



March Friday Email Blast

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Directors,

We would like to congratulate **Kathie Rigsby**, Southwest Georgia Learning Resources System Director, on her retirement; she has served as a director for over 25 years. We appreciate her contributions to education and wish her the very best in the future.

As always, it was great seeing many of you during the Spring G-CASE Conference. I appreciated opportunities to provide awareness and learn new information with you. Thank you for your excellence in leadership for Georgia's students.

On **March 19**, we will host the **Directors' Forum**. We look forward to seeing a representative from each GLRS region.

Monroe County Schools (Conference Room)
25 Brooklyn Avenue Forsyth, Georgia
from 11 am – 1pm

As shared during the Conference, you may access the State Performance Plan/Annual Performance Report proposed changes announced in the Federal Register.

Federal Register notice: <https://www.govinfo.gov/content/pkg/FR-2020-02-19/pdf/2020-03168.pdf>

Documents for the information collection: <https://www.regulations.gov/document?D=ED-2020-SCC-0030-0002>. Click on the blue "Open Docket Folder" to get more information. The "Supporting Documents" folder includes OSEP's rationale for the changes. All posted documents are also attached here so that you do not need to retrieve them from the website.

The Division for Special Education has developed **two new sample forms** for optional usage. The forms may be located using the following link: [Sample Forms Link](#).

- Consent for Provision of Special Education and Related Services
- Reevaluation Waiver

The sample forms are aligned to the forms used in the Georgia Online-IEP platform. Other school systems may opt to share the forms with your local Individualized Education Program (IEP) vendors. Please contact Kachelle White at kawhite@doe.k12.ga.us if you have any questions.

You may access the attachments using the following link: [March 6 Email Blast Attachments](#).

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Extended School Year (ESY) UPDATE:

Extended School Year (ESY) according to IDEA Rules - The IEP Team shall determine if ESY services are needed as part of the child's FAPE. In doing so, it shall consider the individual needs of the child. [34 C.F.R. § 300.106(a)(1) – (3)]

An ESY determination of YES or NO is required for an IEP meeting annually. Although deferring this decision has been an option in GO-IEP, **it will no longer be considered an appropriate or compliant option**. An IEP Team can say NO to ESY and note that additional information is needed and should be revisited; this statement indicates that a definitive decision was made even though additional information will be reviewed at a later time. Please share this information with all staff conducting IEP meetings and **provide supervision and guidance to ensure the option to defer the ESY decision will no longer be used**.

For those LEAs using an IEP software product that allows deferment of the ESY decision, **DO NOT** choose this option. You may also want to work with your local IEP vendor to make this change.

We are aware that the ESY decision in GO-IEP currently allows the decision to be deferred, and then the committee must reconvene to finalize the decision. This option will be removed from GO-IEP to comply with IDEA Rules. To monitor this in GO-IEP, run a report from the menu tab under IEP reports for ESY and ensure IEP meetings are reconvening to finalize the deferred decision.

Budget Updates:

The State Board of Education approved FY19 reallocation IDEA 611 (Flow through) and 619 (Pre-K) funding at the January board meeting. These additional funds have been entered into the Consolidated Application and the Grant Award Notifications have been uploaded. Please reach out to your Budget Liaison if you have any questions.

Preschool Trainings:

We are happy to announce NEW training opportunities for preschool special education teacher, paraprofessionals, and related service providers working with preschool special education teachers. Unfortunately, we have canceled three training sessions scheduled for **March 10, 2020** and **March 12, 2020** due to low registration numbers.

Please review the updated Preschool Special Education Professional Learning Calendar and take advantage of these awesome training opportunities: [Calendar Link](#).

Reporting Speech/ Language Segments in FTE:

When reporting speech/ language services for FTE count please review the scenarios below.

1. Student is scheduled in a small group for speech therapy *on the count day*, there is no content taught and the SLP is the **ONLY** instructor
 - Report Program Code '3' for the segment
 - For STUDENT CLASS: DO NOT send a class for speech therapy. There is no content and the SLP is not a certified teacher.
 - If speech is the primary disability you will likely get a Warning in FTE.

- The SLP will not be checked for In-Field status because there is no Student Class record to feed into the In-Field application.
2. Student is scheduled in a regular classroom and *on the count day*, the SLP goes into the regular classroom to provide speech/ communication services. No other special education services are being provided at that time.
- Report Program Code '3' and the INCLUSION CODE '9' for the segment
 - For STUDENT CLASS: DO NOT send a class for speech therapy. There is no content and the SLP is not a certified teacher.
 - If speech is the primary disability you will likely get a Warning in FTE.
 - The SLP will not be checked for In-Field status because there is no Student Class record to feed into the In-Field application.

The FTE Warning you might receive is W5022. This warning is indicating that you have reported a primary disability for the student in FTE, however the primary disability category associated with the student for special education courses reported for the student in Student Class is different from what is being reported as the primary disability in FTE. If the Student Class Primary Area data is blank on that warning detail, that indicates that no special education courses have been reported in Student Class. As this is a warning, you do not need to request relief, however you will want to check this warning carefully. If the FTE primary disability is speech, you might ignore this warning, however if it is a different category verify if the student should have special education courses that would be reported in Student Class. If the student is receiving special education services through content courses (including consultative), check to make sure the student is being properly reported in those courses and a special education delivery model is designated.

Georgia Parent Infant Network for Educational Services:

Georgia PINES is seeking Deaf/Hard of Hearing Teachers, Speech Language Pathologists, SNP Teachers, TVI's, O&M Specialists, and/or teachers of related fields to contract with us as Early Intervention Specialists (EIS).

PINES EIS serve families of children who have diagnosed hearing or vision loss, ages birth to three years. EIS provide services during hour-long visits in the family's home (or other natural environment) up to 4x per month.

Many EIS also work for a school system and provide early intervention services through PINES after their regular work hours and/or on weekends. Further information is attached via the 2020 Georgia PINES Training Flyer. Please share this information with any of your staff that you think might be interested/eligible.

Mini-Conference:

Georgia CEC is hosting a free mini-conference on **4/4/20 from 11am - 4pm** at Georgia Southern University. Franeka Colley is the keynote speaker, and she will be providing updates on GaDOE's newest initiatives related to special education. Please encourage your special educators, administrators, related service personnel and preservice teachers to attend the mini-conference and ask them to register at this link: <https://forms.gle/yoCpJhBQzDCT6oHFA> The mini-conference is free, and lunch will be provided to the first 100 registered participants. You can forward questions to kfisher@georgiasouthern.edu.

ASPIREPlus Coaching Training:

SDLMI with ASPIRE and SDLMI Implementation

The purpose of this training is to provide districts participating in the ASPIREPlus grant with training on the structure for coaching teachers for the grant. This training will be conducted by our partners in the grant, Dr. Michael Wehmeyer and staff from the University of Kansas.

District implementing the Self-Determined Learning Model of Instruction with ASPIRE or implementing the Self-Determined Learning Model of Instruction only for the grant, will need to send the staff member(s) that will serve as the coach for implementation. You can send more than one, if necessary. This will be a two-day training. The dates, location and registration link are listed below.

Date: March 26 - 27, 2020

Time: 9:00am -3:00pm

Location: Georgia Department of Education Training Rooms A, B, &C
1874 Twin Towers West Atlanta, Georgia 30334

Registration link: <https://form.jotform.com/200564147138048>

ASPIRE Only:

The purpose of this training is to provide districts participating in the ASPIREPlus grant that are implementing ASPIRE only with training on the structure for coaching teachers for the grant. This will be a virtual training on Monday, March 24th from 3:00 pm until 4:00 pm. The staff member(s) that will serve as the coach for implementation will need to participate in this virtual training. You may have more than one person register for the training. Please register for this training using the link below. If you have not previously indicated that you wish to implement ASPIRE in the grant and would like to do that now, please register for the meeting. Contact Elise James at ejames@doe.k12.ga.us or call 404-326-0421, if you have questions.

Registration Link: [Click Here for Link](#)

Any district that did not have the opportunity to participate in the live webinars held in December can use the links below to access the recordings from those webinars. You only need to listen to the session that corresponds to you're the initiative that you will implement in project. The PowerPoints for the sessions are attached. If you have any questions or have decided that you would like to be part of the project now, please contact Elise James at ejames@doe.k12.ga.us or call 404-326-0421.

- ASPIRE only: ([2019-12-091500ASPIREPlusFollow-Up_ASPIREONLY.mp4](#))
- ASPIRE with SDLMI: ([2019-12-101459ASPIREPlusFollow-Up_SDLMIONLY.mp4](#))
- ASPIRE with SDLMI: ([2019-12-111459ASPIREPlusFollow-Up_ASPIREwithSDLMI.mp4](#))

Transition Webinar Series:

Due to scheduling issues, the transition webinar focused on writing the Summary of Performance will be rescheduled. Below is a list of the links to the recorded sessions for those sessions that have already been broadcasted. All webinars are from 3:00 pm -4:00 pm. If you register for the webinars prior to the start of the sessions, you will automatically receive the recording link when it is available. If you have any questions, please contact Elise James (ejames@doe.k12.ga.us).

ASPIREPlus: A Collaboration to Scale-Up Self-Determination [2019-08-271459Georgia'sPartnershipGrantASPIREPlus ACollaborationtoScale-UpSelf-Determination.mp4](#)

Transitioning Students to Adulthood: What Transition Personnel Need to Know: <https://attendee.gotowebinar.com/recording/1642327726038539523>

Collaborating with Other Agencies: <https://attendee.gotowebinar.com/recording/1346105001089468417>

The Self-Determination Inventory and the Goal Attainment Scale: <https://attendee.gotowebinar.com/recording/4117530711966360578>

Teaching Self-Determination Skills with Intentionality <https://register.gotowebinar.com/register/6503495130312820748>

Making Student-led IEPs and Goal Setting/Attainment Accessible for All: [2020-02-241459Self-DeterminationCommunityofPractice.mp4](#)

Parent to Parent of Georgia (P2P) Trainings:

Date	Title	Locations
Wednesday, March 11	Sifting Through Your Parent Rights	Bartow, Floyd, Cherokee
Thursday, March 12	Keys to Help Your Teen Get A First Job	Dekalb, Fulton, Gwinnett
Tuesday, March 24	Georgia Medicaid Basics Overview - HCBS	Fulton, Cobb, Douglas
Tuesday, March 24	Georgia Medicaid - NOW/COMP	Gordan, Bartow, Pickens
Thursday, March 26	Peace, Love and Harmony and the IFSP/IEP	Muscogee, Harris, Chattahoochee
Saturday, March 28	What a Great IDEA! A Brief Overview of Special Education for Parents and Families	Jackson, Barrow, Banks

Attachment titles that were included with the March 6 Email Blast.

-  ASPIRE 3 documents
-  P2P Training 7 documents
-  2020 Georgia PINES Training flyer
-  March 6 Email Blast

Friday, March 13, 2020

Directors,

Thank you for the large number of inquiries to ensure that Georgia continues to provide special education services for students with disabilities during a difficult time for our nation. First and foremost, I want to remind each of you that we should remain committed to the safety and welfare of our students, teachers, leaders, and families as the first priority. While a difficult challenge, we are built for this moment and will continue to lead the nation as an exemplar.

I have included FAQ slides ([PowerPoint Link](#)) to support you as you address local general supervision responsibilities. Perhaps the most frequently asked question has been regarding timelines. We addressed OSEP, and USED will need additional time to determine if there is flexibility that could assist with timely evaluation, preschool transition, and dispute resolution.

Another FAQ has been regarding timelines for IEP meetings. If consensus, the local team can choose to do a virtual meeting; however, this may not be doable in every instance. Even if the timeline expires for the IEP, it is still the most current legally binding document to provide FAPE for the student. The suggestion would be to reconvene the meeting as reasonable as possible after the school system resumes normal activity. We recognize that some districts may be developing initial IEPs, which may not be ideal for a virtual meeting. We will communicate any flexibility suggested by OSEP and note this unavoidable circumstance per future monitoring.

In some instances, the school system will close and not provide instruction to any student. You will not be required to address FAPE and special education services. If the school system closes, however, uses an alternative instructional learning format, then the school system will be required to address accessibility for each student. Using this scenario, you are neither obligated to amend individual IEPs, nor issue Prior Written Notice. OSEP recognizes how challenging this time is for all of us. You should ask your teachers to document and assist in addressing individualized needs of students; this information will be critical for the upcoming IEP meetings.

Please note that the previously mentioned scenario is different than an individual decision made to quarantine a student who would require a change of placement.

The most important suggestion is to effectively communicate with all stakeholders and ensure that families are engaged and informed. As always, remain safe and let me know how we can serve you.

Attachment titles that were included with the March 13 Email Blast.

-  OSERSCoronavirusFINAL31220
-  Special Education Services (COVID 19) Guidance
-  Special Education Services (COVID 19) Guidance

Monday, March 23, 2020

Special Education Directors,

Attached to this email, you will note several helpful documents, which will support your school system to move forward with critical next steps for students with disabilities. Please let me know how we can serve and support you during this difficult time.

Attachment 1: Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities

Attachment 2: NASDSE Joint Statement on Students with Disabilities During COVID-19

Attachment 3: GaDOE Clarification on Timelines (Response to OSERS March 21st Memo)

Attachment 4: Special Education Services (Family Communication)

Attachment titles that were included with the March 23 Email Blast.

-  COPAA NASDSE NDRN National Place Statement on Students with Disabilities During COVID-19 Final
-  GaDOE Clarification on Timelines
-  Special Education Services (Family Communication Document)
-  Supple Fact Sheet 3.21.20 FINAL