervention and assessment delivered consistently across different settings and by different teachers?

Exposure/Duration

- Does the schedule allow the intervention to be delivered for the recommended dosage (duration and frequency)?
- How often does a student receive an intervention? How much time is provided?
- Is the student regularly attending school?
- Is the teacher regularly available to support the student and the instruction?
- Did any factors prevent the student from receiving the intervention as intended?

Program Specificity

- How well is the intervention defined?
- How different is the intervention from others?
- Does the intervention provide for transfer of learning?

Quality of Delivery

- Does the interventionist have the necessary training, knowledge, and skills to deliver the intervention correctly?
- How well is the intervention, assessment, or instruction delivered?
- Are quality teaching practices used consistently and with appropriate intensity across sessions or interventions?

Resource: National Center for Intensive Intervention at American Institutes for Research. Contributing authors include Dane and Schneider (1998); Gresham, Gansle, and Noell (1993); and O'Donnell (2008).

As you work to provide interventions for students, focus on the fidelity of the implementation by using the elements identified. NCII also offers Tools Charts on the website www.intensiveintervention.org that will assist in choosing interventions and assessments. Elements of fidelity such as dosage and

frequency are included on the Tools Charts. For additional information, feel free to reach out to the MTSS regional coaches to learn more.

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Federal Programs



June 10, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Growing up, I lived next door to my grandma. She loved flowers and had all kinds of flowers and blooming bushes planted in her yard. She instilled an appreciation for the beauty of flowers in me. I would love nothing more than to have flowers blooming constantly in my yard, but the deer visit each day and treat it as a salad bar. Recently while on a trip with my husband, we visited some beautiful gardens with all kinds of blooming

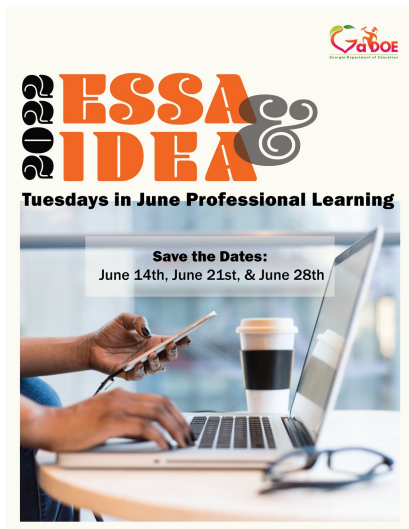
flowers including iris, roses of all colors and foxglove. Foxglove is very intriguing to me. The flowers are beautiful. Foxglove is a fun word to say and makes me feel happy. I hope you enjoy a few pictures from our vacation including a picture of foxglove.



foxglove flowers

Foxglove has many folk tales associated with the flower. Foxglove symbolizes fairies as they are known as the flowers of the fairies. One folk tale involves foxes using the bell-shaped blooms to cover their paws allowing the fox to sneak silently into the hen house without being noticed. I am very drawn to this beautiful flower, yet these delicate flowers are also poisonous. Every part of this plant can be deadly to humans, dogs, cats and horses. It does have one very

redeeming feature as it is used in medication to help regulate heart rhythms. In the prescription form, chemicals from the foxglove are used in Digoxin. This plant is certainly complex. Appreciate the beauty but have a healthy respect as it could be deadly. Foxglove can also help many people. As leaders, we should strive to go much beyond just the external beauty. Understanding the complex is part of our responsibilities as well as guarding from danger. Be sure to harness the very best for our students with disabilities.



2022 ESSA & IDEA Tuesdays in June Professional Learning

Join us on Tuesday, June 14 for the first Tuesday in the Summer Learning Series. Use the link to access the sessions. A **workshop quick guide** is available. Hope to see you on Tuesday!

ESSA and IDEA Tuesdays in June Professional Learning

Our district highlight this week is Decatur County School System and its work on ensuring students learn about possible future careers.

Our staff spotlight is shining brightly on both Carla Carter and Paula Gumpman this week in

a double feature. One of them enjoys motorcycle riding while the other is a Disney connoisseur! Carla is a Program Specialist with the Results Driven Accountability Unit. She is also a great asset to the team for her welcoming smile and eagerness to keep everyone motivated. Carla also keeps her unit entertained by selecting music to share at the opening of their unit meetings. Paula is a Program Specialist in our Instructional Unit. Her focus is on the effective use of assistive technology (AT). You can always count on Paula to support any initiative across GaDOE. Her passion for AT is contagious!

Please carefully read the announcement below about the Consolidate Application budget approval process for FY23. I know you will love this change! The LEA Coordinator and the GaDOE Specialist will work together with revisions, if needed, before seeking the Superintendent's approval. (Sounds like no more e-mails requesting a revision going to what may feel like the entire system when revisions are requested.) Let us know if the new process works for you!

Just as the foxglove is so pretty, we have all heard the expression of looks can be deceiving. Ensure your programs go much beyond looks.



flowers

Thank you for your commitment to students with disabilities. I admire and respect your leadership!

Keeping Students First,
Wina



sign with exclamation point

NEW DUE DATE: ES4PS Form A for 2022-2023 Participation in Equitable Services is due June 22, 2022

Please visit the **Ombudsman webpage** for written and video user guidance. Please contact Ombudsman staff with questions at ombudsman@doe.k12.ga.us.

ConApp Budget Approval

The budget approval process is changing



ConApp Budget Approval

FY23 Consolidated Application Budget Approval

The budget approval process is changing to better support our LEAs. This new process has the LEA Coordinator sign off on the budget, which then sends the GaDOE Program Specialist the budget to review and either approve or request a revision. If adjustments are required, the LEA Coordinator makes the

adjustments and approves the budget, which sends the budget back to the GaDOE Specialist. Once the GaDOE Specialist approves the budget, it is sent to the LEA Superintendent for approval and sign-off. The LEA Superintendent still has the option to sign-off or reject and send the budget back to the LEA Coordinator. After the Superintendent signs-off, the budget goes straight to Grants Accounting so that the budget can get loaded into GAORS. This new process improves the workflow and speeds up the process. As always, feel free to reach out and recommend process changes to improve your experience working with the GaDOE.



Latest news

Special Education Events & Due Dates

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

Coming Up

June 14, 21, and 28 – ESSA and IDEA Tuesdays in June Professional Learning virtual workshops are scheduled. Information about the workshops and registration information is available on the [Professional Learning Events website](#).



Professional Learning Events

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

Professional Learning Events

Reminders

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Decatur County School System.

District Highlight: Decatur County School System

8th grade students participated in Worlds of Work in Dothan, Alabama on Wednesday, March 9. Students learned about possible careers in the military, automotive industry, construction, and health sciences.



Thanks to Karen Kirkland and Susan Moseley, transition counselor, for setting up this opportunity for this select group of students!



Thank You

Thank you District 14 for allowing us to visit during your Strategic Planning Retreat last week. Loved spending time with your group!



Carla T. Carter, Program Specialist, GaDOE Special Education and Student Supports

GaDOE Spotlight: Carla T. Carter

Carla has worked in special education for 26 years with 22 of them in middle schools in Metro Atlanta School districts. She loves working with middle school students and their families as she believes those years are the most pivotal for

the growth of the child emotionally and academically.

Carla is currently a Program Specialist with the Results Driven Accountability Unit where she is the District Liaison for 15+ local educational agencies in the Chatt/Flint region. She is responsible for GaDOE Special Education and Student Supports supervision and monitoring, providing support under Georgia's Continuous Improvement Monitoring Process (GCIMP) to help guide LEAs in Individuals with Disabilities Education Act (IDEA), applicable federal regulations, and Rules of the State Board of Education implementation.

Carla is currently working on various project/assignments that will impact educators' practice and increase student success. She also enjoys working with the new directors and providing them assistance and guidance.

In her free time, Carla enjoys riding her motorcycle and spending time with her family and friends. She uses her long weekends to relax and spend time with her fur baby, Dyson.



Paula Gumpman, Program Specialist, GaDOE Special Education and Student Supports

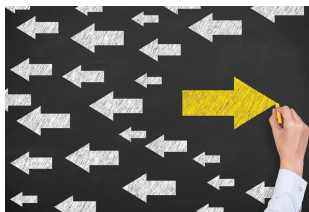
GaDOE Spotlight: Paula Gumpman

Paula has worked in the field of education for 25 years. She is currently a program specialist for the Division for Special Education Services and Support with a focus on assistive technology, accessible educational materials, technology for students with high incidence disabilities as well as best practices for students with significant cognitive disabilities. She relocated to Georgia after 20 years in education in Tennessee and is excited to head up the Assistive Technology Partnership with Tools for Life.

Our goal at GaDOE is to impact outcomes for students. The Assistive Technology Partnership with Tools for Life has opened up the availability of

assistive technology for every district in the state of Georgia. By giving students access to software and the opportunities to trial hardware, students will increase their ability to move forward in whatever life choices they choose. The “Take a Minute” campaign is an initiative that will also increase access to assistive technology for students by encouraging districts across the state to “Take a Minute” when they get to the special factors page of the IEP and focus on assistive technology and accessible educational materials. Paula loves to talk about how assistive technology and accessible education materials will impact the student!

Paula enjoys spending time at home with her wife and their five little dogs. She is the chore completer, and the beauty maker taking time out for cooking and planting flowers. She and her wife enjoy going to Disney and being able to explore all that Disney has to offer, but most importantly enjoying their time together.



Arrows

Specially Designed Instruction (SDI)

What is Specially Designed Instruction?

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), C.F.R 34§300.39.

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Resources

For additional information and resources, please visit [**GaDOE's Specially Designed Instruction webpage.**](#)



Reports and graphs

Important: Student Record Error Update

E5821- The current year '05' (Initial IEP Meeting) EVENT DATE must be on or after the '04' (Initial Eligibility Determination) EVENT DATE.

The error means that you must have the Initial IEP Meeting '05' after or on the

same date as the Initial Eligibility Determination '04'. The Initial IEP Meeting should not be before the Initial Eligibility Determination.

UPDATE – only for students with E5821 entering Georgia from out of state

If the student entered your LEA from out of state, and you accepted out of state paperwork causing the E5821 nonsequential error, do the following:

- enter, or verify, that your LEA used the **SCHOOL ENTRY CODE = 'J' (entry from out of state)** in your Student Information System,
- request relief for the error and use the relief comment provided below.

When out of state transfer paperwork is accepted and the student has never been served in special education in GA, those events may be out of sequence because the most recent eligibility is treated as the initial GA eligibility and the most recent IEP is treated as the initial GA IEP. For this student, the dates have been verified and the most recent reevaluation eligibility from the prior state happened after the most recent AR from a prior state.

Please use this comment only for the applicable reason. Other comments are required for different requests for relief.

Please contact Linda Castellanos lcastellanos@doe.k12.ga.us, Dawn Kemp dkemp@doe.k12.ga.us, Phoebe Atkins patkins@doe.k12.ga.us, Emily Dishman edishman@doe.k12.ga.us, Julie Youngblood jyoungblood@doe.k12.ga.us, or Dale Rose drose@doe.k12.ga.us if you have any questions.



person looking over graphs and budgets

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

The Georgia State Board of Education *approved* the Georgia High Cost Grant and Residential & Reintegration Services Grant allocations during the May meeting. Please activate these grants and submit a budget for approval. The Georgia High Cost Grant and Reintegration Services Grant period of availability

ends **June 30**. Please collaborate with your finance department to ensure these funds are drawn down by the June 30 deadline. Don't hesitate to contact your budget liaison if you have any additional questions.



People watching a presenter

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MTSS Snapshot: Considerations for Effective Use of Interventions with Fidelity

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June 17, 2022 Email Blast

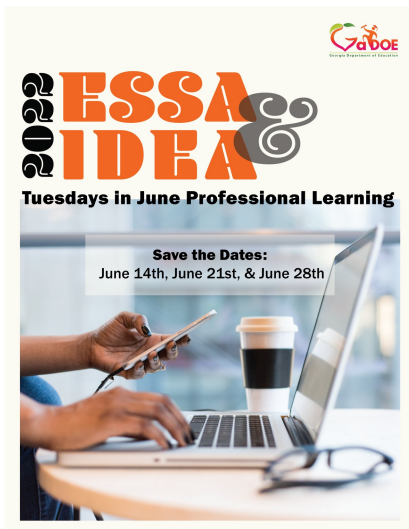
Office of Federal Programs - Division for Special Education

Directors,



Peanut Butter and Jelly

Through the years, there have been many famous partners. Take for example – Mickey and Minnie, Ginger and Fred, Batman and Robin, Chip and Dale, Thelma and Louise, Pinky and the Brain, Tom and Jerry and to round out the list – salt and pepper and the very famous, peanut butter and jelly. When you see one, you usually see the other. Having partners can make all the difference. Some partners are similar and some of these famous pairs are almost opposites. The most important trait in common is their partnership and loyalty to each other. In education, we also have some rather famous pairs -IEPs and eligibilities, goals and objectives, FBA and BIP. I could keep going but please allow me to emphasize the importance of teamwork and partnership between home and school. As we know, family engagement is a big focus for our work. The IDEA law even mandates to seek parental input. To make a partnership really work, there has to be loyalty, cooperation, collaboration, and respect for each other. Partnerships should be cultivated and valued. To be very honest, the implementation of an IEP does not occur in isolation, yet it is a partnership between all stakeholders for the student. Consider what you can do to strengthen your partnerships. Don't be the Lone Ranger without Tonto.



2022 ESSA & IDEA Tuesdays in June Professional Learning

ES4PS Form A for 2022-2023 Participation in Equitable Services is due June 22, 2022. This date provides an extension for submission.

Please visit the **Ombudsman webpage** for written and video user guidance. Please contact Ombudsman staff with questions at ombudsman@doe.k12.ga.us or Malissa Roberts at mroberts@doe.k12.ga.us.

Join us on Tuesday, June 21 for the second Tuesday in the Summer Learning Series. Use the link to access the sessions. A **workshop quick guide** is available. Hope to see you on Tuesday!

ESSA and IDEA Tuesdays in June

Professional Learning

Please see the announcement about budget and data professional learning scheduled for a location near you. Registration is available now -so don't wait. Secure your seat to participate.

The staff spotlight is Bridget Still. Bridget is a Program Specialist in the Results Driven Accountability Unit. She is very knowledgeable with behavior being a strength. Bridget is always willing to participate in initiatives and enjoys supporting directors. She is a very valuable member of the team!

Another famous partnership is general education and special education. I would love to say education is a seamless partnership. In many instances, we really are getting close but in other instances, we may be very divided. Surround yourself with people you trust. Cultivate and build relationships. Two is always better than one!



salt and pepper

Thank you for all you do each day! I am extremely grateful to be one of your partners.

Keeping Students First,



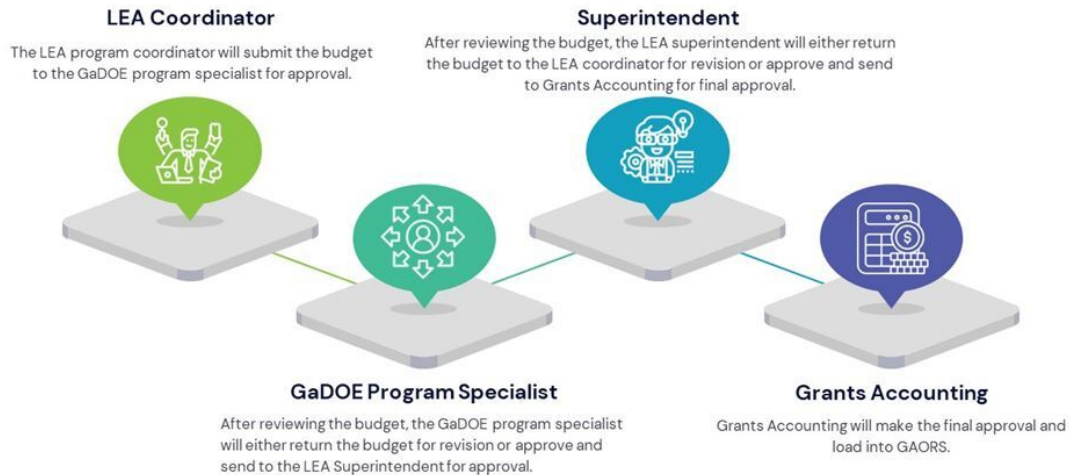
sign with exclamation point

NEW DUE DATE: ES4PS Form A for 2022-2023 Participation in Equitable Services is due June 22, 2022

Please visit the **Ombudsman webpage** for written and video user guidance. Please contact Ombudsman staff with questions at ombudsman@doe.k12.ga.us.

ConApp Budget Approval

The budget approval process is changing



ConApp Budget Approval

FY23 Consolidated Application Budget Approval

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




Latest news

Special Education Events & Due Dates

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

Coming Up

June 21, and 28 – ESSA and IDEA Tuesdays in June Professional Learning virtual workshops are scheduled. Information about the workshops and registration information is available on the **Professional Learning Events website**.



Georgia Department of Education

Professional Learning Events

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

Professional Learning Events

Reminders

Open now – Timelines view available in SE Applications, submission enabled July 26, 2022, due July 31, 2022.

Open through July 31, 2022 – Preschool Exit Data submission available in SE Applications.

Open through July 31, 2022 – Post-School Outcomes submission available in SE Applications.



Spotlight on stage

District Highlight: We want to feature you!

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

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



Bridget Still, Program Specialist, GaDOE Special Education and Student Supports

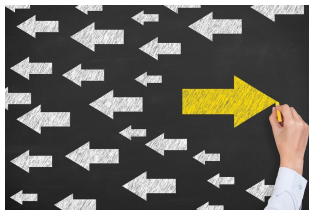
GaDOE Spotlight: Bridget Still

Bridget has worked in the field of education for 17 years. She is currently a program specialist within the Results Driven Accountability Unit, where she serves as a district liaison to Southwest and Oconee GLRS. She is also a

member of the disproportionality team and the state contact for Emotional Behavior Disabilities. Bridget graduated from Clemson University with a bachelor's in Psychology and went on to obtain a master's in Special Education and Specialist in Education Leadership from Valdosta State. She started her teaching career in South Carolina teaching 9-12th self-contained EBD class. She has experience working with middle-grade students at GNETS, non-verbal students with autism, and Pre-k and kindergarten students in a small group setting. She also worked as a coordinator for a GNETS program in Southwest Georgia.

Bridget currently serves as a district liaison to 24 LEA's across the state. She works on a variety of projects including maintaining the Disproportionality and Emotion Behavior Disability webpage, creating learning modules, as well as continuing to work as a member of the disproportionality team on providing technical assistance to LEAs across the state that have a disproportionality determination.

Bridget lives in Thomasville, Georgia with her husband, her 3 teenage daughters, and son. When not at work, she can most likely be found at a ball field as 3 out of 4 children play travel softball/baseball. Her weekends consist of driving across the southeast and cheering on their teams. Come fall, she can be found wearing lots of orange and cheering on Clemson.



Arrows

Specially Designed Instruction (SDI): Information for Parents and Families

SDI makes special education special!

SDI is teaching a child based on their particular needs, taking their disability and individual education program (IEP) goals into account and encouraging access to the same classwork that every child is taught.

What does SDI look like for my child?

- Addresses academic, social, behavioral, communication, and functional skills
- Based on the specific needs of a child
- Goals can be taught by general education or special education teachers and

support staff

- Teaching takes place where it is appropriate for the child (general education or special education classroom)
- The teacher adapts the lesson plans taught to the individual student
- Helps child achieve their annual IEP goals

How do I know it is SDI?

SDI is comprised of the steps, procedures, strategies, or other actions taken by the teacher to promote student learning, remediate deficits created because of disability, and close the achievement gap. It is NOT actions or activities completed by the student. SDI is deliberate – planned, systematically delivered, and closely monitored for effectiveness. It is implemented to directly address a child's IEP goals which, in turn, should enable him/her to reach grade level standards.

Does my child receive SDI and why?

If your child has an IEP, he/she will receive SDI as a part of that program. It is important that goals are written to address your child's specific strengths and challenges.

What are some examples of SDI?

- Instruction in small groups
- Integrate themes into lessons
- Modeling information for the child
- Pre-teaching concepts
- Teacher created learning centers
- Use assistive technology for support
- Using visual support
- Verbal cues or prompts

Resources

For additional information and resources, please visit [**GaDOE's Specially Designed Instruction webpage**](#).



Reports and graphs

FY 23 Special Education Budget and Data: Filling your

Toolbox with the Right Tools

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

Registration: A schedule of the sessions is listed below. The time for each day of the two-day sessions is 9 AM to 3 PM. All sessions, except the Sept. 26-27, 2022 session, are open for registration in the **Professional Learning Catalog**. Registration for specific sessions is also available below. The link for the final session on Sept. 26-27, 2022, will be available in early July.

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

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

Date: August 29-30, 2022

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

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

Date: September 1-2, 2022

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

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

Date: September 8-9, 2022

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

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

Date: September 12-13, 2022

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

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

Registration

Date: September 15-16, 2022

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

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

Date: September 26-27, 2022

Location: Georgia Department of Education

Twin Towers/specific location to be determined.

The link will be posted when the room location is determined.



person looking over graphs and budgets

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

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



People watching a presenter

2022-2023 Special Education Leadership Academy

(SELDA) Registration

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

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

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



Person filling out a survey

School Administrator Academy Planning Survey

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

FY23 School Administrator's Academy Planning Survey



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

Georgia Teacher Provider Retention Program

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

GLRS Contact Information

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



books on a shelf

Complimentary Webinar: Providing Reading Interventions for Students in Grades 4–9

Presented by the **Council for Exceptional Children** (CEC) in collaboration with the **National Center for Special Education Research** (NCSER), this live webinar will present research-based strategies and examples for implementing reading interventions for students in grades 4-9.

For more information, please view the **CEC Newsletter** or the **CEC**

Registration link.



People in a group giving high fives

Effective Tier I – Secondary Level

Implementing a multi-tiered system of supports (MTSS) immediately brings into mind the pyramid image, which is made up of three tiers. The foundation of this framework is Tier I, where 100% of students in Georgia receive their daily core instruction based on the Georgia Standards of Excellence (GSE) and a valid and reliable curriculum. Tier I is considered the most important level of support because it provides the foundation for successful learning in school. According to Dr. Tessie Rose Bailey, principal technical advisor for the American Institutes for Research, “The greatest threat to MTSS implementation and school success is poor quality Tier I.” Furthermore, she states, “Districts and schools cannot buy or intervene their way out of poor-quality Tier I instruction.”

Quality Tier I instruction is critical in meeting the needs of ALL students. However, even with quality Tier I instruction, it is recognized that some students will need layered supports. This can be complex at the secondary level; however, it is not impossible. Educators, at all grade levels, already maintain a commitment to provide learning opportunities for their students. Over the past several years, the importance of monitoring progress and considering what the data indicates has informed teaching practices. Additionally, incorporating differentiation into instruction provides opportunity to reach all students.

Research also indicates evidence-based practices (EBPs) when coupled with high leverage practices (HLPs) provide a continuum of supports which result in a rapid response to academic and behavioral needs. All of these practices are applicable to the secondary classroom for Tier I instruction. To further accomplish effective Tier I, the following practices are suggested for secondary:

Teacher Collaboration – The positive impact of collaboration is tremendous as performance standards, curriculum, assessment (data), and support processes can be discussed. This may be accomplished through vertical (content) teaming or horizontal (grade level) teaming. Another method in secondary settings for collaboration is Collegial Planning. This type of planning incorporates teachers

and paraprofessionals in one specific content area. For example, it may include all English teachers (General Education and Special Education) and paraprofessionals in English classrooms (any content area works). Substitute teachers are used to provide this group of teachers a full day (or half day) of planning time.

Consistent use of evidence-based practices, high leverage practices, and differentiation – Flexible grouping, accommodations, and ongoing assessments provide opportunities to reach students in multiple ways. Learning centers, although thought of as an elementary practice, may be a powerful tool in all subject area in high school. This model is effective because it allows delivery of content to match all learning styles.

(Source: Henderson, Katya. Branching Minds Blog, June 2022)

There are several best practices that educators use to meet the needs of students. It is important to continue to support students in their learning at Tier I. Approximately, 80% of students will be successful in Tier I, and the other 20% will need layered supports with interventions and possibly intensive interventions.

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

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