



June 2, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Hope your Memorial Day weekend allowed for some rest and fun! I stayed in the sun a little too long and feel a little toasty today but that is not hard for me to do. It is hard to believe that later this week is the beginning of June. As you know, time flies. We will be enjoying the Fourth of July before we can blink and then school will be about to open for the new year. Summer is the time to relax and recharge. Take time for you as you will be better for it. Your work will be waiting when you return. In the words of Eliana Penn, "Take time to recharge your batteries. It's hard to see where you are going when your lights are dim." Summer is also a great time to take stock of exactly where you are with reaching your personal and professional goals. A common saying reads, "You can't go back to the beginning, but you can start where you are and change the ending."

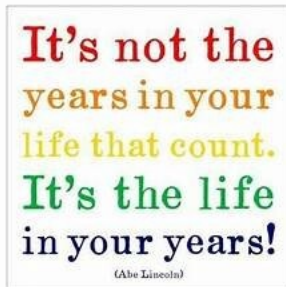
The Special Education Teacher Induction Program will begin its third year as we enter FY24. In addition to the program for first-year special education teachers, a second year is being developed to be launched this fall. Contact your GLRS director if you are interested in your induction level teachers participating. If you are a large district and would like to have internal trainers supported by GLRS, your GLRS directors can provide assistance in this manner too. As a reminder,



You can't go back and change the beginning, but you can start where you are and change the ending.

the Teacher Induction Program is available in all GLRS regions. Coaching is also provided for the participants. For more information, contact your GLRS director.

Please continue to send district highlights or administrators/teachers you would like to honor for their contributions. We love to share good news. You can send highlights or spotlights to Kris Rhee at kristen.rhee@doe.k12.ga.us. I am also happy to accept submissions.



It's not the years in your life that count. It's the life in your years!

Last week, U.S. Department of Education's Office for Civil Rights (OCR) and Office of Elementary and Secondary of Education (OESE), issued new guidance related to discipline. OCR's guidance was released jointly with the U.S. Department of Justice (DOJ) and addresses racial discrimination in discipline. The document mostly provides summaries of OCR & DOJ decisions in recent years but also provides insight into how the agencies are applying facts to laws when making decisions. The document can be accessed here: [Resource on Confronting Racial Discrimination in Student Discipline](#).

Additionally, the U.S. Department of Education's Office of Elementary and Secondary Education (OESE), Office of Safe & Supportive Schools Technical Assistance Centers released a series of fact sheets on how school leaders and members of school communities may support students' well-being and success.

OESE's guidance discusses how to address student well-being in discipline policies. Several upcoming webinars are open for registration. Links are in the press release but the fact sheets can also be accessed here: [T4PA - Guiding Principles and Best Practices](#). [OCR Press Release link to access webinar registration](#). Please share this information with administrators and other appropriate staff.

Our district highlight this week comes from Bleckley County. Read all about their ASPIRE Ambassador end-of-year celebration.

Slow down and take time to reflect as we wrap-up FY23. Strive to make the most out of each year!



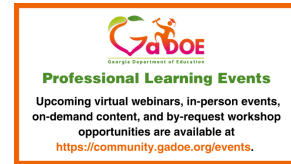
Enjoy the long days of summer. Remember, it is just for a moment, so make the most of it. Thank you for your dedication and commitment to students with disabilities.

Take time to recharge your batteries. It's hard to see where you are going when your lights are dim.

Keeping Students First,
Wina

Special Education Events & Due Dates

Please review the information below and the Due Dates Calendar for deadlines and key dates.



*Professional Learning
Events*

Coming Up

June 6 at 9 a.m. (Secondary Session) or 1 p.m. (Elementary Session) – Administrator Summer Series: Prevention Systems
June 8 at 9 a.m. (Secondary Session) or 1 p.m. (Elementary Session) – Administrator Summer Series: Discipline Definitions
June 13 at 9 a.m. (Secondary Session) or 1 p.m. (Elementary Session) – Administrator Summer Series: Prevent, Teach, Respond

Reminders

Preschool Exit Data is OPEN (Ready for data entry and submission)
June 15 Final Student Record Submission - Including Special Education Record and GNETS Program Record (Indicators 1, 2 & 4)
June 30 Grant Period Ends for State Budgets
July 30 Budget Completion Reports Deadline for all State Grants for FY23
July 31 CCEIS/CEIS FY23 Student Events Data Upload Due
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July 31 Preschool Exit Data (FY23 Data)
July 31 Timelines Data (FY23 Data) - Child Find and Early Childhood Transition Deadline
July 31 Post-School Outcomes (for FY22-23 Exiters)

Visit GaDOE Community for a complete listing of GaDOE Professional Learning Events.

**District Highlight: Bleckley County
Schools**



Bleckley County Schools logo

ECGLRS ASPIRE Ambassador End-of-Year Celebration

The East Central GLRS ASPIRE Ambassador End of the Year Program and Celebration was held on May 12, 2023, and it was a phenomenal event!

The event took place at the Dublin Farm “Come Home to the Country” venue where the owner, Heinz Krassnig, presented on a variety of topics. These ranged from entrepreneurship (what goes into owning a restaurant or any small business in the food industry) and fine dining etiquette and appropriate table manners. The ambassadors were able to enjoy a fine dining experience at the conclusion. 2023 ASPIRE Ambassador certificates were presented during the program. Thank you to Amanda Amerson, ECGLRS, and Elise James, GaDOE Transition Program Specialist, for making the event happen.



Big shout out to Jennifer Edwards and Suzie Carr who support Bleckley County students in this wonderful program! One of Bleckley’s ASPIRE Ambassadors, Bailey Sullivan, was able to attend the celebration. Congrats Bailey! We appreciate our supportive GaDOE staff members for making the drive to take part in this excellent event which was a culmination of a year-long focus on supporting students in learning those all-important self-advocacy and self-determination skills.

Practice Pointers – Child Find and Individual Evaluations: Parentally-Placed Private School Children

QUESTION A-9: WHAT IS THE LOCAL EDUCATIONAL AGENCY (LEA) RESPONSIBILITY FOR REEVALUATIONS OF PARENTALLY-PLACED PRIVATE SCHOOL CHILDREN WITH



Arrows

DISABILITIES?

The LEA where private elementary schools or secondary schools are located is responsible for conducting reevaluations of children with disabilities enrolled by their parents in the private elementary schools and secondary schools located in the LEA. Under 34 C.F.R. § 300.303(a), an LEA must ensure that a reevaluation of each child with a disability is conducted in accordance with §§ 300.304 through 300.311 if: (1) the LEA determines that the child's educational or related services needs, in light of the child's academic achievement and functional performance, warrant a reevaluation; or (2) the child's parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and LEA agree otherwise; and must occur at least once every three years, unless the parent and LEA agree that a reevaluation is unnecessary. 34 C.F.R. § 300.303(b).

For more information, please see [Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools](#), the [Individuals with Disabilities Education Act \(IDEA\) Evaluation Process and Additional Procedures for Identifying Children with Specific Learning Disabilities](#).

Important Announcement: Post School Outcomes

Special Education Directors: The Post School Outcomes Application has been updated. The update removed and/or added applicable students based on the criteria for Post School Outcomes.

Some LEAs may see a change, while other LEAs may not. For example, numerous students were removed if they were reported as exiters in FY22 Student Records submitted in June but reported with a later withdrawal date in FY23 FTE1 or reported as active in FY23 FTE1. Additionally, students reported with a withdrawal date, including a no-show date, should be included. If the withdrawal date was in June 2022, they are considered a FY22 exiter and will be in the Post School Outcomes report this year. If the date was in July 2022, they are considered an FY23 exiter and will be in the Post School Outcomes report next year.

Please review your students listed in the Post School Outcomes Application within the Special Education Dashboard located in the GaDOE Portal.

If you have any questions, please contact any of the following individuals:

Linda Castellanos at lcastellanos@doe.k12.ga.us, 404-719-8045

Dawn Kemp at dkemp@doe.k12.ga.us, 678-340-6738

Dominique Donaldson at dominique.donaldson@doe.k12.ga.us, 404-796-4589

High School Mathematics Decision Rubric

The High School Mathematics Decision Rubric has recently been revised. Please share the revisions for the alternate math sequence Mathematics Decision Rubric with your IEP

Software vendor if your LEA is using any IEP software other than GO-IEP, Infinite Campus or PowerSchool that includes this rubric.



Parent to Parent of Georgia logo

Parent to Parent of GA Webinars for June

Webinar: Dyslexia 101

Date: Wednesday, June 21

Time: 7-8 p.m.

The outcomes of this webinar are to understand the brain basics of dyslexia, to understand common myths of dyslexia, to understand the importance of structured literacy, and to review helpful resources for Georgia families.

Webinar: Understanding Challenging Behavior

Date: Friday, June 23

Time: 12-1 p.m.

This presentation will include functions of behavior and practical tips for families.

Administrator Summer Series

Hosted by the Office of Whole Child Supports in collaboration with the Office of Special Education and the Office of Teaching and Learning

This summer series is designed for district and school leaders with topics related to discipline and school safety. For each of the topics listed below, a secondary session will be offered from 9-10:30 a.m. and an elementary session will be offered from 1-2:30 p.m. We hope you will join us!

-June 6: Prevention Systems

-June 8: Discipline Definitions

-June 13: Prevent, Teach, Respond

- June 15: Alternative to Suspension
- June 20: Discipline Laws
- June 22: Preventing Disproportionality
- June 27: Vaping
- June 29: School Safety

Please register for individual sessions using the links above and read the [Administrators Summer Series Flyer](#) for more information.

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June 9, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Sheryl Sandberg, Chief Operating Officer for Facebook, is credited with the following quote, “Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence.” I have a good friend who often says that if the work is good, it will last long after you leave the position. As a leader, you are in a position to share your vision, make decisions, influence others, lead work and cultivate leaders. Good leaders empower team members and provide scaffolds for support. Unfortunately, mistakes are typically memorable and a great teacher of what not to do. As you cultivate leadership in your team, ensure you are supportive in a crisis. There will be time to analyze the event and examine other options. Be the leader who makes a difference!

SELDA is a great example of developing leaders. I can think of no greater honor than supporting new special education directors. We are excited to welcome our new directors and look forward to providing “just in time” professional learning. Contact Belinda Tiller at belinda.tiller@doe.k12.ga.us for more information.



Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence.

Please share the Special Education and School Administrators' Academy (SESAA) registration link with your principals, assistant principals, and other district or school-based administrators you feel would benefit from this program. [Special Education and School Administrators Academy Cohort 3 Registration](#). If you have questions or need more information, contact Katherine Johnson at katherine.johnson@doe.k12.ga.us or Trace Vaughn at James.Vaughn@doe.k12.ga.us.

Our highlight this week is from East GLRS about their celebration for new teachers who completed the Teacher Induction Program. Thank you, East GLRS, for supporting our new special education teachers. You are making an impact!

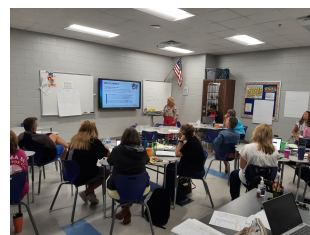
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Corgi logo

Ed Tech for All: Webinar Series — Second Webinar! CORGI - Office of Educational Technology (OET) is partnering with OSEP to host a series of webinars for educators and families/caregivers to highlight free/low-cost, evidence-based accessible edtech tools. CORGI is a FREE digital graphic organizer that is grant-funded by OSEP. Use on your own or contact them to get additional support. The recording of the webinar is available on [OET's YouTube](#) and [OET's Website](#).

On June 5, 2023, Wilcox County Schools special education leaders and teachers met for a full day of professional learning. Florence Bry and Dale Rose from GaDOE supported this day of learning. Thank you, Wilcox County, for your partnership! You are making a difference!



Special education teachers and leaders from Wilcox County Schools attending professional learning.

“Leadership isn’t about being the best, leadership is about making everyone else better.” The source of



this quote is anonymous, but the meaning is impactful. Invest in others for a lasting legacy.

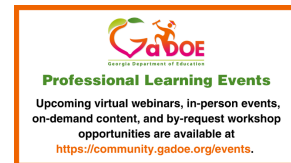
I appreciate each of you! Thank you for making a difference for student with disabilities and their families.

Keeping Students First,
Wina

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

Special Education Events & Due Dates

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*Professional Learning
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Administrator Summer Series: Discipline Laws

June 22 at 9 a.m. (Secondary Session) or 1 p.m. (Elementary Session) –

Administrator Summer Series: Preventing Discipline Disproportionality

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East GLRS logo

District Highlight: East GLRS TPRP Celebration

A celebration for teachers who completed the TPRP program was held on May 16, 2023 at CSRA RESA. Approximately 50 people attended to celebrate the completion of a great year for these teachers. Family members, school support staff, administrators and special education directors joined the fun. East GLRS recognized 38 of their 48 participants at the celebration.

Thank you, Wina Low, for participating virtually and providing the opening remarks. Without you and your vision for support for induction teachers, this work would not be possible!

Brittany Fuller from Wilkes County, who participated in the TPRP program last year, shared how the program impacted her during her first two years of teaching. She continues to collaborate with GLRS staff and teachers whom she met in the program to improve her skills in the classroom.

Attendees received an inspirational message from Dr. Naesha Parks. She reminded them to have a growth mindset! “If we’re not growing, we’re not thriving. If we’re not thriving, we’re just surviving. If we’re just surviving, we’re not impacting our students!”

Business partners provided food for the celebration and items for door prizes so that teachers can enjoy the summer! Kayak rentals, rounds of golf, visits to the salt cave, and several dinner gift certificates were given away. A special thanks to all of our business partners!



Dr. Naesha Parks Heart Matters with Dr. P

CSRA RESA has supported East GLRS in this work. Dr. Debbie Alexander, Executive Director, believes in supporting teachers to insure that we ultimately impact students. Thank you Dr. Alexander for supporting the work of East GLRS and the TPRP Program.



TPRP Cohorts 2, 3, and 4



Arrows

Practice Pointers – Child Find and Individual Evaluations: Incarcerated Students

States and their public agencies must have child find policies and procedures in place to identify, locate, and evaluate students who are in correctional facilities who may have a disability under the Individuals with Disabilities Education Act (IDEA) and are in need of special education and related services, regardless of the severity of their disability and consistent with the State’s child find and eligibility standards. This responsibility includes students who have never been identified as a student with a disability prior to their entry into the facility. Students suspected of having a disability who need special education and related services must be evaluated, subject to applicable parental consent requirements, in a timely manner, even if the student will not be in the facility long enough to complete the evaluation. If a student transfers from a local educational agency (LEA) to a correctional facility in the same school year after the evaluation has begun, and the responsibility for a free appropriate public education (FAPE) transfers as well, both agencies must coordinate assessments to ensure that a timely evaluation occurs.

For more information, please see our [Guidance for Serving Youth who are Detained or Incarcerated](#), the [Dear Colleague Letter on the IDEA for Students with Disabilities in Correctional Facilities](#), the [Individuals with Disabilities Education Act \(IDEA\) Evaluation Process and Additional Procedures for Identifying Children with Specific Learning Disabilities](#).



SESAA Registration QR Code

Special Education for School Administrators Academy (SESAA)

Office of Federal Programs, Division for Special Education and Supports' Special Education for School Administrators Academy (SESAA) was developed in response to a growing need identified by districts across Georgia. Professional learning, experiential activities, and executive coaching for principals, assistant principals, and other administrators in special education law and policies has become very important in our current school climate.

The goals of SESAA are to:

- build capacity around special education.
- support building-level, school-based leaders
- strengthen collaborative relationships between school-based administrators, special education directors, and families.
- reduce cases requiring dispute resolution due process.

There was a tremendous success with our first two SESAA cohorts, which totaled over 450 administrators. Based on feedback from participants, content has been expanded for the third cohort. SESAA professional learning opportunities will cover special education law, FAPE, being an LEA for an IEP meeting, supporting families, supporting teachers, and other essential topics. Participants will also have access to the UWGLive Simulations Lab, as well as support from a highly experienced team of executive coaches.

Please share the following registration link with your principals, assistant principals, and other district or school-based administrators you feel would benefit from this program. [Special Education and School Administrators Academy Cohort 3 Registration](#). If you have questions or need more information, contact Katherine Johnson at katherine.johnson@doe.k12.ga.us or Trace Vaughn at James.Vaughn@doe.k12.ga.us.



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SAVE THE DATE

2023 GaPMP Kickoff Meeting

Power of the Past ↔ *Force of the Future*

Middle Georgia State College

Robert F. Hatcher, Sr Conference Center

Macon, Georgia 31206

September 14, 2023

8:00am- 4:30pm

Save the Date!

The Georgia Parent Mentor Partnership (GaPMP) will hold its 22nd annual Kickoff on Thursday, September 14, 2023 at the Middle Georgia State College, Robert F. Hatcher, Sr Conference Center, Macon, Georgia 31206. Registration will open in July and there will be no registration fee. We look forward to being in-person with our 88 participating districts' special education directors or designees and 98 parent mentors. If you have any questions, reach out to Anne Ladd, aladd@doe.k12.ga.us.

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Federal Programs

June 16, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

Happy Father's Day! The third Sunday in June is an opportunity to honor and celebrate fathers each year.

Although Father's Day started following the establishment of Mother's Day, the holiday has been widely recognized since 1910 but did not become official until 1966 with President Johnson making a presidential proclamation. It was later established as a permanent holiday by President Nixon in 1972 when signed into law. I am very surprised to learn that Father's Day was not actually official until the early 70s. I was 12 years old in June of 1972, and Father's Day was well engrained in society. Although it would not be socially acceptable now, the gift that I remember giving almost every Father's Day was a box of cigars. The kind that came in glass tubes. I can smell cigar smoke just thinking about it. Things have really changed, and for the better, but that gives you a picture of what I remember the most about Father's Day in the 60s and 70s. Take time to celebrate those you love and hold dear this Father's Day.



#1 Dad

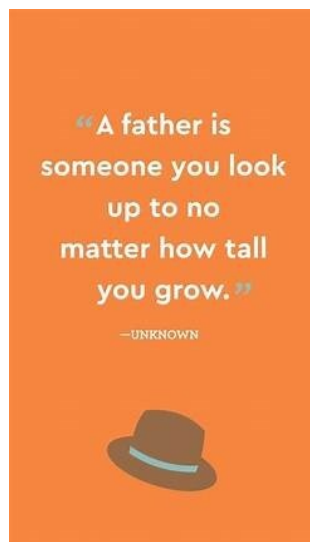
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A father is someone you look up to no matter how tall you grow.

Please share the following registration link with your principals, assistant principals, and other district or school-based administrators you feel would benefit from this program. [Special Education and School Administrators Academy Cohort 3 Registration](#). If you have questions or need more information, contact Katherine Johnson at katherine.johnson@doe.k12.ga.us or Trace Vaughn at James.Vaughn@doe.k12.ga.us.

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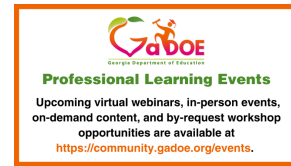
happy to accept submissions.

I appreciate all you do for students with disabilities. You are all #1 to me! Have a great weekend and be sure to honor the fathers in your life.

Keeping Students First,
Wina

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Practice Pointers – Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE): Incarcerated Students



Arrows

When a student with an individualized education program (IEP) transfers to a correctional facility in the same State in the same school year, the new public agency (in consultation with the parents) must provide the student with a FAPE through services that are comparable to those described in the student's IEP from the previous public agency until the new public agency either adopts the previous agency's IEP, or develops and implements a new IEP for the student. Unless there is a specific exception, all IEP content requirements apply to students with disabilities in correctional facilities, including, but not limited to, a statement of: (1) the student's present levels of academic achievement and functional performance; (2) measurable

annual academic and functional goals; and (3) the special education and related services and supplementary aids and services that will be provided to the student to enable him or her to advance appropriately toward attaining his or her IEP goals and to be involved in and make progress in the general education curriculum—that is, the same curriculum as for nondisabled students.

For more information, please see our [Guidance for Serving Youth who are Detained or Incarcerated](#), and the [Dear Colleague Letter on the IDEA for Students with Disabilities in Correctional Facilities](#).



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Academy Cohort 3 Registration. If you have questions or need more information, contact Katherine Johnson at katherine.johnson@doe.k12.ga.us or Trace Vaughn at James.Vaughn@doe.k12.ga.us.

FY24 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.

Special Education Budget & Data Tools for the Job Registration

The time for each day of the two-day sessions is 8:30 a.m. to 3 p.m. All sessions are open for registration in the Professional Learning Catalog.

Survey: After registering for your session, please complete the **FY24 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 at dkemp@doe.k12.ga.us or Malissa Roberts at mroberts@doe.k12.ga.us with any questions.

Important Budget Reminder: IDEA 611 ARP and IDEA 619 ARP

The IDEA 611 ARP and 619 ARP grants will expire on September 30, 2023. If your LEA did not fully expend these funds in FY22, funds have been carried over to FY23. Please ensure that a budget has been added and completed in the FY23 Consolidated Application. Funds must be obligated by September 30, 2023, or the funds will expire, and your LEA will no longer have access to the funds. Please take immediate action to ensure funds are expended on allowable expenditures for students with disabilities.

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Office of Teaching and Learning: June 2023 Right Now Resources

Happy summer! Please see the June 7, 2023 Right Now Resources newsletter for Teaching and Learning Updates, or subscribe on the Curriculum and Instruction webpage to have them delivered straight to your inbox.

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