Directors’ Webinar
Tuesday, October 8, 2019
Agenda

• Announcements
• Individualized Education Program (IEP)
Announcements
Georgia Parent Mentor Partnership Director Updates

• GaPMP Newsletter – includes links to webinar and learning modules

• October 15th - due date for quarterly contact reports and target work plans

• October 30th – feedback on first quarter plan will be provided to parent mentors
Cross Functional Monitoring (RDA)

- District dates have been determined.
- All IDEA program reviews are desktop.
- Will schedule technical assistance (TA) visits for select districts
- TA discussion topics will be provided to districts in advance.
- The onsite visits will provide TA to improve student outcomes.
Cross Functional Monitoring (Fiscal)

• IDEA Fiscal monitoring visits will be onsite unless LEAs requested otherwise.
• Cross Functional Monitoring indicators and training webinar can be found on the Federal Programs webpage and the Budgets and Grants webpage.
Grant Award Notifications

- District Name: Gordon County
- Fiscal Year: 2020

- Group: General

- Uploaded Files:
  1. GCS_FY20_RAMP_with_info.pdf
  2. Literacy & Math Specialist Job Descriptions FY20.pdf
  3. FY19 Title IIA Budget Attachment - Assertions and Effectiveness Gordon update.docx
  4. Title II, Part A FY20 Budget Attachment - Effectiveness.docx
  5. FY20 Intent to Transfer Email_GCS.pdf
  6. FY19_GBE_FTE_Comp_Chart_Gordon.xlsx
# Grant Award Notifications

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<tr>
<th>Item#</th>
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<td>FY 20 Title IV Part A LEA GAN Gordon County Schools.pdf</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>9</td>
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GAA 1% Participation Application
Tiered Support for GAA 2.0 Participation

Universal Support
All LEAs

Tier I
Webinars, 
Face to Face Trainings on 
Instruction, and Teacher 
Resource Link (TRL) under 
SLDS

Tier II
Eligibility Criteria Review and 
all items under Tier I

Tier III
Data Analysis and all items under 
Tier I and Tier II

GAA 2.0 Support
Resources on Teacher Resource Link (TRL)

**GAA 2.0 Instructional Support**

- **Step 1:** Navigate to TRL within your district’s student data management system.
- **Step 2:** Select the filters to apply to narrow the search.
Accountability Team

Paula Swartzberg, Director of Accountability
pswartzberg@doe.k12.ga.us or (404) 463-1539

Lacey Andrews, Accountability Specialist
landrews@doe.k12.ga.us or (404) 657-0251

Kris Dennis, Accountability Specialist
kdennis@doe.k12.ga.us or (404) 463-1175

August Ogletree, Ph.D., Accountability Research Specialist
aogletree@doe.k12.ga.us or (404) 463-6675

Tianna Sims-Miller, Ph.D., Program Manager, Accountability Research
tsim@doe.k12.ga.us or (404) 463-1166

Allison Timberlake, Ph.D., Deputy Superintendent for Assessment and Accountability
atimberlake@doe.k12.ga.us or (404) 463-6666

GaDOE Customer Service Survey:
http://gadoe.org/surveys/AsAc-H8PBVZM
Additional Contacts

Assessment

Sandra Greene, Ed.D., Director of Assessment
sgreene@doe.k12.ga.us or (404) 656-0478

Mary Nesbit-McBride, Assessment Specialist
mnesbit@doe.k12.ga.us or (404) 232-1207

Special Education

Zelphine Smith Dixon, Ed.D., Director of Special Education Services and Supports
zsmith@doe.k12.ga.us or (404) 657-9959

Crystal Callaway, Educational Program Specialist for Compliance
callway@doe.k12.ga.us or (404) 657-9969

Link:
https://global.gotowebinar.com/pjoin/6895856955765157388/7302620182949302540
Present Levels of Academic Achievement and Functional Performance (PLAAFP)
Students FIRST

Georgia must **keep students first** and ensure that the Individualized Education Program (IEP) process is implemented with fidelity.
The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with the IEP Rule.

See Link: Georgia IEP Board Rule Link
# Free and Appropriate Public Education (FAPE)

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

[Understood.org](http://Understood.org)
The IEP is based on the Present Levels of Academic Achievement and Functional Performance (PLAAFP).
Endrew F. Standard for FAPE

• For all children, including those performing at grade level and those unable to perform at grade level, a school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.”
Endrew F. Standard for FAPE

How do we define “make progress” in the IEP?

How do we determine appropriate?

How do we determine in light of the child’s circumstances?
Meet Shirley Bard

Grade: 11th Grade
Eligibility Category: Autism and Speech
Most Recent Eligibility: 11/10/2015
Parental Concerns:

Ms. Bard is unable to attend the meeting in person due to her work schedule. However, she did want to participate via phone. Ms. Bard is most concerned about Shirley completing his courses with a passing grade and that she graduate high school in four years.
State and District Assessment

• What are the most recent state and district assessments?

No state and district assessments are available?
State and District Assessment

If the IEP Team does not have this data, how might this information impact the decision-making process?
More PLAAFP

• What are the most recent evaluation results?
• Is there a description of academic, developmental, and/or functional needs?
Communication: Language
Source: Data Collection

• Assessment Date: 4-15-2016
• Shirley has difficulty in the area of reading comprehension secondary to her below grade level vocabulary.
Communication: Language Source: Data Collection

What is meant by “data collection” used in the PLAAFP?

Are the assessment findings generalized enough to support SDI decisions?
Math: Problem Solving
Source: Work Samples

• Assessment Date: 4-15-2016

• Shirley’s cognitive abilities are within the Mild Intellectual Disability range.

• Shirley is having difficulty with rational and irrational numbers, plotting numbers and coordinates, slope intercept, quadratic functions, one and two step equations and significant digits.
Math: Problem Solving
Source: Work Samples

Will work samples collected in 2016 provide the best source of PLAAFP?

Is there a common understanding for the phrase...within the Mild Intellectual Disability range?

Are the assessment findings generalized enough to support SDI decisions?
Reading: Comprehension
Source: Work Samples

- Assessment Date: 4-15-2016
- Shirley's cognitive abilities are within the Mild Intellectual Disability range.
- According to eligibility report, Shirley has difficulties in basic reading skills, reading comprehension, oral and written expression and listening skills.
Regarding basic reading skills, Shirley does not accurately recognize letters and letter order, has difficulty with sound symbol relationships, cannot accurately sound out unfamiliar words, fails to recognize words on grade level, does not read independently, does not accurately read new words in context.
Reading: Comprehension
Source: Work Samples

• Regarding reading comprehension, Shirley does not self-correct, does not observe punctuation, loses place when reading, fails to comprehend the meaning of words in the reading vocabulary.
Will work samples collected in 2016 provide the best source of PLAAFP?

Are the assessment findings generalized enough to support SDI decisions?

Is there a common understanding for the phrase...within the Mild Intellectual Disability range?
More PLAAFP

- Is there a description of academic, developmental, and/or functional strengths?
Description of academic, developmental and/or functional strengths:

• Shirley is a very likable young lady.
• She has a pleasant personality.
• When Shirley focuses and works to the best of her ability, she is capable of completing assignments in a timely manner.
• Shirley wants to please both her peers and adults alike.
• Shirley can comprehend simple tasks.
How does Shirley’s disability affect her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children)?
Impact of the disability and progress in the general education curriculum:

• Shirley has poor organizational skills.
• She usually does not come prepared for class.
• Shirley has to be monitored constantly due to lack of focus as well as being playful and impulsive. This causes her to need to be redirected a number of times in one given class period.
Impact of the disability and progress in the general education curriculum:

• Shirley does not respond appropriately when redirected for being off task or for her inappropriate behavior.

• Shirley does shut down when challenged.

• Shirley is easily distracted and influenced by peers.
Based on Shirley’s PLAAFP, what questions do you have about the special factor consideration process?
Consideration of Special Factors

- Communication: Yes (Speech)
- Behavior Intervention Plan: No
- Assistive Technology Device or Services: No
While no AT is included, Shirley will receive screen reader as an instructional and testing accommodation.

What questions might you have per this decision?
Extended School Year (ESY)

Will the benefits that the student receives from her educational program during the regular school year be significantly jeopardized if the student is not provided ESY?
Extended School Year

• The chance of significant regression of critical skills caused by a normal school break with a failure to recover those lost skills in a reasonable time

• The actual and expected progress related to critical skills
Extended School Year

• Any emerging skills or breakthrough opportunities which might require ongoing instruction during a school break

• Any significant interfering behaviors targeted as IEP goals that prevented the student from receiving some benefit from his educational program during the regular school year

• The nature and severity of the disability
Extended School Year

• Shirley will not receive ESY?

Are there questions about this decision? Why or why not?
Specially Designed Instruction is….

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

How might instructional accommodations help to address SDI?
Instructional Accommodations:

• Oral reading of test questions in English
• Extended time
• Preferential seating
• Small group
• Materials broken down into manageable parts
• Repeated directions
• 1:1 Assistance
• Constant Monitoring
• Peer Tutoring
Is removal from the general education environment necessary?

- Shirley has a diagnosis of Asthma, and ADHD and Asperger.
- Shirley cognitive abilities are within the Mild Intellectual Disability range.
- She has difficulty with communication because she has a moderate speech disability.
- Shirley requires constant redirection and support that cannot be given in the general education setting.
### Instruction in General Education Classroom and Outside of General Education Classroom

#### Instruction / Related Services in General Education Classroom / Early Childhood Setting:

<table>
<thead>
<tr>
<th>Category</th>
<th>Service</th>
<th>Frequency</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Primary Provider</th>
<th>Content Area</th>
</tr>
</thead>
</table>

#### Instruction/Related Services Outside of General Education Classroom:

<table>
<thead>
<tr>
<th>Category</th>
<th>Service</th>
<th>Frequency</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Primary Provider</th>
<th>Content Area</th>
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<tr>
<td>Special Education</td>
<td>Small Group</td>
<td>5 - 50Min sessions Weekly</td>
<td>9/6/2019</td>
<td>9/4/2020</td>
<td>Sp Ed Teacher</td>
<td>Literature</td>
</tr>
<tr>
<td>Special Education</td>
<td>Small Group</td>
<td>5 - 50Min sessions Weekly</td>
<td>9/6/2019</td>
<td>9/4/2020</td>
<td>Sp Ed Teacher</td>
<td>Social Studies</td>
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What questions might you have about the removal from the general education environment?
District General Supervision

Collection and Review of Data/Fiscal Management
Continuum of Compliant Practices to Improve Results
# Procedures

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Not Addressed</th>
<th>Emergent</th>
<th>Operational</th>
<th>Fully Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>No written procedures are developed for implementing IDEA. Available documents are not reviewed for accuracy.</td>
<td></td>
<td>Some written procedures are developed for implementing IDEA. Documents are reviewed for accuracy and made available to staff. Appropriate personnel receive notice of documents and professional learning to support implementation of practices.</td>
<td>Most written procedures are developed for implementing IDEA. Documents are reviewed for accuracy and made available to staff. Appropriate personnel receive notice of documents and professional learning to support implementation of practices.</td>
<td>All written procedures are developed for implementing IDEA. Documents are reviewed for accuracy and made available to staff. Appropriate personnel receive notice of documents and professional learning to support implementation of practices.</td>
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Provide a brief explanation for your choice
# Professional Learning and Technical Assistance

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<tr>
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<th>Not Addressed</th>
<th>Emergent</th>
<th>Operational</th>
<th>Fully Operational</th>
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</thead>
<tbody>
<tr>
<td>There is no professional development plan. Designated staff receives isolated professional learning without follow-ups and supports. No technical assistance is provided based on individualized needs.</td>
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<tr>
<td>There is a professional development plan; however, the plan is not embedded within the context of the district school improvement plans. Designated staff receives isolated professional learning but often do not use this information to build local capacity for all appropriate personnel. There are limited opportunities for technical assistance, which are often provided without coaching and follow-ups.</td>
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<tr>
<td>There is a professional development plan (embedded within the district school improvement plans) that clearly outlines ongoing supports and follow-ups. Most staff is knowledgeable of regulatory requirements referenced in procedural guidance. Job-embedded learning and other opportunities are available to support implementation of practices, although not consistently. There are opportunities for technical assistance; however, the technical assistance is not targeted for specific needs.</td>
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<tr>
<td>There is a professional development plan (embedded within the district school improvement plans) that clearly outlines ongoing supports and follow-ups. Appropriate staff is knowledgeable of regulatory requirements referenced in procedural guidance. All appropriate staff (e.g., teachers, supervisors, department chairs, principals, etc.) participate in job-embedded learning and other opportunities to support implementation of compliant practices. As needed, the district provides targeted technical assistance for staff with appropriate coaching and follow-ups.</td>
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*Provide a brief explanation of your choice*
## Supervision and Monitoring

<table>
<thead>
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<th>Operational</th>
<th>Fully Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is not a clearly outlined plan for supervision of these compliant practices. Supervisors do not have district procedures to provide general supervision for local schools. The local school district relies on the State Educational Agency to monitor its local schools.</td>
<td>There is a plan for supervision of these compliant practices. Some staff is knowledgeable of the process. Supervisors consider compliant practices but do not formally address these areas of concern to ensure correction. Technical assistance is not aligned with the monitoring data.</td>
<td>There is a clearly outlined plan for supervision of these compliant practices. Most staff is knowledgeable of the process. Supervisors clearly outline procedures to identify and ensure correction of noncompliance within the district. Supervisors ensure that some guidance documents support IDEA and that most staff receives professional learning technical assistance. There are opportunities to support staff and provide coaching feedback to improve implementation of compliant practices.</td>
<td>There is a clearly outlined plan for supervision of these compliant practices. Appropriate staff is knowledgeable of the process. Supervisors clearly outline procedures to identify and ensure correction of noncompliance within the district. Supervisors ensure that all guidance documents support IDEA and that appropriate staff receive professional learning technical assistance. Staff receives feedback to improve implementation of compliant practices.</td>
</tr>
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Provide a brief explanation of your choice
### Implementation of Compliant Practices

<table>
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<tr>
<th>Stage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Not Addressed</strong></td>
<td>A few or no staff consistently implements compliant practices that align with district procedures. Upon review of the documentation of evidence (e.g., IEPs, eligibility reports), there are systemic concerns with noncompliance.</td>
</tr>
<tr>
<td><strong>Emergent</strong></td>
<td>Some staff consistently implements compliant practices that align with district procedures. Upon review of the documentation of evidence (e.g., IEPs, eligibility reports), there are some instances of noncompliance.</td>
</tr>
<tr>
<td><strong>Operational</strong></td>
<td>Most staff implements compliant practices that align with district procedures. Upon review of the documentation of evidence (e.g., IEPs, eligibility reports), there are a few instances of noncompliance.</td>
</tr>
<tr>
<td><strong>Fully Operational</strong></td>
<td>All staff are consistently demonstrating compliant practices that align with district procedures. Upon review of the documentation of evidence (e.g., IEPs, eligibility reports), the district is 100% compliant.</td>
</tr>
</tbody>
</table>

Provide a brief explanation of your choice
Questions