



July Friday Email Blast

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Friday, July 5, 2019

No Email Blast was sent out this week.

No attachments were sent July 5.

Friday, July 12, 2019

Directors,

It was great seeing **new special education directors** at the **Special Education Leadership Development Academy (SELDA)**. If needed, you may access the SELDA Registration link on the following webpage: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SELDA-b.aspx>. It is going to be a great year of robust technical assistance.

As a reminder, please complete the **Preschool Database Update Form** by August 1. We are excited to have Dr. Micole Talley (Part B 619 Coordinator) supporting the work of young children with disabilities: <https://form.jotform.com/91744583559168>.

The **Student Support Team Resource Manual** has been updated. See the attached document, or you may access the document using the following link: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Pages/default.aspx>.

Council for Exceptional Children (CEC) conducted a survey of almost 1500 teachers to collect feedback on the state of special education. Below is the link to the webinar CEC's State of the Profession Briefing: <https://youtu.be/DH0jJvn1KEs>. Did you know that Georgia has a **special education teacher shortage** of almost **3,500 (3.1% of the FTE workforce)**?

We added a link to the [CEEDAR webpage](#) with the High Leverage Practices Video Series. You may access the link on the [GaDOE Webpage](#):

Email Blast

[Section 504 Guidance and Forms](#)

[Data Collections](#)

[Interactive School Completion Map](#)

[Comprehensive National Records Check](#)

[Lead for Literacy Center \(L4L\)](#)

[Georgia's Tiered System of Supports for Students Shares New Lead for Literacy Link](#)

Section 504 Guidance and Forms:

Section 504 guidance documents and resources (including fillable forms) have been added to support Local Education Agencies. It is important to note: **504 documents have not been endorsed by the Office of Civil Rights (OCR). Districts may adopt the use of these forms or develop forms for district use following the requirements as outlined in the Rehabilitation Act of 1973 Section 504.**

Documents and resources are available at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Pages/default.aspx>.

Data Collections:

Coordinated Early Intervening Services (CEIS): For LEAs with Significant Disproportionality determined in FY18 who were required to offer CEIS, the CEIS Student Events application is now open for data entry, audit and submission.

For LEAs with Significant Disproportionality determined in FY19 who are required to submit a Comprehensive Coordinated Early Intervening Services (CCESI) plan, the FY2020 application

is now open. Please **do not upload your FY20 CCEIS Plan until you have received an approval email from your District Liaison (DL).**

The due date for student event data submission and CCEIS plan submission is July 31st. If you have questions about data entry or plan submission, please email cseay@doe.k12.ga.us or your district liaison.

Continuation of Services: The Continuation of Services (COS) application is now open. LEAs who suspended students with disabilities (SWD) out of school greater than 10 days and reported that educational services were not provided for days beyond 10, must submit the COS data by August 31st. PLEASE check the dashboard to determine if your LEA must submit data. If your dashboard says, "Not Applicable", no response is required. If your dashboard says, "Available for Data Collection", you must enter and submit data. If you have questions, please email cseay@doe.k12.ga.us.

Interactive School Completion Map:

The Georgia Department of Education's Division for Special Education Services and Supports is in the process of developing a toolbox highlighting **best practices related to improving the graduation rate** from LEAs across our state. Our goal is to present this information through the use of an **interactive map** of our state that will provide information about where the best practices are located.

We are very excited about providing this resource to LEAs as it will be a great place to go to learn more, gain tangible resources, and simply learn which districts might serve as a source of information. If your LEA has what you consider "best practices" or "innovative practices" around any of the topics listed below, please take a moment to complete this brief application, giving our review team more information.

Once the team receives your application, someone will reach out to you to learn more and to determine if the practice aligns to the goal of the GaDOE resource map. If your LEA practice is chosen, we will also work to determine the best way to highlight the identified practice(s). We are interested in videos, digital and text resources that can be easily highlighted and accessed.

Please use the link to submit your application: [SCHOOL COMPLETION BEST PRACTICES APPLICATION](#)

Comprehensive National Records Check:

Effective October 2018, Federal and State law require a **comprehensive national records check**. The background check completed by school districts does not meet this criteria. Local district personnel providing services in child care programs or personnel providing child care in the public school setting, such as after school programs that receive CAPS subsidies, must comply with the **comprehensive background check** requirements and obtain a satisfactory determination from DECAL.

For the next two years DECAL **will pay the cost** of the initial fingerprint scan for eligible early care and **local school district personnel**. GaDOE and DECAL are collaborating to develop a plan for seamless implementation. DECAL must ensure compliant implementation no later than October 2019. **Local school districts will have until the end of July 2019 to demonstrate compliance with this request.** You may access the appropriate DECAL contact and/or website for additional information.

DECAL Contact: Glen Clardy --- glen.clardy@dec.al.ga.us ---- 404-387-1425

Website: <http://www.dec.al.ga.gov/CCS/CriminalRecordsCheck.aspx>

Lead for Literacy Center (L4L):

Lead for Literacy's mission is to provide **technical assistance to school and district leaders** that builds their capacity to facilitate improved teacher implementation of evidence-based literacy practices for educating students with, or at risk for, literacy-related disabilities. L4L will offer a range of technical assistance supports for districts and school leaders to develop their understanding and implementation of the Lead for Literacy Framework.

Use the link below to subscribe to the newsletter and learn about future events, resources and new website features and content. L4L is different than the other national centers as it provides technical assistance to local entities. <https://leadforliteracy.org/>

Georgia's Tiered System of Supports for Students Shares New Lead for Literacy Link:

The Lead for Literacy Center, through the University of Oregon and funded by OSEP, is excited to announce the official launch of the website, <https://leadforliteracy.org/> this week. The Lead for Literacy (L4L) framework is a guide for improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multi-tiered system of support. Lead for Literacy's mission is to provide **technical assistance to school and district leaders** that builds their capacity to facilitate improved teacher implementation of evidence-based literacy practices for educating students with, or at risk for, literacy-related disabilities. L4L will offer a range of technical assistance supports for districts and school leaders to develop their understanding and implementation of the Lead for Literacy Framework.

Please check it out! You can subscribe to the newsletter to learn about future events, resources, and new website features and content.

Attachment titles that were included with the July 12 Email Blast.

-  CEC State of the Profession Briefing - Slides - 6.12.19
-  July 12 Email Blast
-  SST Manual Updated June 2019
-  The State of the Special Education Profession - Final CEC Report

Friday, July 19, 2019

Directors,

The Intellectual Disabilities website has two new instructional webinars to support teachers of students with significant cognitive disabilities. Jessie Moreau provides teachers with resources and instructional strategies that teachers may utilize with their students on the first day of instruction. If you have questions or concerns about the webinars, please email ccallaway@doe.k12.ga.us

- [Consistent Schedules Provide Classroom Structure](#)
- [Embedding IEP Skills into Curricular Activities](#)

Email Blast

[GAO Report](#)

[Interactive School Completion Map](#)

[Comprehensive Records Check](#)

[Preschool Database Form](#)

[GAO Report \(New\):](#)

U. S. Government Accountability Office (GAO) report was just released indicating that certain groups of students attend alternative schools in greater proportions than other schools. One of the groups that was overrepresented consists of African American boys and boys with disabilities.

GAO findings are that students may attend alternative K-12 public schools due to issues like poor grades and disruptive behavior. Some students attend for a few days to a few years, while others cycle in and out.

Among other things, they found:

- Enrollment at these schools dropped between school years 2013-14 and 2015-16. Declines in White and Hispanic enrollment accounted for most of the drop
- Some groups, such as Black boys and boys with disabilities, were overrepresented—particularly in schools with a discipline focus
- A lower percentage of alternative schools had support staff (such as counselors and social workers) than non-alternative schools

The full report, fast facts and highlights can be found [here](#).

[Interactive School Completion Map \(Repeat\):](#)

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We are very excited about providing this resource to LEAs as it will be a great place to go to learn more, gain tangible resources, and simply learn which districts might serve as a source of information. If your LEA has what you consider "best practices" or "innovative practices" around

any of the topics listed below, please take a moment to complete this brief application, giving our review team more information.

Once the team receives your application, someone will reach out to you to learn more and to determine if the practice aligns to the goal of the GaDOE resource map. If your LEA practice is chosen, we will also work to determine the best way to highlight the identified practice(s). We are interested in videos, digital and text resources that can be easily highlighted and accessed.

Please use the link to submit your application: [SCHOOL COMPLETION BEST PRACTICES APPLICATION](#)

Comprehensive National Records Check (Update):

The announcement below has an updated contact person listed highlighted in red.

Effective October 2018, Federal and State law require a **comprehensive national records check**. The background check completed by school districts does not meet this criteria. Local district personnel providing services in child care programs or personnel providing child care in the public school setting, such as after school programs that receive CAPS subsidies, must comply with the **comprehensive background check** requirements and obtain a satisfactory determination from DECAL.

For the next two years DECAL **will pay the cost** of the initial fingerprint scan for eligible early care and **local school district personnel**. GaDOE and DECAL are collaborating to develop a plan for seamless implementation. DECAL must ensure compliant implementation no later than October 2019. **Local school districts will have until the end of July 2019 to demonstrate compliance with this request.** You may access the appropriate DECAL contact and/or website for additional information.

DECAL Contact: **Gregory Brown** --- Gregory.Brown@decalfga.gov
CRCHelpDesk@decalfga.gov

or call 1-855-884-7444.

Website: <http://www.decalfga.gov/CCS/CriminalRecordsCheck.aspx>

Preschool Database Update Form (Repeat):

As a reminder, please complete the **Preschool Database Update Form** by August 1. We are excited to have Dr. Micole Talley (Part B 619 Coordinator) supporting the work of young children with disabilities: <https://form.jotform.com/91744583559168>.

Attachment titles that were included with the July 19 Email Blast.

 July 19 Email Blast

Friday, July 26, 2019

Directors,

As a reminder, Georgia State University (GSU) developed modules on Functional Behavior Assessments/Behavior Intervention Plans for school districts in the state of Georgia. Please follow the link below to access the modules and additional resources.

<https://disability.publichealth.gsu.edu/initiatives/positive-behavior-supports-training/>

The modules are also available to access in the SLDS platform:

www.ciclt.net/ul/oconee/AccessingGaDOEFBA-BIPOnlineModules.pdf.

In addition, GSU also offers train the trainer workshops on writing FBA/BIPs, please contact Allison O'Hara at aohara@gsu.edu or (404) 413-9324.

On another note, the Post-Secondary Outcomes data, Preschool Exit data and Timelines (Child Find and Early Childhood Transition) data are all due this Wednesday, July 31st. All data are entered in the Special Education Applications Dashboard. If you have questions about the submission of these data, please contact Carol Seay at cseay@doe.k12.ga.us

Email Blast

[Senate Bill 48](#)

[Survey Regarding Current ELA and Math Standards](#)

[GaPMP](#)

[Georgia's Tiered System of Supports for Students New YouTube Playlist](#)

[P2P Trainings](#)

Senate Bill 48 (Sent to Superintendents and Curriculum Directors):

As you know, [Senate Bill 48](#) – signed into law on May 2, 2019 – includes several provisions to better serve students affected by dyslexia.

The Georgia Department of Education is working with the Professional Standards Commission, the University System of Georgia, and other partners to implement the new law. As we do so, we want to ensure we're establishing systems that will be effective and workable for local school districts.

[Click here to access a short survey on the instruments and practices your school system is already using to identify and serve students with dyslexia.](#) Please consult with the appropriate staff when completing the survey and submit the information by August 23, 2019.

Senate Bill 48 requires the state to:

1. Create a PSC-approved dyslexia endorsement;
2. Create a handbook for district leaders, educators, and parents about serving students with difficulties learning to read, including dyslexia
3. Provide a list of available educator trainings to support their learning about dyslexia
4. Create a pilot study with at least three districts (rural, urban, and suburban) to document how students are screened in grades K-3, how they are identified for services, how they are served, and the efficacy of interventions.

We are currently planning the Dyslexia Pilot for at least three systems in the 2020-2021 school year. The information you provide through the survey will be used to plan the pilot study.

Survey Regarding Current ELA and Mathematics Standards:

Superintendent Richard Woods sent the following message to Superintendents.

I continue to hear questions and concerns about our K-12 standards from parents, educators, and students. I know these questions come your way as well. As many of you heard during Governor Kemp's remarks at GAEL, the Governor and I share a commitment to local control of education and to ensuring age- and developmentally appropriate, Georgia-owned and -developed standards for our students.

As part of these efforts, the Georgia Department of Education is seeking stakeholder feedback on the Georgia Standards of Excellence for Mathematics and English Language Arts. Click here to complete the [mathematics survey](#) and here to complete the [ELA survey](#).

Together with the Governor's Office, our goal is to lead an open, collaborative process with true feedback offered by all stakeholders – including educators, parents, students, business and industry, and higher education. This process has served us well in developing Georgia-driven science and social studies standards along with our ESSA state plan – all of which are better because of the true involvement of Georgians in creating them.

We ask that you answer the survey questions based on your experience with the K-12 Georgia Standards of Excellence for Mathematics and ELA.

I appreciate each of your work to ensure the best possible education for the 1.7 million students in our state. Should you have any questions, do not hesitate to contact me.

Georgia Parent Mentor Partnership:

2019 Kickoff Conference

As part of the participation agreement with the GaDOE, parent mentors and their special education directors (or designees) will attend the 2019 Kickoff Conference, September 11-13, 2019 in Athens. The registration for the conference will open the last week in July.

A 20/20 Vision for Family Engagement

UGA Center for Continuing Education
1197 South Lumpkin Street Athens, GA 30602

Accommodations at the Conference Center:

Reservations may be made by telephone (1-800-884-1381 or 706-542-2134), or through the Georgia Center website (www.UGAHotel.com) using Group code 91867.

The following rates are confirmed for attendees:

\$ 103 for a Classic Room with one queen or one king bed

\$ 103 for a Classic Room with two custom (4'x6.5') beds

\$ 143 for a Select Room with two queen or two double beds

Rates shown are net and non-commissionable. All taxes and government fees applicable at the time of the event will be in addition to the rates noted above. Sales Tax in Athens/Clarke County, effective April 1, 2018, is 8%.

New Parent Mentors: If you have recently hired a new parent mentor, please use the link below to let us know: <https://form.jotform.com/82114889829168>

We will be hosting a New Parent Mentor Orientation on August 21-22, 2019 at the Macon Marriott. Accommodations will be provided, and districts will be responsible for mileage and any

meals not provided during the meeting. A registration link, details and an agenda will be emailed to the new parent mentor next week or as soon as we receive notice of a new parent mentor. If you have any questions, contact Anne Ladd, aladd@doe.k12.ga.us

Georgia's Tiered System of Supports for Students New YouTube Playlist:

Georgia's children have a voice in implementing Georgia's Tiered System of Supports for Students. That is why we asked students to help communicate what is Georgia's Tiered System of Supports for Students. A student-driven video series has been created to help communicate this work.

The videos will focus on how tiered supports are impacting students' ability to be ready to be college and/or career ready after graduation.

Bibb County students from Parkview Elementary in Lizella, Georgia are featured in the first video, "Georgia's MTSS Top 5". In the video, the 5th graders tell us what are the most important things you need to know about Georgia's MTSS.

The videos can be accessed on the new **GaDOE YouTube playlist**. Please subscribe and share: <https://www.youtube.com/playlist?list=PLfJfOWX22IEArrZ1FsxiU2nutrK5WfFVI>.

Parent to Parent of Georgia (P2P) Trainings (Attachments):

Monday, July 29, 2019: Georgia's Home and Community-Based Waivers
(NOW/COMP)

Haralson/Carroll/Polk/Paulding

Wednesday, July 31, 2019: Sifting Through Your Parental Rights
Fulton/DeKalb/Clayton/Douglas

Attachment titles that were included with the July 26 Email Blast.

 7.19.2019.GA Medicaid NOW-COMP Waivers.DB.Haralson

 7.31.2019.Sifting Through Parental Rights.AG.Fulton

 Friday July 26 Email Blast