Director's Webinar

December 2021
Agenda

- GO-IEP and Go-MTSS
- Return to School Roadmap
- Building Capacity with Virtual Job Shadow
- Instruction and Systemic Improvement
- Professional Learning for School Psychologists
GO-IEP and GO-MTSS/SST

Working Together to Serve You Better!

Linda Castellanos,
Program Manager for Data and GO-IEP

Rondalyn Pinckney
Program Specialist for Research and Evaluation and GO MTSS/SST
Two Separate Applications

• Georgia’s Online IEP application (GO-IEP) helps users create Individualized Educational Programs (IEPs) for students with disabilities, as well as other records needed to follow Special Education due process requirements.

• Georgia’s Multi-Tier System of Support/Student Support Team application (GO-MTSS/SST) helps users create, monitor, update and maintain a record of a student's response to interventions.
Session Goals

• Share information on how to access GO-MTSS/SST and GO-IEP
• Provide an overview of the GO-MTSS/SST and GO-IEP integration including
  - Data that will import from GO-MTSS/SST to GO-IEP
  - Steps to ensure all desired data is imported
Where can I access both applications?

Both applications can be accessed in SLDS once users are appropriately provisioned.
GO-MTSS/SST Application

GO MTSS/SST Application

Tier II Module

Tier III Module

GO-IEP
Recommendation – Refer to Special Education

GO MTSS/SST
Complete Review Page

GO-IEP
Assign Student to Case Manager
How will the data feed?

If a student has an active Tier III Intervention in GO MTSS/SST, then at the time of case manager assignment in GO-IEP, the following data will be prepopulated **IF** already entered in GO MTSS/SST.

- Select information from the **Student and School page**
- **Parents/Guardians**
- **GKIDS data** added to the **Assessment Data** page
- **Documents** loaded on the Documents tab
Student and School Information Page
Parent/Guardian Page
## Documents Page in GO-IEP

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Document Type</th>
<th>Document Date</th>
<th>Uploaded By</th>
<th>Upload Date</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Consent</td>
<td>Parent Consent Form</td>
<td>11/09/2021</td>
<td>Young, Lindsey</td>
<td>11/09/2021</td>
<td></td>
</tr>
</tbody>
</table>

Case Documents History

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Document Type</th>
<th>Document Date</th>
<th>Uploaded By</th>
<th>Upload Date</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Screening</td>
<td>Other</td>
<td>11/09/2021</td>
<td>SST Feed</td>
<td>11/09/2021</td>
<td></td>
</tr>
<tr>
<td>Parent Interview</td>
<td>Other</td>
<td>11/09/2021</td>
<td>SST Feed</td>
<td>11/09/2021</td>
<td></td>
</tr>
<tr>
<td>Vision and Hearing</td>
<td>Other</td>
<td>11/09/2021</td>
<td>SST Feed</td>
<td>11/09/2021</td>
<td></td>
</tr>
<tr>
<td>RTI Spreadsheet</td>
<td>Progress Monitoring Data</td>
<td>06/07/2021</td>
<td>SST Feed</td>
<td>11/09/2021</td>
<td></td>
</tr>
</tbody>
</table>
Eligibility Page

When an eligibility meeting is started, the following data will be prepopulated in GO-IEP IF already entered in GO MTSS/SST.

GO MTSS/SST

- Developmental History
- Student Data
- Progress Monitoring

GO-IEP

- Case History
- Student Data
- Progress Monitoring
Case History
Student Data
## Progress Monitoring

### 2. SUMMARY OF PROGRESS MONITORING DATA TOWARD ACHIEVING STANDARDS

**2.1. What is the student’s area of difficulty?**

```
<table>
<thead>
<tr>
<th>No.</th>
<th>Area of Difficulty:</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

**Description:**

Describe the instructional, research, or evidence-based interventions OR specially designed instruction such as adapting of content, methodology (specialized program), or instructional delivery process. *DO NOT INCLUDE ACCOMMODATIONS SUCH AS SMALL GROUP OR EXTENDED TIME.*

**Intervention:**

- Modeling Good Reading and Reading Comprehension

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Beginning Date</th>
<th>In Progress?</th>
<th>Ending Date</th>
<th>Time/Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07/02/2021</td>
<td>No</td>
<td>08/05/2021</td>
<td>1 hour/weekly</td>
</tr>
</tbody>
</table>

**Baseline:**

- **Baseline Date:**
  - 07/15/2021
  - Student scored 3/10

**Baseline Summary:**

- Student correctly answered 3 of 10 reading comprehension questions.

**Intervention Data:**

- **Intervention Date:**
  - 07/22/2021
  - Student scored 3/10

**Intervention Summary:**

- Student correctly answered 3 of 10 reading comprehension questions.

- **Intervention Date:**
  - 08/05/2021
  - Student scored 4/10

**Intervention Summary:**

- Student correctly answered 4 of 10 reading comprehension questions.

---

**Note:** Multiple data collection points should be recorded individually.
Progress Monitoring Data Refresh
<table>
<thead>
<tr>
<th>GO-IEP</th>
<th>GO MTSS/SST</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:LCastellanos@doe.k12.ga.us">LCastellanos@doe.k12.ga.us</a></td>
<td><a href="mailto:rpinckney@doe.k12.ga.us">rpinckney@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Return to School Roadmap for Students with Medical Conditions

Wina Low, Interim State Director
Amber McCollum, Senior Program Manager
Other Factors to Consider

• In addition to required factors to consider, such as communication needs and behaviors that interfere with a child’s learning or that of others, IEP Teams should carefully discuss other issues resulting from the COVID-19 pandemic with a child’s parent, when appropriate, gather updated information as necessary, and address any new or changed needs to ensure FAPE to the child.

• Possible issues could include:
  • A child experiencing increased stress, anxiety, depression, fear, and physical isolation;
  • A child’s contraction of COVID-19 and experience with post-COVID conditions;
  • A child’s displacement from their homes when a parent lost employment;
  • The loss of family members and friends to COVID-19

• These circumstances can impact a child’s ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
Considering Assistive Technology (AT) Needs

• Whether an LEA must continue to provide laptops or other technology devices or services to some or all children returning to school for in-person instruction will depend on the needs of the child and if the continued provision of these devices or services will be appropriate to ensure the provision of FAPE.

• What should IEP Teams do?
  • Review the child’s use of the laptop computer or other such device that was provided during virtual instruction, along with information provided by the parent and others, including the child, as appropriate.
  • If the IEP Team determines the laptop or other technology device is an AT device that the child requires in order to receive FAPE, then the LEA must provide the necessary AT device. The Team has discretion in determining the type of AT the child needs.
  • IEP Team may also need to consider the need for other devices that were not previously provided, if they are needed to ensure FAPE.
Considering Assistive Technology (AT) Needs

• IEP Teams must also consider whether AT services are needed to assist the child in the selection, acquisition, or use of an AT device.

• One component of AT services is training or technical assistance for a child or, if appropriate, the child’s family.

• IEP Team could consider whether parent counseling and training should be provided as a related services to help the child’s parent acquire the necessary skills that will allow them to support the implementation of the IEP, including the AT device.
Ensuring equitable access to AT devices, services, and connectivity to Wi-Fi

- Acknowledged barriers to access included:
  - Price of procuring services and devices privately (e.g., home internet service and mobile data);
  - Lack of broadband access in rural areas;
  - Lack of parent understanding and familiarity with use of technology, including AT to support their child’s learning

- Acknowledged the recent influx of federal funds and the availability to use those funds to address technology needs of children with disabilities.
Addressing Social, Emotional, Behavioral, and Mental Health Needs

• Many children have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, negatively affecting their mental health.

• A child whose behavior impedes their learning may need new or increased services and supports in order to receive FAPE, such as:
  • New or adjusted specially designed instruction, academic supports, positive behavioral interventions
  • Counseling, psychological services, school health services, and social work services
Addressing Social, Emotional, Behavioral, and Mental Health Needs

• What should IEP Teams do?
  • Review the pre-pandemic services required to provide FAPE to the child and determine if the child did or did not receive them during the school closure and other disruptions in services.
  • Make general observations about the child’s attendance, engagement, attention, behavior, progress, and home experience during the COVID-19 pandemic.
  • Determine whether, and if so, which, social, emotional, behavioral, or mental health supports should be included in a child’s IEP
Examples of social, emotional, behavioral, or mental health supports to include in the IEP

• Special education and related services
  • Counseling services for mental health needs (e.g., anxiety, depression, etc.), social skill instruction, explicit reinforcement of positive behavior, and explicit instruction in stress, anxiety, and depression management.

• Supplementary aids and services
  • Consultation with a professional with expertise in behavioral interventions to create a positive behavioral support plan, access to counselors, and access to target strategies to support social, emotional, behavioral, or mental health needs (e.g., anxiety scaling, mindfulness exercises)

• Program modifications
  • Adapting a homework assignment or adjusting a reading passage to reflect the child’s reading comprehension level

• Supports for school personnel
  • Training on additional positive behavioral supports and universal design for learning and access to consultation with related services providers and others with specialized expertise
Addressing the School-Related Health Needs of Children with Disabilities with Underlying Medical Conditions

• Acknowledged that some children with disabilities have underlying medical conditions that place them at increased risk of severe illness if they contract COVID-19 (e.g., children with medical complexity, genetic, neurologic, or metabolic conditions, congenital heart disease, obesity, diabetes, asthma, chronic lung disease, sickle cell disease, or immunosuppression)

• Reaffirmed that IEP Teams are responsible for identifying the services, supports, and program modifications that are necessary to provide a child with a disability a FAPE in the least restrictive environment (LRE).

• Reaffirmed that the group of knowledgeable persons making the placement decision is responsible for proposing an appropriate educational placement in the LRE that meets the child’s school-related health needs.
Addressing the School-Related Health Needs of Children with Disabilities with Underlying Medical Conditions

• What should IEP Teams do?
  • Include a team member who knows about the health needs of the child, including whether COVID-19 prevention and risk strategies may be needed.
    • Such as school health service staff, school nurses, and the child’s health care professional, as appropriate
  • Consider whether and to what extent COVID-19 prevention strategies are necessary for the provision of FAPE to the child
    • Based on child-specific information, such as medical or health records, diagnostic or other evaluative data, or information documented by medical or health professionals
  • If COVID-19 prevention and risk reduction measures are necessary in order for the child to receive FAPE AND those measures constitute special education, related services, supplementary aids and services, or program modifications and supports for school personnel, the Team MUST include these in the child’s IEP.
    • Example – Wearing masks or other personal protective equipment, and sanitizing; or when necessary, avoiding shared use of personal and educational items, such as markers, rulers, and classroom materials.
    • Could be in a health plan included as part of the child’s IEP
Addressing the School-Related Health Needs of Children with Disabilities with Underlying Medical Conditions

• State or local laws, rules, regulations, or policies that have the effect of improperly limiting the ability of the IEP Team to address the school-related health needs of a child with a disability, or the ability of the group of knowledgeable persons to propose an appropriate placement in the LRE for children with disabilities who have school-related health needs, would be a violation of IDEA.

• If an IEP Team is unable or unwilling to address the health and safety of a child due to state or local prohibitions on the use of masks, personal protective equipment, or other COVID-19 prevention and risk reduction measures, then the LEA must provide the parent with prior written notice and the parent may utilize the IDEA’s dispute resolution processes.
Addressing the School-Related Health Needs of Children with Disabilities with Underlying Medical Conditions

• If a state or local law, regulation, rule, or policy prohibits or limits COVID-19 prevention and risk reduction strategies in the regular education classroom where the child with a disability could interact with nondisabled peers, this could be inconsistent with IDEA’s requirement to ensure a continuum of educational placements as it results in the exclusion of, or prevention of, a child with a disability from being educated in the regular classroom with their nondisabled peers when such educational placement is appropriate.

• IEP Teams must be able to appropriately address the IN-PERSON school-related health needs of a child with a disability with underlying medical conditions, including using COVID-19 prevention and risk reduction strategies.
  • Otherwise, the parent is left with two equally unacceptable choices: (1) in-person educational placement that puts their child at increased risk of severe illness; and (2) the exclusion of their child from school.
Building Capacity to Support Virtual Job Shadow Implementation

Directors’ Webinar
Friday, December 14, 2021
1:00pm
Purpose

• Identify lead transition personnel as the point person for the district
• Increase district and vocational rehabilitation collaboration to implement Virtual Job Shadow
• Provide a structured and systematic process for providing access to Virtual Job Shadow across the state
What is Virtual Job Shadow?

• Video-based career planning platform
• Over 1000 professionally produced job shadowing and career advice videos
• Feature called Flex lessons which encompasses all 5 of the required Pre-ETS areas, as well as allows for custom lessons.
• Also has two different interest inventories and recently released an aptitude test.
How Does Virtual Job Shadow Align with Pre-Employment Transition Services (Pre-ETS)?
How Does Virtual Job Shadow Align with IDEA Transition Requirements?

• Transition Postsecondary Employment Goals
  • Engages students to recognize their strengths and interests
  • Hundreds of careers paths and jobs aligned with the students’ strengths and interests
  • Tools for planning for the future

• Career Assessment Tool
  • O’Net Interest Profiler
  • O’Net Work Importance Locator

• Lessons Plans for
  • Employability Soft Skills
  • Financial Literacy

• GaDOE Virtual Job Shadow One-Pager
Proposed VJS Revamp

• Identify district point person(s) for each district
• Provide administrative access to point person
• Focus on getting immediate access to 9\textsuperscript{th} grade students
• Submit referral packet for Pre-ETS for student licenses
  • Packet: Parent permission and IEP/504 documents
• Begin district implementation with 9\textsuperscript{th} graders beginning in
  Submit referral packet for Pre-ETS for student licenses
• Utilize a coordinated set of activities and curriculum aligned with VJS
What’s Next

• Director’s provide list of point of contact and personnel to be district or school VJS administrators
  • Consider at least one lead special education transition person, teachers working with the 9th grade students
  • Submit by 1/22/2022 using submission link

• Point of contact/VJS administrators gather VR Pre-ETS packages for submission to VR

• Training for staff on use of VJS

• Roll out of full procedures
What About Students Beyond 9th Grade?

- Continue submitting VR referral packets
- Continue work with VR counselors to receive services for transition
Contact Information

• Vocational Rehabilitation Agency:
  • Jeff Allen, Asst. Director Transition
  • jeff.allen@gvs.ga.gov
  • Rebecca Williamson, Transition Coordinator
  • rebecca.williamson@gvs.ga.gov

• Georgia Department of Education:
  • Elise James, Programs Specialist, Transition Postschool Outcomes
  • ejames@doe.k12.ga.us
  • 404-326-0421
Instruction and Systemic Improvement

Ann Cross, Program Manager
Supporting Multi-Sensory Reading Training and Implementation for Students with Disabilities and Other Struggling Readers Grant

• Provides **one-time funds**, up to $350,000.00 per district, or up to $50,000.00 to help federally identified schools focus efforts to increase student achievement by providing Multi-sensory Reading training and implementation to teachers who work with students with disabilities and other struggling readers.

• Eligible applicants **must be LEAs serving Title I schools** identified as CSI, TSI, or CSI Promise as defined by ESSA who have been identified for students with disabilities. LEAs with federally identified schools may also apply for a **districtwide grant to enhance efforts to support identified schools within the district**.

• The **deadline** for submission is **Friday, December 17, 2021, at 5:00 PM EST**. The application must be submitted on or before the deadline using this [Multi-Sensory Reading Instruction Training Grant Application Link](#)
The Spring Professional Learning Series focuses on supporting teachers and leaders in secondary settings to increase graduation rates and decrease dropout rates for students with disabilities. The series includes:

- **FY 22 SSIP Spring Professional Learning Series Final_.pdf** (gadoe.org)

  **Jan 19** 2:00pm – 3:00pm Integrating Science Content for Secondary Students with Disabilities [Registration Link](#)

  **Jan 26** 2:00pm – 3:00pm Integrating Social Studies Content for Secondary Students with Disabilities [Registration Link](#)
Special Education and the School-Based Administrator

• It is crucial that administrators understand special education and the critical role they play in ensuring that students with disabilities and their families are receiving the services and supports provided by the Individuals with Disabilities Education Act (IDEA).

• If an Individualized Education Program (IEP) is not being followed, or other provisions of IDEA are not being implemented as intended for students with disabilities, the principal is held accountable as the school leader.

Special Education and the School-Based Administrator Webpage

FY 22 Administrators PL Series w Registration Links Final.pdf (gadoe.org)
Special Education and the School-Based Administrator Academy

- Designed in collaboration with multiple divisions and GLRS to assist school-based leaders in building their knowledge and skills around special education.
- Will cover special education law, FAPE, being an LEA for an IEP, supporting families, supporting teachers and other support staff, LRE, scheduling, discipline and a host of other topics.
- University of West Georgia’s Mixed Reality Simulation Lab for Leaders will be utilized.
- An executive coach, a former school principal, will provide coaching and technical assistance to participants.
Special Education and the School-Based Administrator Academy Registration

• This Academy will lead participants through a process of design to build intentional support and sustain success.

• The webinars are bimonthly, on Wednesdays, from 10:00 a.m.-11:00 a.m., with additional sessions for mixed reality simulations.

• To participate complete the interest survey. **Interest Survey**
Contact Information

Ann Cross, Program Manager Systemic Improvement
Leighann.Cross@doe.k12.ga.us
678-326-2361

Susan Brozovic, Systemic Improvement Program Specialist
sbrozovic@doe.k12.ga.us
470-316-8634

Trace Vaughn, Systemic Improvement Program Specialist
James.Vaughn@doe.k12.ga.us
678-552-3794
New Professional Learning Series
ANNOUNCEMENT

School Psychologist Professional Learning Series

• Starting January 2022
• Topics
  ➢ Specific Learning Disability
  ➢ Prior Written Notice
  ➢ Vision and Hearing
  ➢ Disproportionality