Division for Special Education Services and Supports

Director’s Webinar

October 12, 2021
Agenda

- Annual Performance Report/State Performance Plan (APR/SPP) Update
- Paraprofessional Resources
- Accessible Educational Materials
- Adapted Physical Education & Reminders/Resources
Paraprofessional Resources

• The responsibilities of special education paraprofessionals vary and can include providing instructional support under the direct supervision of the teacher, modifying materials based on student needs, implementing behavior intervention plans, collecting data, providing personal care, and other duties as determined by the local education agency.

• No matter what the special education paraprofessional does, they are a valued member of the student success team.

• The Paraprofessional Resources include What is a paraprofessional; Code of Ethics; Confidentiality; Areas of Eligibility; Resources and Online Professional Learning Modules; and links to national resources.

• Click on the link for important resources and tools for paraprofessionals. [Paraprofessional Resources and Modules]
Graduation and Dropout Rate Important Reminders

October 12, 2021
Georgia Department of Education
Data & GO-IEP Unit
Dr. Dawn Kemp, Part B Data Manager
dkemp@doe.k12.ga.us
What is the State Performance Plan (SPP)/Annual Performance Report (APR)?

State Performance Plan/Annual Performance Report

- Developed for a 6 Year Interval with a Measurement Table
- 17 Total Indicators -- Targets for Each Indicator
- Composed of Results and Compliance Indicators
- Results Indicator Targets -- such as Graduation Rate can be set by the State
- Compliance Indicator Targets -- such as Child Find (100%) are set by OSEP
What is the State Performance Plan (SPP)/Annual Performance Report (APR)?

State Performance Plan/Annual Performance Report

• Annual Performance Report Submitted Each Year
• Includes Trend Data for Each Year
• Developed with Input from State Advisory Panel (SAP)
• OSEP Reviews the State’s SPP/APR
• States Receive a Determination (i.e., Meets Requirements, Needs Assistance) from OSEP
Data Reporting Year for SPP/APR Indicators

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2022 will be based upon SY 2020-2021):

- Indicator 3 (Assessment)
- Indicator 5 (School Age Settings)
- Indicator 6 (Early Childhood Settings)
- Indicator 7 (Preschool Outcomes)
- Indicator 8 (Parent Involvement)
- Indicator 9 & 10 (Disproportionate Representation)
- Indicator 11 (Child Find)
- Indicator 12 (Part C to B Transition)
- Indicator 13 (Secondary Transition with IEP Goals)
- Indicator 14 (Secondary Transition)
- Indicator 15 (Hearing Requests Resolved)
- Indicator 16 (Mediation Agreement)
- Indicator 17 (SSIP)
Data Reporting Year for SPP/APR Indicators

Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2022 is based upon SY 2019-2020):

- Indicator 1 (Graduation Rate)
- Indicator 2 (Dropout Rate)
- Indicator 4 (Disproportionate Suspension/Expulsion)
SPP/APR INDICATOR 1

Indicator 1: Graduation
Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Current Calculation: Adjusted Cohort Rate- same as ESSA

Updated Calculation: Report the Same Data as in 618 used for Reporting under Section 618
FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications
Graduation Rate Comparison

・Adjusted Cohort Calculation
  • Includes only high school students who exit school
  • Students must graduate in 4 years*
  • Alternate Diploma counts as “regular” graduate

・618 Data- Event Calculation
  • Includes all students age 14-21 who exit school and were enrolled on July 1st in the State
  • Students do not have to graduate in 4 years
  • Alternate Diploma does not count as “regular” graduate

*except State Defined Alternate Diploma students for whom cohort reassignment is made
Graduation Rate Implications

• Initial calculations with the Annual Event graduation calculation formula indicate that the graduation rate will show an increase of more than 6 percent.

• Target setting will have to examine the incremental progress expected for graduation rate for the FFY2020-2025 SPP/APR Package.

• There will now be 2 different graduation rates for students with disabilities.
  • Adjusted Cohort Graduation Rate- used for ESSA for Title I
  • Annual Event Graduation Rate- used for SPP/APR for OSEP
SPP/APR INDICATOR 2

**Indicator 2: Dropout**
Percent of youth with IEPs dropping out of high school.
(20 U.S.C. 1416 (a)(3)(A))

**Current Calculation:** Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data

**Updated Calculation:** Report the Same Data as in 618 used for Reporting under Section 618
   FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications
## Dropout Rate Comparison

### Annual Event Dropout Rate Calculation

- The denominator contains all SWD enrolled in grades 9-12 (relatively large number)
- The numerator includes 9th – 12th SWD who dropout in high school

### 618 Exiters Calculation

- The denominator includes only SWD students age 14-21 enrolled on July 1st who exit school (relatively small number)
- The numerator includes age 14-21 who exit special education by dropping out
Dropout Rate Implications

• Initial calculations with the Exiters Calculation formula indicate that the dropout rate will **increase** by 7 percent or more.

• Target setting will have to examine the incremental progress expected for dropout rate for the FFY2020-2025 SPP/APR Package.

• The dropout and graduation rate will be much more closely aligned--no large gaps!
## Students with Disabilities Graduation Rate

### Event Graduation Rate vs. 4 Year Adjusted Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Event Graduation Rate</th>
<th>4 Year Adjusted Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>79.35</td>
<td>70.2</td>
</tr>
<tr>
<td>2019</td>
<td>73.46</td>
<td>62.94</td>
</tr>
<tr>
<td>2018</td>
<td>70.15</td>
<td>61.11</td>
</tr>
<tr>
<td>2017</td>
<td>68.88</td>
<td>56.27</td>
</tr>
</tbody>
</table>
## Calculations

<table>
<thead>
<tr>
<th>Comparison Calculations</th>
<th>Current Model</th>
<th>SPP-APR 2020-2025</th>
<th>Change for 2020-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>62.94</td>
<td>73.46</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>70.2</td>
<td>79.35</td>
</tr>
<tr>
<td><strong>Dropout Rate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>5.13</td>
<td>23.57</td>
</tr>
<tr>
<td></td>
<td>*2020</td>
<td>4.4</td>
<td>18.46</td>
</tr>
</tbody>
</table>

Students graduating with a regular diploma (numerator) divided by ALL students age 14-21 who exit (denominator). Not the cohort method.

Students who exited special education due to dropping out (numerator) divided by the number of ALL students age 14-21 who exit (denominator). Not 9th-12th grades only.

* For 2020 only GA can use the 4.4 dropout rate, but this is the last year.
## Data and GoIEP Contact Information

<table>
<thead>
<tr>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linda Castellanos</strong></td>
<td><strong>Dawn Kemp</strong></td>
</tr>
<tr>
<td>Program Manager</td>
<td>Part B Data Manager</td>
</tr>
<tr>
<td>404-719-8045</td>
<td>678-340-6738</td>
</tr>
<tr>
<td><a href="mailto:lcastellanos@doe.k12ga.us">lcastellanos@doe.k12ga.us</a></td>
<td><a href="mailto:dkemp@doe.k12.ga.us">dkemp@doe.k12.ga.us</a></td>
</tr>
<tr>
<td><strong>NORTH</strong></td>
<td><strong>SOUTH</strong></td>
</tr>
<tr>
<td>Phoebe Atkins</td>
<td>Emily Dishman</td>
</tr>
<tr>
<td>404-316-8633</td>
<td>678-326-8081</td>
</tr>
<tr>
<td><a href="mailto:patkins@do.k12.ga.us">patkins@do.k12.ga.us</a></td>
<td><a href="mailto:edishman@doe.k12.ga.us">edishman@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Julie Youngblood</td>
<td>Dale Rose</td>
</tr>
<tr>
<td>470-316-8663</td>
<td>678-340-0162</td>
</tr>
<tr>
<td><a href="mailto:jyoungblood@doe.k12.ga.us">jyoungblood@doe.k12.ga.us</a></td>
<td><a href="mailto:drose@doe.k12.ga.us">drose@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Assistive Technology and Accessible Educational Materials in Georgia
AT/AEM Up to Speed
Accessible Formats of Copyrighted Materials

Braille    Large Print    Audio    Digital
Accessible Material
Laws and Regulations

AEM

Copyright

NLS

IDEA
Recent Changes
Copyright Law (Marrakesh Treaty)

• Expanded to include dramatic literary works including musical compositions.
• Changed "Specialized" formats to "Accessible" Formats
• Changed Eligibility Criteria
  1. Blind
  2. Visually impaired or has a perceptual or reading disability
  3. Physically disabled.
NLS Regulations

Broadened the definition of a competent authorities for the certification for all print disability categories to include:

- Doctors of medicine or osteopathy
- Ophthalmologist or optometrist
- Psychologist or therapist
- Registered nurse
- Professional staff of hospitals, institutions, and public or welfare agencies such as:
  - Educator, rehabilitation teacher, certified reading specialist, librarian, or superintendent
  - Social worker, case worker, counselor, or school psychologist
OSEP Interpretation for NIMAC

Previously, the NIMAC was only able to accept materials published and distributed to students in a hard copy print format. However, going forward, the repository can accept NIMAS files for instructional materials that are distributed to students only in a digital format, as long as these materials can be supplied in NIMAS format.
Take Home

• It is now easier to certify students as print-impaired to have access to copyrighted materials and more materials can be created in a standardized format which can be converted into an accessible format.
AEM Cohort
CAST AEM Cohort

Seven States together for Four Years
AEM Quality Indicators

1. Coordinated system for provision of AEM and AT
2. Acquisition and provision in a timely manner
3. Written guidelines
4. Systematic data collection process
5. Comprehensive learning opportunities and technical assistance
6. Use of Data to guide change
7. Allocation of resources

AEM Pilot Link
Georgia's Vision

All Georgia students will have access to educational materials in the most appropriate format and with the technology to make those formats accessible...through the

• creation of an implementation manual and user ready resources (Q1, Q2, Q3),
• enhancement and/or creation of data collection tools and analysis of data to guide TA under a model of general supervision and Georgia's Continuous Improvement Plan (Q5, Q6),
• design of a platform to continually update resources created. (Q4, Q3), and
• integration of AEM in other existing GaDOE projects (Q1).
District Spotlight
"Take a Minute"

A simple initiative to support IEP teams when discussing assistive technology (AT), and accessible educational materials (AEM).
Objectives

• To raise awareness by calling attention to these special factors by encouraging IEP teams to briefly discuss AT and AEM during an IEP meeting.

• To increase IEP team comfort level of discussing AT and AEM.
Three Guiding Questions

1. Were there issues in present levels that address how your student’s disability affects his or her ability to be involved and progress in the general education curriculum related to reading, writing, communication, or any other areas?

2. Will AT support the deficit areas addressed in the present levels?

3. Can AEM (braille, larger print, audio or digital text) provide access so the student can better comprehend print and or digital text?
The Honor Badge

Each team member discussing AT and AEM are awarded a "Take a Minute" badge to wear. Hopefully, this can lead to conversations outside of special education about these supports.
"Take a Minute" Next Steps

- Inclusion of a data-driven decision model for the recommendation of audio (non-technology and text-to-speech) for students with print-based disabilities.
AT and AEM

Interdependent
## Special Factors Alignment

Accessible Digital formats, braille, enlarged print, and audio all are dependent on assistive technology.

<table>
<thead>
<tr>
<th>Format Type</th>
<th>Accessible Format</th>
<th>AT (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refreshable</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Embossed</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Large and Enlarged Print</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnification</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hard Copy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Electronic</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Audio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Human Reader</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Digital Text (Other Forms)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Continued Learning
AEM - Webinar Shorts

10/26/21 - AEM and UDL
12/07/21 - AT and AEM: How They Work Together
01/25/22 - What Does the Law Require
02/22/22 - Resources Through GaDOE for AT and AEM
03/22/22 - AEM and AT: IEP Meetings and Classroom
04/26/22 - The Intricacy of Braille Production

Webinars begin at 3:00
AT - Webinar Shorts

10/12/21 - Use of Switches
11/09/21 – Text Help Read&Write
01/11/22 - Text Help Equatio
02/08/22 - Text Help WriQ
03/08/22 – Note Taking in the Classroom

Webinars begin at 3:00
Georgia AEM Vision

All Georgia students will have access to educational materials in the most appropriate format and with the technology to make those formats accessible.

Kel Owens, 2021 Bulloch County Valedictorian, describing how Assistive Technology and Accessible Educational Material supported his success in the classroom.

Content Editor

- Georgia AEM Goals
- What is AEM
- AEM Quality Indicators
- AEM Cohort States
IDEA AEM Bottomline

160-4-7-.02(5)(a), LEAs will provide print instructional materials in…accessible formats (i.e. Braille, audio, digital, large-print, etc.) to children who are blind or other print disabled in a timely manner. LEAs will take all reasonable steps to ensure that children with print disabilities have access to their accessible format instructional materials at the same time as students without print disabilities. [See 34 C.F.R. § 300.172(a); § 300.172(b)(4)]
Preparing students for life.

Carson Cochran, ccochran@doe.k12.ga.us
Paula Gumpman, pgumpman@doe.k12.ga.us

www.gadoe.org
@georgiadephtofed
youtube.com/georgiadephtofed
Adapted Physical Education

Division for Special Education Services and Supports
October 12, 2021

Paula Gumpman - Division for Special Education Services and Supports

Therese McGuire - Health and Physical Education in Curriculum and Instruction
What is Adapted PE?

- Adapted Physical Education is physical education which has been adapted or modified to be as appropriate for the person with a disability as it is for a person without a disability.
- Adapted Physical Education may also be referred to as specially designed physical education, special physical education, or developmental physical education.

Additional Information:
- Physical education is not a related service; therefore, Adapted PE is not a related service.
- Related services (services that may be provided to help the student benefit from special education services) such as physical therapy, occupational therapy, and recreational therapy cannot be substituted for physical education services.
OSEP Letter to Garth Tymeson (May 12, 2021)

OSEP Letter, May 12, 2021

- IDEA section 602(29). The IDEA regulations define physical education to mean “[i]the development of – (A) [p]hysical and motor fitness; (B) [f]undamental motor skills and patterns; and (C) [s]kills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).” 34 C.F.R. § 300.39(b)(2)(i). Physical education “[i]includes special physical education, adapted physical education, movement education, and motor development.” 34 C.F.R. § 300.39(b)(2)(ii).
  - Physical Education includes special physical education, adapted physical education, movement education, and motor development.
  - Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless - (1) the child is enrolled full time in a separate facility; or (2) the child needs specially designed physical education, as prescribed in the child’s IEP. 34 C.F.R. § 300.108(b). If specially designed physical education is prescribed in a child’s IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs. 34 C.F.R. § 300.108(c).
  - All children with a disability MUST be afforded the opportunity to participate in regular PE. If Specially Designed Instruction (SDI) for PE is in the IEP, the LEA must provide the service directly or make arrangements for those services.
OSEP Letter – continued page 2

OSEP Letter, May 12, 2021

• When the IEP Team determines a child requires physical education as specially designed instruction to meet the unique needs of a child with a disability, the service is considered special education and not a related service. As with other services in the IEP, the IEP Team determines the frequency, location, and duration of the service based on the needs of the child. See 34 C.F.R. § 300.320(a)(7).

• When PE is SDI to meet the needs of the student, the service is considered special education and is NOT a related service. As with any direct service, the IEP determined the frequency, location, and duration of the service.

• While Part B of the IDEA does not mandate any particular personnel standards, each State’s policies and procedures must provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out the purposes of Part B are appropriately and adequately prepared and trained. See 34 C.F.R. § 300.156(a).

• Personnel standards: Each State’s policies and procedures MUST provide for the establishment and maintenance of standards to ensure that personnel necessary to carry out SDI for PE are appropriately and adequately prepared and trained. The determination of who is qualified to provide PE as SDI, including Adapted PE, is dependent upon the State’s policies and procedures.
OSEP Letter – continued

OSEP Letter, May 12, 2021

The determination of who is qualified to provide PE as specially designed instruction, including Adapted PE, is dependent upon the State’s policies and procedures.

Georgia Specific Information:

8.q.1 Adaptive Physical Education (P.E.)

Teacher Qualifications:

- In accordance with GaPSC CAPS In-Field alignment, teachers holding Health and PE Certification (P-12) are in-field to teach the content required for Adaptive PE.
Resources

GaDOE Adapted Physical Education Webpage
- IDEA and Adapted PE – GaDOE one pager
- Adapted PE – GaDOE one pager
- Center on Health, Physical Activity The National and Disability (NCHPAD) [http://www.nchpad.org/](http://www.nchpad.org/)

Paula Gumpman - pgumpman@doe.k12.ga.us
Therese McGuire – tmcguire@doe.k12.ga.us