August 5, 2022 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

In the words of a famous author, Dr. Seuss, “You’re off to great places. Today is your day. Your mountain is waiting. So get on your way!”

Other inspiring quotes from the beloved Dr. Seuss include:
- “The more that you read the more things you will know. The more that you learn, the more places you’ll go.”
- “Why fit in when you were born to stand out.”
- “Sometimes the questions are complicated, and the answers are simple.”
- “You have brains in your head. You have feet in your shoes. You can steer yourself in ANY direction you choose.”
- “I will teach tiny humans, here or there. I will teach tiny humans everywhere!”

As I am sure you have noted, each quote has great meaning as we start the new school year. Dr. Seuss brings a universal point of view for everyone. Embrace the possibilities and get on your way!

Our first Director’s Webinar is Tuesday, August 9 at 1:00 p.m. The first webinar is scheduled until 2:30 p.m. Among topics to be addressed: Prior Written
Notice, 1% participation rates and the implications for the waiver renewal, request to reactivate GTID numbers and update from NASDSE. **August Directors' Webinar Registration link**

Our district highlight is about Long County Schools. More than 200 teachers attended professional learning on Specially Designed Instruction (SDI). Learn more about their effective partnership with Coastal GLRS and First District RESA. Way to go Long County!

Our staff spotlight is shining on Glenda Henderson. Glenda is a Program Specialist and supports Metro East and West GLRS as a District Liaison. Glenda is knowledgeable, dependable and always so very kind. Her leadership is treasured. Be sure to wish Glenda a Happy Anniversary for 30 years of marriage!

An important message was released this week from our OSEP Director, Valerie Williams. Her comments are in regard to the new discipline guidance released in July. I am sharing an excerpt from her message:

My key message to you is that we need to stop relying on suspensions and expulsions, shortened school days, informal removals and other punitive practices as primary responses and consequences for children. The Department’s Civils Rights Data Collection shows that

- Preschool students served under IDEA accounted for 22.7 percent of total preschool enrollment but 56.9 percent of preschool students who were expelled.
- School-age students with disabilities served under IDEA represented 13.2 percent of total student enrollment but received 20.5 percent of one or more in-school suspensions and 24.5 percent of one or more out-of-school suspensions.

Further, IDEA section 618 data show that during 2019–20 school year, Black children with disabilities made up 17.2 percent of children with disabilities aged 3–21 served under IDEA yet accounted for 43.5 percent of all children with disabilities aged 3–21 served under IDEA who were suspended out of school or expelled for more than 10 school days. Imagine the thousands of days of instructional time restored if in five years we reduced the suspension and expulsion rates by 50% and then every five years reduce the rates by another 50%. As laid out in the Positive, Proactive Approaches to Supporting the Needs of Children with Disabilities: A Guide for Stakeholders, the tools and resources are available and have a solid research base. In contrast, suspensions and expulsions lack a research base, except for the ability to *propagate the school to prison pipeline*.

All of the **discipline guidance** is available, including:
1. Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA’s Discipline Provisions; and

Over the next few months, we need to share the guidance with district and building leaders as well as all school personnel. This guidance should be used to reinforce the importance across all of our work. Discipline is a tough area to address and brings many different perspectives. Unfortunately, the data shows the need for substantial change.

Thank you in advance for embracing the opportunity to provide leadership to improve outcomes for students with disabilities.

Just one more thought from Dr. Seuss, “Today you are you. That is truer than true. There is no one alive that is youer than you.” Stay true to yourself. I am proud of each of you!

Keeping Students First,
Wina

Special Education Events & Due Dates

Please review our Georgia DOE SPED Calendar for upcoming events and the Due Dates Calendar for deadlines and key dates.

Coming Up

August 10, 2022 at 10:00 AM – Special Education Law 101 (FY23 School Based Administrators PL Series) see SESAA - Special Ed Law 101 - GaDOE Community for registration

August 11, 2022 at 10:00 AM – Parental Rights, Complaints, and Due Process (FY23 School Based Administrators PL Series) see SESBAA: Parental Rights, Complaints, Due Process - GaDOE Community for registration.

August 23-24, 2022 – The Data, Privacy, and Cybersecurity Conference in Athens, Georgia. The conference webpage is FY 22 Data, Privacy, and
Cybersecurity Conference. The conference is full, and the conference organizers are now maintaining a waiting list. If you are registered and are now unable to attend, please contact the organizers to have your registration removed to enable those on the waiting list to participate.

**August 24, 2022 at 2:00 PM** – Integrating ELA Content for Secondary Students with Disabilities (FY23 SSIP Fall PL Series) see *SSIP Series: Integrating ELA Content for SWDs - GaDOE Community* for registration.

**August 31, 2022 at 10:00 AM** – MTSS, SST and Intensive Interventions (FY23 School Based Administrators PL Series) see MTSS, SST, and Intensive Interventions - GaDOE Community for registration.

**August 31, 2022 at 2:00 PM** – Integrating Mathematics Content for Secondary Students with Disabilities (FY23 SSIP Fall PL Series) see SSIP Series: Integrating Mathematics for SWDs - GaDOE Community for registration.

**August & September 2022** – Regional Budget & Data Sessions are scheduled. Information about the sessions and registration information is available on the Professional Learning Events website linked below.

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**Professional Learning Events**

Upcoming virtual webinars, in-person events, on-demand content, and by-request workshop opportunities are available at [https://community.gadoe.org/events](https://community.gadoe.org/events).

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**Reminders**

**August 31** – Continuation of Services (CS) is due in the SE Applications Dashboard. CS is now open in the SE Applications for data entry. *Note: ONLY for applicable LEAs, if an LEA had any students with OSS > 10 days without services, data entry is required.*
District Highlight: Long County Schools

Debbie Wingate, Special Education Director in Long County led the initiative to intentionally have all 200 plus teachers trained on specially designed instruction! Their goal was to ensure all teachers were trained with the necessary tools to improve Tier I instruction to close learning gaps. A few factors helped Long County make this decision.

Based on data, students’ scores showed a significant loss of learning due to the pandemic, in particular, students with disabilities. Next, the teacher shortage has always been a challenge but has increased significantly in the last few years. Because of this, Long County has hired several special educators who do not have a special education background and are considered out of field. Also, they recognized that specially designed instruction benefits not only students with disabilities but all students. They are very excited about this school year and the continued support from Coastal GLRS/FDRESA as they will engage in Action Planning GPS (Monitoring and Accountability of clear and observable expectation) Coaching OT (observations and feedback of Tier I instruction), and continued PD for ME (professional development for engagement).

Way to IMPACT, Long County!
GaDOE Staff Highlight: Glenda Henderson

Glenda Henderson has worked in the field of education for 35 years. Her very first job in education was as a paraprofessional in GNETS. She later began working with students with Intellectual Disabilities and then as a co-teacher in one of the Metro districts where she spent 16 years in the classroom. Glenda loved every moment of being with her students. For 15 years, she worked as a Special Education Lead Teacher with close to 150 students with disabilities in one school before retirement.

Glenda is currently a Program Specialist with the Results Driven Accountability Unit where she is a District Liaison (DL) for 12 local educational agencies in Metro East/West (District 4). Prior to that, she was a DL for District 5 for 4 years. As part of the Results Driven Accountability Unit, she is responsible for general supervision and monitoring support under Georgia’s Continuous Improvement Monitoring Process (GCIMP) to help guide LEAs in Individuals with Disabilities Education Act (IDEA) applicable federal regulations, and Rules of the State Board of Education implementation.

One of Glenda’s focus areas is Cross Functional Monitoring. In coordination with two other DLs, she has developed procedures to help LEAs navigate the process for Policies, Practices, and Procedures and compliant IEPs. This past year, they added office hours for LEAs to join the RDA Unit and the Budget Unit to ask questions about the process. They have focused on communication between the RDA Unit and the LEA. The goal has been to help reduce stress during the monitoring process. Glenda has also researched and presented around the state on Specially Designed Instruction.

This week, Glenda and her husband celebrated thirty years of marriage. They have three children, one granddaughter, and a fur baby named Kobe. Glenda enjoys bicycle riding, traveling, and reading.
Directors' Webinar

It's almost time! The FY23 Director's Webinars begin August 9 and continue every second Tuesday of the month from 1:00 p.m. to 2:15 pm. (Please note that the August 9 webinar is scheduled for 1:00 p.m. - 2:30 p.m.) These webinars offer the just-in-time information you need to be current with best practices in supervision and monitoring in your district.

If you have any questions, please contact Lynn Holland at lholland@doe.k12.ga.us or Belinda Tiller at Belinda.tiller@doe.k12.ga.us.

Directors' Webinar Registration

Practice Pointers – General Supervision First Component: State Performance Plan (SPP) and Annual Performance Reports (APR)

The system for general supervision includes eight components that must align together in a comprehensive integrated system. Within the first component, the Individuals with Disabilities Education Act (IDEA) requires that each state develop a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation and results for children with disabilities.

An Annual Performance Report (APR) is required to report on the results of the state's activities and describes progress or slippage in meeting the measurable and rigorous targets set in the SPP. The APR is submitted each year and includes trend data for each year. The SPP/APR is developed with input from the State Advisory Panel (SAP) and reviewed by the Office of Special Education Programs (OSEP). From that review the state receives a determination from OSEP (i.e., Meets Requirements, Needs Assistance). Each state must use the targets established in the SPP and the priority areas described in 34 C.F.R. § 300.600(d) to analyze the performance of each local educational agency (LEA).
The SPP/APR is developed for a six-year interval with a measurement table, and there are 17 total Indicators. Each of the 17 indicators designed to measure effective special education programming have a target. The SPP/APR is also composed of Results Indicators and Compliance Indicators. The Results Indicator Targets, such as graduation rate, can be set by the State. Results Indicators require targets that must show an increase over baseline, be rigorous, and are set with the advice of stakeholders (Indicators 1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17). The Compliance Indicator Targets, such as Child Find, are set by OSEP and have a mandatory target that is set at 0% or 100% (Indicators 4b, 9, 10, 11, 12, and 13). Most Indicators use data from the most recently completed full school year (SPP/APR due February 2022 will be based upon school year 2020-2021 for Indicators 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17). However, there are three Indicators that use lagging data from a year prior to the most recently completed full school year (SPP/APR due February 2022 is based upon school year 2019-2020 for Indicators 1, 2, and 4).

For more information please see State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations and Engaging in the 2020-2025 State Performance Plan (SPP) / Annual Performance Report (APR).

**ConApp Budget Approval**

The budget approval process is changing.

**LEA Coordinator**
The LEA program coordinator will submit the budget to the GaDOE program specialist for approval.

**GaDOE Program Specialist**
After reviewing the budget, the GaDOE program specialist will either return the budget for revision or approve and send to the LEA Superintendent for approval.

**Superintendent**
After reviewing the budget, the LEA superintendent will either return the budget to the LEA coordinator for revision or approve and send to Grants Accounting for final approval.

**Grants Accounting**
Grants Accounting will make the final approval and load into GACORS.

**FY23 Consolidated Application Budget Approval**

The budget approval process has changed to better support our LEAs. This new process has the LEA Coordinator sign off on the budget, which then sends the GaDOE Program Specialist the budget to review and either approve or request a revision. If adjustments are required, the LEA Coordinator makes the
adjustments and approves the budget, which sends the budget back to the GaDOE Specialist. Once the GaDOE Specialist approves the budget, it is sent to the LEA Superintendent for approval and sign-off. The LEA Superintendent still has the option to sign-off or reject and send the budget back to the LEA Coordinator. After the Superintendent signs-off, the budget goes straight to Grants Accounting so that the budget can get loaded into GAORS. This new process improves the workflow and speeds up the process.

*Person writing on a paper*

**FY 23 Special Education Budget and Data: Filling your Toolbox with the Right Tools**

Special Education Directors are faced yearly with numerous budget and data requirements. The Budget and Data teams are here to support you! Please join budget and data specialists from the GaDOE Division for Special Education Services and Supports for interactive sessions designed to support your work for students with disabilities. The team will provide you with the information and tools you need to get the job done effectively and efficiently in all the key areas impacting budget and data submission. Some of the topics will include Maintenance of Effort (MOE), Equitable Services, Allowability, FTE, Student Class, Student Record, among others.

**Registration:** A schedule of the sessions is listed below. Each day of the two-day sessions is from 9 a.m. - 3 p.m. All sessions are open for registration in the [Professional Learning Catalog](#). Registration for specific sessions is also available below.

**Survey:** After registering for your session, complete the [GaDOE IDEA Budget and Data Technical Assistance Survey](#) to enable the Budget and Data teams to provide information based upon your input.

Please contact Dawn Kemp, dkemp@doe.k12.ga.us, or Malissa Roberts, mroberts@doe.k12.ga.us, with any questions.

**Date:** August 29-30, 2022

**Location:** Middle GA GLRS, 80 Cohen Walker Dr., Warner Robins, GA 31088
Ensuring Access to a Well-Rounded Mathematics Education Toolkit

Mathematics Resources

Ensuring Access to a Well-Rounded Mathematics Education
Toolkit

We value your input and encourage you to review the Ensuring Access to a Well-Rounded Mathematics Education Toolkit. This toolkit provides resources to support the implementation of high-quality mathematics instruction while addressing learner variability.

Please provide your feedback by visiting this link: Ensuring Access to a Well-Rounded Mathematics Education Toolkit.

Please note: The link to the DRAFT toolkit is listed within the feedback form.

FY23 Federal Allocations – IDEA

The State Board of Education (SBOE) approved FY23 federal formula allocations for ESSA and IDEA programs during its July 21, 2022, meeting. Grant Award Notices (GAN) to the Consolidated Application will be in the MyGaDOE Portal by August 5, 2022. LEAs with approved FY23 CLIPs may begin budgeting funds when they are available in the Consolidated Application by August 5, 2022. Formula grant allocations for ESSA and IDEA may be found here. Please note, FY23 allocations for the State Preschool Disability grant and State Interagency grant will go to the SBOE in August.

P2P August Trainings

NOW/COMP Training for Participant Direction: Choosing a Fiscal Agency
Full Presentation offered on two dates. Participants can choose one or both dates. In this two-part series, you will hear from Acumen and Continuum, Georgia’s NOW/COMP waiver fiscal agents.

What will you learn?: Both sessions will cover information on Participant Direction, how to get started, and the role and responsibilities of the employer and the fiscal agency.

Who should attend?: Parents/Representatives and Individuals who are:
✓ Currently Participant Directing
✓ Considering the Participant Direction model

Wednesday, August 10 at 11 a.m. - 12 p.m.
August 10 meeting link
Thursday, August 11 at 11 a.m. - 12 p.m.
August 11 meeting link

WAZE to Adulthood Student Training: Participating in Your IEP Transition Plan (for Youth and Young Adults)

Please join us as we discuss with Youth and Young Adults information on transition planning and the importance of their participation and self-advocacy in order to be successful in their education, future employment, and independent living.

Thursday, August 29th at 6:00 p.m. - 7:00 p.m.
August 29 meeting link

Preschool Database QR code

Preschool Special Education Database Update Form

The purpose of this database is to ensure that we have preschool contacts to share important programming information.
By August 31st, you should submit the database update form using the link below or the QR code. If no update is needed, the FY21 contacts will be used for the FY22 database. Contact Barbara Ross at Barbara.Ross@doe.k12.ga.us with any questions or concerns.

Preschool Special Education Database Update Form

MTSS Snapshot: What happens when an intervention is not implemented with fidelity?

As we have reflected on the fidelity of the implementation of our interventions at Tiers II and III, it is important to address the following:

- Understand how to effectively implement the evidence-based intervention, as it is intended.
- Gather and organize the resources necessary for implementation (i.e. professional learning for all staff involved, teacher and student resources, observation tools, schedule that allows for exact implementation, time for teams to analyze data and determine next steps, etc.).
- Adhere to the implementation procedures of the intervention.
As we continue to consider these critical actions we must also:

- Establish an implementation team to analyze data and to problem-solve barriers with implementation
- Provide initial and ongoing professional learning and support for the implementation of the intervention, based on data
- Use existing guidelines or create explicit guidelines for the implementation process
- Monitor ongoing implementation fidelity through collecting and analyzing student and staff data and determining next steps, Implementing with Fidelity

Collecting ongoing data to determine the effectiveness of these interventions is extremely important. Using existing data reports provided with computerized interventions is very important. This data is used to determine if students are progressing through the intervention as expected. This data may also help to determine whether additional professional learning may be needed for the staff (leaders, teachers and/or paras) implementing the intervention. Effective implementation of a multi-tiered system of supports (MTSS) also focuses on building a solid infrastructure, Infrastructure, for the intervention that provides supports for staff, students and parents. As we continue to reiterate the importance of fidelity, it is important to note that poor fidelity of implementation significantly impacts the reliability of our progress monitoring data and ultimately negatively impacts the academic and/or behavioral progress of our students. We cannot say an intervention did not work, if we did not implement it as prescribed. Hence, a poorly implemented program/intervention can lead to failure as easily as a poorly designed one, IRIS | Page 1: Fidelity of Implementation.
To help support districts and schools with their work of ensuring fidelity of implementation of effective Tier II and Tier III interventions, the Georgia Department of Education is offering a free online application, **Georgia Online MTSS/SST (GO-MTSS/SST)**. It is designed to help districts and schools facilitate data-based decision making within a tiered system of supports for students. Districts and schools can use this tool to help the Student Support Team (SST) adhere to the Student Support Team (SST) State Board rule by providing a format to record and to maintain information and documentation of a student’s response to intervention. For additional information on GO-MTSS/SST, contact Dr. Rondalyn Pinkney at RPinckney@doe.k12.ga.us.

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.
We have all heard of the dog days of summer, but do you really know what it means? I thought I knew but much to my surprise it is more than just the hot days in July and August. The dog days of summer refers to when the dog star, Sirius, is the brightest star in the sky other than the sun. Sirius is just one star of many stars that form the constellation, Canis Major, meaning “Greater Dog”. This happens annually from July 3 - August 11. During ancient times in Greece, Rome and Egypt, it was thought that the rising of the dog star contributed to the extreme heat of the season. Sirius means “scorching” in Ancient Greek and thus we have the dog days of summer. I would argue that the dog days seem to linger in Georgia just a little longer. Even with all the heat this summer, soon we will begin to enjoy cooler days. Check the stars to see if you can still see Sirius.

Hope you enjoy our new feature beginning with this issue. Our new directors participating in SELDA will be featured throughout the year. Please reach out to offer support and build our network of strength. Together we are so much stronger.

Veronica Crenshaw is a perfect way to begin our new director’s feature. She is the director at Georgia Cyber Academy. Before joining Georgia Cyber, Veronica
worked in our Dispute Resolution unit. I was so sad to see her leave but happy for her opportunity to serve as a special education director.

Thank you for attending the Director’s Webinar on Tuesday. If you were unable to attend, the presentation and recording are posted on the webpage.

Please read the article in the eblast about the U.S. Department of Education Opportunity: **MyTeachingPartner™ Instructional Coaching.** This opportunity may appear to be a random offer, but it is much more. The American Institutes of Research (AIR) sent this specifically to us in hopes we could recruit local educational agencies to participate. If interested, please contact the project team at: AIR team at SecondaryCoachingProject@air.org or Dr. Marlene Darwin at mdarwin@air.org.

If you are registered to attend the Data Conference later this month, please be sure to participate in the sessions provided for special education leaders on budget and data collection and reporting.

Our staff spotlight is shining on Laurie Ponsell. Laurie is a District Liaison in addition to wearing many hats in leading Indicators 11, 12 and 13 work. Her work in Ware County has served as a model in increasing student access to post-secondary opportunities. On a personal note, Laurie is just delightful. We are very fortunate to have her on our team.

In staying with my theme this week, I would like to share lessons we can learn from our dog. **Never bite when a growl will do!** Wise advice.

Hope your school year is off to a great start. Please let me know how we can better support your work.

Thank you for all you do! You are making a difference.

Keeping Students First,
Wina

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Coming Up

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**August & September 2022** – Regional Budget & Data Sessions are scheduled. Information about the sessions including registration information is available on the GaDOE Community Professional Learning Events website. A listing of the sessions with specific locations and registration links is in this Email Blast. **The format of these sessions will be application based. They will not be a repeat of the Data Collections conference presentations.** If you have an opportunity to attend one of these sessions, please consider attending. **None of these sessions are closed.** There was a glitch last week and a couple of the sessions were accidentally closed. These have been reopened. Please contact Dr. Dawn Kemp dkemp@doe.k12.ga.us, if you have any questions.

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New Director Spotlight: Veronica Crenshaw

The Georgia Department of Education’s Special Education Services and Supports Division is excited to feature Veronica Crenshaw for our New Director Spotlight this week.

Veronica Crenshaw is the Special Education Director for Georgia Cyber Academy and has been in the field of Education for 10 years. Within her educational tenure, Veronica has had the opportunity to work as a 6th grade ELA and Social Studies Teacher, a Program Specialist in the Family Engagement and Dispute Resolution Unit at GaDOE, a District Special Education Compliance Liaison, and a Board Vice Chair for Atlanta Smart Academy.
Teaching that knowledge is power, Veronica’s parents have been the most impactful people in her educational career and have supported her through all her endeavors and achievements, such as when she graduated from law school. Impactful and forward thinking, Veronica is fluent in Spanish, is the mom of two boys (5 and 7), loves watching a good movie or reading a good book, and loves to travel.

Laurie Ponsell, Program Specialist, Georgia Department of Education Division of Special Education Services and Supports

**GaDOE Staff Highlight: Laurie Ponsell**

Laurie Ponsell has worked in the field of education for 21 years. She currently serves as an Education Program Specialist in the Special Education Services and Supports - Results Driven Accountability Unit (RDA) at the Georgia Department of Education (GaDOE). Her role as a District Liaison (DL) to First District RESA is to provide guidance supporting the IDEA and general supervision. In addition, as a Program Specialist for Transition, she provides guidance to districts across the state on developing compliant transition plans that are meaningful and lead to successful postsecondary outcomes for students. She works alongside team members throughout the year on our Transition Collaborative's Strategic Plan for improving opportunities and outcomes for students with disabilities. She also works with the Data and GOIEP Team on Timelines (Child Find and Early Childhood Transition) Reporting.

Laurie began her career as a teacher of students with disabilities in 2001. Prior to joining the GaDOE team, she served as a Special Education Coordinator for nine years. Throughout her career in education, she has had the opportunity to serve students with disabilities in grades 1st -12th in multiple settings and
To increase the graduation rate of students with disabilities, as a Special Education Coordinator in the district, Laurie collaborated with others to begin an initiative to help students with disabilities discover pathways to success. By providing students with disabilities information, resources, and guidance about available programs and post-secondary options, they were able to help students recognize their potential in reaching their post-secondary goals. The team guided students throughout the process on how to locate and access information about post-secondary education and training programs. In addition, the team provided after-school tutoring and support so students could take the required entrance exams and receive their accommodations as needed. Results of the initiative increased the number of students with disabilities graduating and enrolling in College or Technical School, increased student’s self-advocacy skills, and lead to increased participation in dual enrollment. Also, to give more of our students access to job training and development of employability skills, she worked with district leaders to create a Living Skills Lab. With the success of the Living Skills Lab and its impact on student engagement and skill development, they wanted to provide more students access to skill development. They put together a plan and opened a Coffee Shop to be operated by the students. This provided opportunities for students to learn valuable employability skills and interact with their same-aged peers and adults outside of the classroom.

In her current role, she has worked with the RDA Unit developing guidance documents and resources to support our work in compliance and best practices for Transition (Indicator 13), Timelines (Indicators 11 and 12), and Cross-Functional Monitoring. She has developed a tool for teachers to use for guidance during the transition planning process that will help the IEP team: focus on creating plans that are meaningful, write appropriate goals, document progress and follow-up on transition services and activities, and aid in completing the Postsecondary Outcomes Survey. She is looking forward to getting this tool on the website for teachers to access. Also, she has developed new Transition Planning and Compliance modules that will soon be ready to access on the GaDOE website.

Laurie has been married for 26 years and has two sons and two dogs (Shiba Inus). Her youngest just completed his freshman year of college. She loves to recycle, upcycle, garden and work on DIY projects. Along with her family and a few friends, she added a new bedroom and bathroom to her house. She installed all of the flooring in both rooms and put in her dream IKEA PAX closet system. She also loves to travel and her favorite place to visit is London. She loves researching her ancestors and discovering new relatives from around the
world through DNA. She was thrilled to learn that she is related to many U.S. Presidents, royal families throughout history, a descendant of multiple signers of the Magna Carta and some famous entertainers (including The King and The Duke).

**Practice Pointers – General Supervision Second Component: Policies, Procedures and Effective Implementation**

States are required to have policies and procedures that are aligned with the Individuals with Disabilities Education Act (IDEA) 34 C.F.R. § 300.100. Georgia’s Special Education Rules support the state-level implementation of the IDEA. In addition to the state rules, the Georgia Department of Education (GaDOE) outlines specific strategies in the Special Education Implementation Manual. Each chapter of the Implementation Manual relates to the processes and best practices for implementing the Georgia Rules for Special Education, and it is not intended to state new law or supplant any federal or state laws, regulations, or requirements. The GaDOE has also provided Sample Special Education Forms, which may be used by local educational agencies (LEAs) to support compliant practices.

Each LEA is responsible for developing policies and procedures and ensuring effective implementation. A primary purpose and benefit in having written procedures is so that everyone in the LEA implements the special education rules and regulations in the same manner to ensure compliance with the IDEA. LEA policies and procedures are designed and implemented to improve results for students with disabilities, should be aligned with IDEA and the state rules, and should include how each rule is implemented by the LEA. These policies and procedures should be reviewed yearly and updated as needed.

**Resource**
Georgia Special Education Rules Outline
U.S. Department of Education Opportunity: MyTeachingPartner™ Instructional Coaching

The U.S. Department of Education has awarded a competitive grant to the American Institutes for Research (AIR), Teachstone, and Learning Forward to expand access to MyTeachingPartner with middle and high school teachers in various districts. This grant is intended to provide resources to build a district's coaching capacity. Those interested in discussing potential involvement for their district should reach out to the AIR team at SecondaryCoachingProject@air.org or Dr. Marlene Darwin at mdarwin@air.org to learn more.

MyTeachingPartner™ Instructional Coaching Flier

FY23 Consolidated Application Budget Approval

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FY23 Special Education Budget and Data: Filling your Toolbox with the Right Tools

Special Education Directors are faced yearly with numerous budget and data requirements. The Budget and Data teams are here to support you! Please join budget and data specialists from the GaDOE Division for Special Education Services and Supports for interactive sessions designed to support your work for students with disabilities. The team will provide you with the information and tools you need to get the job done effectively and efficiently in all the key areas impacting budget and data submission. Some of the topics will include Maintenance of Effort (MOE), Equitable Services, Allowability, FTE, Student Class, Student Record, among others.

The format of these sessions will be application based. They will not be a repeat of the Data Collections conference presentations. If you have an opportunity to attend one of these sessions, please consider attending. None of these sessions are closed. There was a glitch last week and a couple of the sessions were accidentally closed. These have been reopened.

Registration: A schedule of the sessions is listed below. Each day of the two-day sessions is from 9 a.m. - 3 p.m. All sessions are open for registration in the Professional Learning Catalog. Registration for specific sessions is also available below.

Survey: After registering for your session, complete the GaDOE IDEA Budget and Data Technical Assistance Survey to enable the Budget and Data teams to provide information based upon your input.
Please contact Dawn Kemp, dkemp@doe.k12.ga.us, or Malissa Roberts, mroberts@doe.k12.ga.us, with any questions.

Date: August 29-30, 2022
Location: Middle GA GLRS, 80 Cohen Walker Dr., Warner Robins, GA 31088
SpEd Budget & Data: Tools for the Job- Middle GLRS - GaDOE Community Registration

Date: September 1-2, 2022
Location: North GLRS (Larry Walker Education Center), 1860 South Main St., Ellijay, GA 30540
SpEd Budget & Data: Tools for the Job- North GLRS - GaDOE Community Registration

Date: September 8-9, 2022
Location: South GLRS, 245 N. Robinson St., Lenox, GA 31637
SpEd Budget & Data: Tools for the Job- South GLRS - GaDOE Community Registration

Date: September 12-13, 2022
Location: East GLRS, 4683 Augusta Hwy SE, Dearing, GA 30808
SpEd Budget & Data: Tools for the Job- East GLRS - GaDOE Community Registration

Date: September 15-16, 2022
Location: Southeast/Coastal GLRS, 201 West Lee St., Brooklet, GA. 30415
SpEd Budget & Data: Tools for the Job- SE GLRS - GaDOE Community Registration

Date: September 26-27, 2022
Location: Georgia Department of Education
205 Jesse Hill Jr. Dr., Atlanta, GA 30303, Twin Towers/West Tower 20th Floor, Empire Room
SpEd Budget & Data: Tools for the Job- Metro - GaDOE Community Registration
Important- FY22 Continuation of Services (CS) in SE Applications

CS information is now available inside the CS Application located in the SE Applications. It is critical for Local Education Agencies (LEAs) to check the CS Application to determine if data entry is required. There are 31 Local Education Agencies (LEAs) with data entry required for students with disabilities with >10 days of OSS without services. Each data entry also requires uploaded supporting documentation. Guidance information for the process can be located on the Data Collection and Reporting website or in the HELP document inside the SE Applications. If you have any questions regarding the CS process, please contact Dr. Ron Washington at ron.washington@doe.k12.ga.us or Dr. Dawn Kemp at dkemp@doe.k12.ga.us.

Important Budget Update: Fiscal Year (FY) 2022 Completion Reports for Subgrant Expenditures

Local educational agencies (LEAs) will submit the completion report for subgrant expenditures (i.e., proportionate share and Comprehensive Coordinated Early Intervening Services (CCEIS) or Coordinated Early Intervening Services (CEIS) expenditures) differently for FY 2022. The reporting change is due to LEAs having to calculate the set aside amounts for proportionate share and CCEIS/CEIS using Excel worksheets because of the IDEA 611 ARP and IDEA 619 ARP allocations. In prior years, LEAs completed the Proportionate Share and CEIS Budget Worksheet tabs in the Consolidated Application instead of worksheets. The completed Proportionate Share and CEIS Budget Worksheet tabs populated the completion report. Therefore, LEAs will report actual subgrant expenditures using Microsoft forms for this reporting period by October 30, 2022. All LEAs must complete and submit the proportionate share form except for Charter LEAs. Additionally, only required and optional LEAs must complete the CCEIS/CEIS form.

LEAs will still prepare and submit the completion reports for grant
expenditures through the MyGaDOE portal application.

Please share this update with the appropriate personnel.

Should you have questions, please contact your Budget Liaison.

Budget Liaison MAP

Directors, the FY23 Special Education Budget Liaison map is available. Please review the map for your assigned budget liaison. The budget liaison map is also located on the Special Education Budget Unit's website. Please don’t hesitate to contact your budget liaison if you have any questions throughout the school year.

Preparing for Your IDEA 2023 Budgets

The Special Education Budget Unit will host Open Office Hour for help with IDEA fiscal requirements. This informal, open-forum session will provide an opportunity for districts to ask questions and receive the technical support needed to successfully complete FY 2023 budgets and meet the maintenance of effort (MOE) eligibility standard. The session will begin with the Special Education Budget Unit sharing important requirements and reminders and then opening the floor for questions.

Date: Wednesday, September 7, 2022
Time: 1:00 p.m. – 2:00 p.m.
Special Education Office Hours Registration Link

After registering, you will receive a confirmation email containing information about joining the webinar.

For more information, please contact Melissa Bates at Melissa.Bates@doe.k12.ga.us.

P2P August Trainings

WAZE to Adulthood Student Training: Participating in Your IEP Transition Plan (for Youth and Young Adults)

Please join us as we discuss with Youth and Young Adults information on transition planning and the importance of their participation and self-advocacy in order to be successful in their education, future employment, and independent living.

Thursday, August 29th at 6:00 p.m. - 7:00 p.m.
August 29 meeting link

Preschool Special Education Database Update Form

The purpose of this database is to ensure that we have preschool contacts to share important programming information.
By August 31st, you should submit the database update form using the link below or the QR code. If no update is needed, the FY21 contacts will be used for the FY22 database. Contact Barbara Ross at Barbara.Ross@doe.k12.ga.us with any questions or concerns.

Preschool Special Education Database Update Form

GA Parent Mentor Partnership: Sharing the Journey

When the Georgia Parent Mentor Partnership (GaPMP) was established in 2002, the vision was for parents with the lived experience of raising a child who receives special education services to provide information and support to other families. This lived experience was considered a gateway to establishing the connection between home, school and community that ultimately leads to better post-school outcomes. Twenty years later, we are still at it and our theme for FY23, Sharing the Journey, reflects the continued value we place on family experience and mentoring. This year, we will have 101 parent mentor positions. If your district is new to the GaPMP, returning after taking time off, or your parent mentor will be new, please fill out the JotForm below.

FY23 GaPMP New Parent Mentor Form

New Parent Mentor Orientation

All new parent mentors will be invited to an orientation on August 16 at 9:00 a.m. We also invite any district staff who is interested to also join us.

New Parent Mentor Orientation Registration

2022-2023 Kickoff!

If you are returning to the GaPMP this year and your parent mentor remains the same, we look forward to seeing you again at the FY23 Kickoff, September 7-8. Although the event will be virtual, there will be locations for those who choose to meet and “attend” together. Registration will be provided soon!
MTSS Snapshot: How does building a solid infrastructure impact the successful implementation of an intervention?

One of the essential components of Georgia’s Tiered System of Supports for Students is infrastructure. Infrastructure refers to the knowledge, resources and support mechanisms needed to fully operationalize all the components of Georgia’s Tiered System of supports into a unified system. In this snapshot, the four essential elements of infrastructure below will be discussed.

• Leadership
• Effective Teaming
• Professional Learning
• Family and Community Engagement
The primary role of leadership is to identify effective practices and to monitor the effectiveness of these practices that impact effective Tier I instruction for all students. Ensuring that the additional supports at Tiers II and III, complement core instruction and do not take the place of core instruction is a critical role of leadership. Leadership should serve as the driving force that develops, implements, and monitors instructional practices so that no more than 20% of the students will need additional supports at Tiers II and III (combined).

Leadership should be skilled at addressing barriers that impede successful implementation of an intervention. Leadership should also ensure that all necessary resources are available to facilitate successful implementation of the intervention, including establishing effective teams.

Effective teams are critical to successful implementation of an intervention. Teams may often need professional learning on how to function effectively as a team and/or how to use the Data-based Individualization Process, Getting Ready to Implement Intensive Intervention: Infrastructure for Data-Based Individualization | NCII. Teams should serve as the problem-solvers and are responsible for analyzing teacher and student level data. They should use a collaborative, decision-making process and be skilled at disaggregating data. Based on their analysis of data, effective teams should be able to suggest next
steps in order to positively impact student and teacher outcomes, while leadership supports the follow-up.

Based on the analysis of this data, professional learning may need to be provided for the leadership, teachers and/or parents. When discussing infrastructure, it is critically important for us not to forget the needs of the educators as we implement Georgia’s Tiered System of Supports for Students. Professional learning may need to be provided on effective teaming, High Leverage Practices (HLPs), effective Tier I practices by content area, effective collaborative planning, differentiation, analyzing data, root cause analysis, Approaches to Root Cause Analysis - Office of Elementary and Secondary Education, and/or or explicit instruction, Features of Explicit Instruction Course Content | NCII, etc.

As we work to continue to strengthen the infrastructure, we cannot forget the role of Family and Community when implementing an intervention. Educating the parents on the role they play in supporting a successful intervention is vitally important. Attendance also plays an important role in implementing an intervention and helping to impact fidelity, so ensuring parents are aware of this is important. Providing supplemental resources for parents that can use at home will support successful implementation of an intervention. Including parents in conversations regarding their student’s data can prove to be very beneficial.

As we continue to implement interventions within Georgia’s Tiered System of Supports for Students, ensuring there is a solid infrastructure cannot be overemphasized. Collaborating to ensure the role of leadership, effective teams, and family and community stakeholders should be clearly communicated. In addition, addressing the professional learning needs of all of the critical players before and during implementation of the intervention is essential in building and sustaining an infrastructure that supports the implementation of effective interventions.

For additional information, feel free to reach out to the MTSS regional coaches or Karen Suddeth, ksuddeth@doe.k12.ga.us to learn more.