



March 3, 2023 Email Blast

Office of Federal Programs - Division for Special Education



Directors,

Let's celebrate our differences.

March 6, 2023 - March 10, 2023 is Exceptional Children's Week. This year's theme is: Power in Our Differences. The Georgia Chapter of the Council for Exceptional Children is holding their annual student contest. Submissions must focus on this year's theme. The student has a choice of format. Choices include an electronic format (i.e. video, PowerPoint, Google Draw, Prezi, Essay, etc.) or created by the student (original artwork, 3D, written work). The submission deadline is March 13, 2023. To learn more visit [Exceptional Children's Week | Council for Exceptional Children](#). The submission application is available on the website. Please feel free to share an entry that you would like to highlight in the eblast. I would love to feature our children's work.

I am looking forward to seeing everyone in Athens next week. G-CASE Spring Legal Conference is always packed with great information. See you in Athens!

I need your help to honor our special educators. Please send a short highlight if you have a special education teacher or administrator that you would like to recognize. Recognizing excellence can be very powerful. Take time to honor those colleagues that always go over and above. It would be my pleasure to feature educators from across our state.

If you have not already submitted a request for a Capacity Building Grant, please take five minutes to complete. The deadline is Friday March 3, 2023, but the application will be open all weekend if you need to make a last-minute submission. The Division for Special Education Services and Supports has Capacity Building Grants available for local educational agencies and GNETS programs. Funds will be available from the award date until September 30, 2023. The grants will be awarded in the areas outlined below.

-Therapeutic Services

To offer therapeutic, psychological, psychiatric consultation or counseling services for students with disabilities. Funds may be used to provide these services during the extended school year or extended day programs in addition to the school year.

-Multi-Sensory Reading Initiative

To provide funding for the implementation of an evidenced-based multi-sensory reading program for Tier 2 or 3 instruction to support students with disabilities. LEAs may select the program and utilize the funds for professional learning, materials, supplemental pay for summer training and other aspects of implementation.

-Dyslexia Initiative

To provide professional learning for LEA staff working with students with Dyslexia.

-Evidenced -Based Reading Programs

To provide professional learning including materials and resources for the implementation of an evidenced-based reading approach for students with disabilities.

The process is simple. Specifics of how your LEA will utilize the funds will be conveyed through the budget submission and approval process. This opportunity is a great way to fund professional learning for teachers and leadership this summer or even early fall.

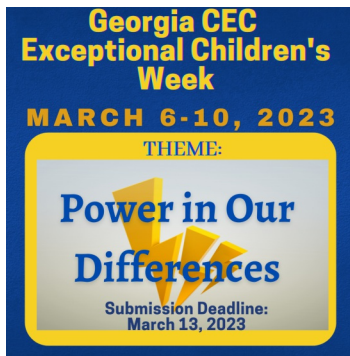
Other guidance:

-Allocation(s) will be up to \$75,000.00 and be determined based on the number of requests, as well as the size classification of the LEA based on number of students with disabilities.

-Grant awards are expected to be allocated no later than May 2023 pending approval.

-Funds will be available through September 30, 2023. Carryover will not be available.

Please complete the [Capacity Building Grants survey](#) by today, March 3, 2023, to indicate the LEA's interest in receiving a grant based on the areas of priority.



Georgia CEC Exceptional Children's Week March 6-10, 2023; Power in Our Differences

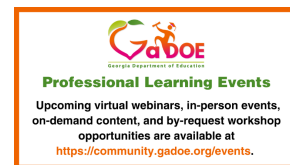
Our district highlight this week is from Putnam County School District. Read all about an amazing event they hosted in 2022 to not only ensure their paraeducators have the training they need to continue to be effective at their jobs, but also how the district ensured them that they matter!

The CEC theme this year, *Power in our Differences*, certainly rings true. We are all unique and differences should be celebrated and encouraged! Thank you for all you do each day to celebrate differences.

Keeping Students First,
Wina

Special Education Events & Due Dates

Please review the information below and the Due Dates Calendar for deadlines and key dates.



Professional Learning Events

Professional Learning Events

March 8 at 10:00 a.m. – School-based Administrators' Impact on SWD Success

March 9 at 8:30 a.m. – Intentional Teaching Practices for Preschool

March 9 at 3:30 p.m. – Assistive Technology (AT) Webinar Session 6

March 14 at 1:00 p.m. – Special Education Directors' Webinars

March 14 at 3:00 p.m. – L4GA - Using Sign Language I with Rachel Giannini

March 15 at 3:00 p.m. – L4GA - Using Sign Language II with Rachel Giannini

Reminders

March 10 – Post School Outcomes Opens for Viewing (FY 21-22 Exiters). Located in the SE Applications Dashboard. APR Indicator 14.

March 14 – MOE Reconciliation Deadline. Submit reconciliation evidence to Budget Liaison. Timely and Accurate Submission.

Visit GaDOE Community for a complete listing of GaDOE Professional Learning Events.

District Spotlight: Putnam County

In the summer of 2022, the Special Programs department in Putnam County hosted a V.I.P. Party for their paraprofessionals. The professional development party was geared towards the needs of the paraeducators serving the special education population throughout the district. Mrs. Renee Burgdorf, District Support Specialist, led the paraeducators through a variety of skills training and self-reflection activities to prepare them to not only work with students but also with their professional counterparts in the classroom. The training was fun-filled, interactive and started the year off with a bang by making the paraeducators feel like they mattered! Each of them commented how needed the training was and how they appreciated the time spent planning something just for them!



*Putnam County
Charter Schools logo*



Practice Pointers – Georgia Alternate Assessment (GAA) 2.0 Overview

The Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The Georgia Alternate Assessment (GAA) 2.0 is comprised of standardized performance tasks and is intended to provide tiered participation within the assessment for students working at various levels of complexity. The GAA 2.0 is designed to measure the degree to which students with significant cognitive disabilities have mastered alternate achievement standards in the core content areas of English Language Arts, Mathematics, Science, and Social Studies.

The GAA 2.0 is administered to all eligible students in the following areas:

Grades 3-8, and high school will be assessed in English Language Arts and Mathematics; Grades 5, 8, and high school will be assessed in Science; and Grades 8 and high school will be assessed in Social Studies. The Elementary and Secondary Education Act (ESEA) limits the percentage that a state may assess with an Alternate Assessment to no more than one percent of all students for each subject. The local educational agency (LEA) who exceeds the one percent threshold must submit justification of the need to assess more than one percent of its assessed students with the GAA. The state educational agency (SEA) will provide oversight of those LEAs that are required to submit justification and make it publicly available and will verify that all LEAs follow state guidelines and address any disproportionality in students taking the GAA. The LEA can take steps to ensure appropriate practices by reviewing policies, practices and procedures; reviewing GAA data and address any disproportionality; assuring that individualized education program (IEP) Teams are prepared to determine the appropriate instruction and assessment for each student; reviewing participation data through multiple lenses; and providing parent information to parents of students with disabilities to support full participation in assessment decision making.

For more information, please see our recent [Statewide Technical Assistance Meeting 1% Participation Presentation](#) and our website at [ESSA Alternate Diploma – Frequently Asked Questions](#) and [Georgia Alternate Assessment 2.0 \(GAA 2.0\)](#).

Important Maintenance of Effort (MOE)

The FY22 Maintenance of Effort Compliance Calculations are now available in the portal. Please log in to the Consolidated Application using the following thread to see your results: [Consolidated Application > Special Education MOE > FY22](#). Districts who failed the MOE Compliance Standard must submit MOE Exceptions to complete the MOE Reconciliation process. The deadline to complete the MOE Reconciliation process is Tuesday, March 14, 2023. If you did not maintain your effort, please contact your budget specialist to reconcile MOE compliance.



Awards of Excellence

The Division for Special Education Services and Supports is seeking to recognize high school seniors with disabilities who have had academic and/or extracurricular accomplishments. This is a great opportunity to spotlight the outstanding achievement of a senior in your school district, as well as honor the hard work and supports of the family, teachers and staff.

A review of all applications will be completed by GaDOE's Division for Special Education Services and Support staff. There will be one winner from each GLRS region, and we will be sure to share the winner's information with district leadership.

There will be a virtual awards ceremony this year (date and time to be determined) and it will feature a message from our State Superintendent.

Please complete the **Awards of Excellence 2023** application no later than Friday March 24, 2023.

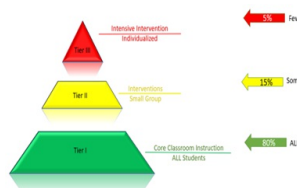
For questions contact Paula Gumpman at pgumpman@doe.k12.ga.us or Lynn Holland at lholland@doe.k12.ga.us.

FY 24 Request for Applications – Formal Complaint Investigators

The Georgia Department of Education (GaDOE) is seeking applications from individuals to serve as Formal Complaint Investigators starting on July 1, 2023. A letter of interest, current resume or curriculum vitae, and list of references can be submitted using the [JotForm link](#) by March 24, 2023. Applications will not be accepted from individuals who are employees of GaDOE or local educational agencies.

If you have questions, contact Jamila Pollard, Senior Program Manager/Legal Officer, 404-670-2683, jpollard@doe.k12.ga.us.

FY 24 Request for Applications – Formal Complaint Investigators Posting



TSS Snapshot: How important is differentiation when

strengthening the infrastructure of Tier I of the multi-level prevention system?

Do you remember one of the most difficult courses that you took in college? In this course did the professor lecture to the whole class as though everyone learned the same? If the answer to this question is “yes”, this supports the importance of differentiation. In a class of 20-30 students, there are multiple types of learners, just as in the college course you recalled. Some students may be auditory, kinesthetic, and/or visual learners which means they may need material presented in a different way. As we consider the effectiveness of Tier I and whether it is meeting the needs of all students, we should analyze data, including sub-group data, and consider actions that will strengthen Tier I and meet the diverse needs of all types of learners.

As a performance standard in the Georgia Department of Education’s Teacher Keys Effectiveness Standards, **differentiation** is essential in meeting the range of student needs, abilities and preferences in the classroom. As educators, we should ensure that we know the needs of our students and collaboratively plan to meet their diverse needs. A tool you might find helpful is the **Collaborative Planning Process Guide**. Differentiation strategies can apply to assessments, activities, skills, and/or concepts, **Differentiation Framework**. Differentiation is essential when considering whether students are getting access to effective Tier I instruction, since ALL students do not learn using the same teaching methodology. Therefore, all students should not be taught the same way. As leaders we should support grade level and content teams by ensuring differentiation is a key focus of planning. This conversation is essential as we strive to strengthen Tier I of the multi-level prevention system.

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

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March 10, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

As always, G-CASE Spring Legal Conference was a great time of professional learning as well as networking. We are very fortunate to have a strong professional organization to bring us together. Thank you, Dr. Cassandra Hollifield, President of G-CASE, and Sarah Burbach, Executive Director, for your leadership and ongoing partnership.

Congratulations to Amy Wadley, Special Education Director from Barrow County Schools, for being selected as the G-CASE New Special Education Administrator of the Year. This award is such an honor to be recognized by your peers for outstanding leadership.

I am so excited to begin a new feature this week. Our first honoree is Tracy Wright from Richmond County Schools. He was nominated by Dr. Quenshauna Motley Smith, Special Education Coordinator, for recognition of his commitment and dedication to students with disabilities. Congratulations, Tracy!

“

It seems they had
been and
would always
be friends.
Time could change
much, but not that.
-Winnie the Pooh

*It seems they had been and
would always be friends. Time
could change much, but not
that. - Winnie the Pooh*

Please continue to send nominees of outstanding special educators that you would like to honor. Remember, the recognition can be for teachers, leaders and support personnel that you want to recognize for exceptional service to students with disabilities. Let's share our appreciation and admiration of going the extra mile!

Our district highlight this week is Murray County Schools. Learn about their POWER program and how they are ensuring students receive the support needed for workplace readiness.



Many people will walk in and out of your life, but only true friends will leave footprints in your heart. - Eleanor Roosevelt

I always return from G-CASE energized and optimistic after spending time with colleagues and friends. Your professional relationship is greatly valued but your friendship means the world to me. I will stand proudly with each of you on our journey to support students with disabilities. Always remember that you have a friend!

I am constantly amazed by your dedication. You are all exceptional leaders and your commitment to excellence does not go unnoticed. Thank you for all you do each day!

Keeping Students First,
Wina

Special Education Events & Due Dates

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*Professional Learning
Events*

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Mr. Tracy Wright, Special Education Director, Richmond County School System

Special Education Director Shoutout: Mr. Tracy Wright

From Dr. Quenshauna Motley Smith, Special Education Coordinator, Richmond County

I would like to take the time to recognize my Special Education Director, Mr. Tracy Wright from Richmond County School System. He continues to go over and beyond.

Mr. Wright is a strategist who looks for ways to ensure teachers, parents, and students receive the best support!

He attended the Spring G-Case this week, while I held down the fort. However, I would like for him to be acknowledged and to know that we appreciate all that he does for our district!

District Spotlight: Murray County Schools

North Murray High School

P-Providing

O- Opportunities

W- in Workforce

E- Employment

R- Readiness



Murray County Schools logo

North Murray High School in Chatsworth, GA offers the POWER program. This program is designed for those students receiving exceptional student services (ESS) who need assistance navigating the workforce and employment readiness. It seeks to provide support for students meeting all academic requirements who desire to learn work, life, and social skills. The aim is to deliver as many opportunities as possible for community involvement by the time the students age out at 22. These experiences encourage a development of skills the students need to be successful for living independently when transitioning to adulthood. Specifically, the program furnishes employment based on individual strengths and interests.

Each day, following work, the students reflect on their work, analyze and learn from their experiences and behaviors, and gain responsibility for the skills they learn while applying them to their daily lives. The overarching goal for the program is to develop students who are employable and functional in a professional setting.

Practice Pointers – Georgia Alternate Assessment (GAA) 2.0 Vocabulary Lists



The GAA 2.0 Extended Content Standards articulate what students with significant cognitive disabilities know and should be able to do at the end of a grade or course. Content-level vocabulary lists have been compiled, in collaboration with Georgia educators, after reviewing the Extended Content Standards to which the GAA 2.0 assessment tasks are aligned. Educators should ensure their students are familiar with the terms found in the vocabulary lists as these instructional terms may also be found on the GAA 2.0 assessment. The vocabulary lists should not be used in isolation but as a resource to support classroom instruction.

Educators created lists of content-specific words to supplement the language of the standards that may need to be introduced, reviewed, or practiced with the student prior to testing. Additionally, terms/phrases such as ‘complete this sentence’, or ‘show me’, are included to help students access the directions or questions within an assessment task. The vocabulary lists are not an exhaustive list of terms that should be taught. These are limited lists of additional words that can be used when teaching and assessing the material found in the Extended Content Standards. Proper nouns that are already included in the language of the extended standards are not reflected in the

vocabulary lists. The vocabulary lists can also be used to help guide the selection of words for use with an augmentative and alternative communication assistive technology device, aid in the creation of word banks, assist in the preparation of tactile adaptations for instruction, and assist in other useful ways. Sign interpreters may also use the vocabulary lists to review technical vocabulary in advance of testing to ensure consistency in delivery between instruction and assessment.

For more information, please see our recent [Statewide Technical Assistance Meeting 1% Participation Presentation](#) and our website at [GAA 2.0 Content Vocabulary](#) and [Georgia Alternate Assessment 2.0 \(GAA 2.0\)](#).



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A letter of interest, current resume or curriculum vitae, and list of references can be submitted using the [JotForm link](#) by March 24, 2023. Applications will not be accepted from individuals who are employees of GaDOE or local educational agencies.

If you have questions, contact Jamila Pollard, Senior Program Manager/Legal Officer, 404-670-2683, jpollard@doe.k12.ga.us.

FY 24 Request for Applications – Formal Complaint Investigators Posting

Parent to Parent Trainings

Webinar: DPH Online Workshop for Parents & Caregivers: Transiting to Adult Healthcare

Date: Wednesday, March 15

Time: 11:15 a.m. - 12:45 p.m.

Webinar: Where Do We Go From Here? Preparing for Transition from High School

Date: Wednesday, March 15

Time: 6:00 p.m. - 7:00 p.m.

Join us as we explore the steps involved in Preparing for Transition from High School. You will learn the keys to successful transition, the role of the school in transition planning and things to consider when planning your child's transition to adulthood.

Webinar: Movin' Up! Planning Your Child's Successful Transition at Age 3

Date: Friday, March 17

Time: 10:30 a.m. - 12:30 p.m.

Join P2P as we discuss how to prepare and plan for a smooth transition from Babies Can't Wait / Early Intervention. The presentation includes an overview of various programs and services that may be available for three year olds with special needs in your community.

Georgia's Tiered System of Supports (GaTSS) Cohort

GaTSS is happy to announce the opening of cohort applications. For more information about the cohort, its focus and who should



Georgia's Tiered System of Supports (GaTSS) Cohort

What is GaTSS?	Georgia's Tiered System of Supports (GaTSS) is a preventive continuum of evidence-based, tiered practices to support a rapid response to the various needs of the whole child.
What is the cohort's focus?	The focus is to improve reading outcomes of all students in grades 3-8, including those with disabilities, through alignment and implementation of a tiered system of supports that advances the district/school's instructional reading program.
What supports will be provided?	GaTSS will provide cascading supports to selected school districts during the three-year project including coaching, technical assistance, and professional development toward implementing a sustainable tiered system of supports.
Who should apply?	GaTSS seeks to collaborate with districts and schools committed to a continuous improvement process in which problem solving and data-based decision making occur within a tiered prevention system.
How do I apply?	Visit the GaTSS website to download the application or apply online. See below for the application process timeline. Email gamtss@doe.k12.ga.us if you have any questions.



This work is funded under a grant from the U.S. Department of Education, #H23A22005, Project Officer, Sonyoung Ahn.

apply, please review the GaTSS Application flyer.

Visit the GaTSS website to download the application or apply online. See below for the application process timeline.

Applications are due by March 31. Email gamtss@doe.k12.ga.us if you have any questions.

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Federal Programs

March 17, 2023 Email Blast

Office of Federal Programs - Division for Special Education



May your troubles be less
and your blessings be more
And nothing but happiness
come through your door

Directors,

Did you know that your chance of finding a four-leaf clover is 1 in 10,000? We all know a four-leaf clover is a symbol of luck but if your chance is 1 in 10,000, I would agree that is really good luck. I have not looked for a four-leaf clover in years, but it was a big deal when I was growing up. I have been fortunate to find several four-leaf clovers over the years and hope you have too! We could all use a little luck in our lives. The leaves of the clover are said to stand for faith, hope, luck and love. As the Irish proverb goes: May your troubles be less, and your blessings be more and nothing but happiness come through your door. Happy St. Patrick's Day! Hope you find four-leaf clovers and a pot of gold.

*May your troubles be less and
your blessings be more and
nothing but happiness come
through your door.*

The Office of Special Education Programs (OSEP) issued a memo on March 14, 2023 with reminders about the obligation of Child Find. Please see the message in full in the body of the newsletter. In summary, OSEP's concerns are about initial evaluations being delayed or denied by local educational agencies (LEAs) until a child goes through a multi-tiered system of supports (MTSS) process, sometimes referred to as Response to intervention (RTI). OSEP goes further to state that the term RTI is no longer commonly used to describe a tiered system of support. Regardless of what the process is called, OSEP is reinforcing this practice is not acceptable. OSEP reminds State

educational agencies and LEAs that the Part B regulations at 34 C.F.R. §300.301(b) allow a parent to request an initial evaluation at any time to determine if a child is a child with a disability under IDEA. As OSEP Memorandum 11-07 states, MTSS/RTI may not be used to delay or deny a full and individual evaluation under 34 C.F.R. §§300.304-300.311 for a child suspected of having a disability. With respect to preschool children, IDEA does not require or encourage a local or preschool program to use a MTSS approach prior to referral for evaluation or as part of determining whether a 3-, 4-, or 5-year-old is eligible for special education and related services. Once an LEA receives a referral from a preschool program, the LEA must initiate an evaluation process to determine if the child is a child with a disability. See: 34 C.F.R. §300.301(b).

This week we honor Mrs. Emily Bryant submitted by Dr. Cindy Felkins from Bleckley County Schools. Emily is an assistant principal at Bleckley Primary School and Pre-K Director. The preschool special education program also resides under her watch. Dr. Felkins states that, “Emily goes the extra mile to clarify information and lessen any confusion.” Read the full article in the newsletter and learn more about this extraordinary educator. Thank you, Emily Bryant, for your dedication and commitment to students with disabilities!

Disproportionality Data for Identification, Placement, and Discipline is now available in the Special Education Applications portal. Please review this data no later than March 24, 2023 and verify its accuracy. If you have any questions, please contact any of the following individuals: Linda Castellanos at lcastellanos@doe.k12.ga.us, 404-719-8045, Dawn Kemp at dkemp@doe.k12.ga.us, 678-340-6738, or Dominique Donaldson at dominique.donaldson@doe.k12.ga.us, 404-796-4589. The review process is the time to evaluate your district data and ask questions before determinations are finalized.



Four leaf clovers

This week’s district highlight showcases a partnership between Toombs County, Montgomery County, Treutlen County and Vidalia City Schools, specifically with the establishment of Southeastern Early College and Career Academy, a charter school/regional career academy for high school students in Vidalia, Georgia. Here, students from more than one school district attend classes together. Read on to hear more about SECCA’s mission and goals as they endeavor to create work-ready students.

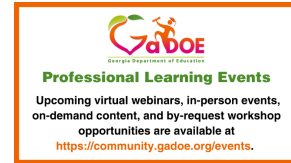
Speaking of luck – A leprechaun, four-leaf clover and a pot of gold would be a great way to end the week on St. Patrick’s Day. Maybe we already have the gold in our family, friends and students. Count your blessings and see how lucky you really are!

Thank you for all you do each day to support students with disabilities. I am lucky to know each of you!

Keeping Students First,
Wina

Special Education Events & Due Dates

Please review the information below and the Due Dates Calendar for deadlines and key dates.



*Professional Learning
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Professional Learning Events

March 22 at 10:00 a.m. – SESBAA: AT and Accessible Educational Materials

March 23 at 3:00 p.m. – Accessible Educational Materials Session 6

March 29 at 10:00 a.m. – SESBAA: Admin Impact on Student Success, Part 2

Reminders

March 23 – Final Transmission Date for FTE Cycle 3, Deadline for Superintendent's Sign-off.

Visit GaDOE Community for a complete listing of GaDOE Professional Learning Events.

Educator Shoutout: Mrs. Emily Bryant

From Cindy Felkins, Ed.D., Director of Student Support Services, Federal Programs and District Title IX Coordinator, Bleckley County

As a director, I have the privilege of working with all district administrators in many capacities. It truly takes a village when supporting the needs of all students



Emily Bryant, Assistant Principal and Pre-K Director, Bleckley Primary and Bleckley County School District

and staff in our district, and I am more than grateful for these individuals. One of the administrators I have the distinct pleasure of working with very frequently is Mrs. Emily Bryant.

Emily is an assistant principal at Bleckley Primary and Pre-K Director (which also houses our Project Step Program for 3- and 4-year-olds with disabilities) for our district. She is a hard-working, conscientious, dedicated individual who always puts children and families first while continually supporting the needs of our staff. We have had such an uptick in students with disabilities with three-year-olds and primary students in recent years, and Emily has been an integral part in making sure these students and families are served appropriately. There is no way that I can attend all of the initial meetings at the primary level even though I would like; however, I feel comforted in knowing that Emily is there supporting these families. She and I talk daily and are always on the same page when it comes to serving our students. I appreciate her willingness to think outside the box and get creative at times, which we all have to do as directors and admin!

Emily knows how important special education is to me and our SPED family across the district, and she is dedicated to making sure families understand the process. She helps provide a level of comfort when meeting with families about special education services for the first time because she understands it can be daunting and confusing information for many. Emily goes the extra mile to clarify information and lessen any confusion. It is a joy to work with Emily, and I am truly thankful for her support day in and day out as we navigate the waters of special education.

District Spotlight: Toombs County, Montgomery County, Treutlen County and Vidalia City Schools

Southeastern Early College and Career Academy (SECCA)

SECCA is a charter school/regional career academy for high school students in Vidalia, Georgia. It is the first charter school/regional career academy partnership in Georgia where students from more than one school district attend regular class together. SECCA's mission and goals are to



Southeastern Early College and Career Academy (SECCA) building

increase workforce readiness, increase apprenticeships and work-based learning opportunities, and increase pathways to a high school diploma for work-ready students.

SECCA partners work together for the common good of all students. They use their collective resources to increase academic and career/technical education course opportunities for high school students in Toombs County, Montgomery County, Treutlen County, and Vidalia City Schools. As a result of participating in classes offered by SECCA, students can take high school and college courses that are directly relevant to their career and educational goals. The expansion of opportunities for all students has had a positive impact on student achievement, graduation rates, career outcomes for students, and overall economic development of our community. Any student in grades 9 through 12, who is enrolled in any of the member districts, can participate in SECCA classes. Pathways offered include Cosmetology, Healthcare Science, Junior Reserve Officer's Training Corps (JROTC), General Automotive Pathway, Unmanned Aircraft, Energy, Teaching as a Profession (TAP), and Work-Based Learning (WBL).

Practice Pointers – Georgia Alternate Assessment (GAA) 2.0 Mathematics Extended Content Standards and Blueprint for 2023-2024



The [GAA 2.0 Resource Page](#) provides many tools to support teachers who teach students with the most significant cognitive disabilities. The GAA 2.0 is designed to ensure students are provided access to the state academic content standards and are given the opportunity to demonstrate achievement of the essential knowledge, content, and skills in the standards. Extended Content Standards are aligned to make a connection of the skills where students demonstrate what they know and can do, to the content standards for general students, and have been reviewed by Georgia educators through the development process for GAA 2.0. The standards are intended to assist educators in planning and instruction. The [Extended Standards for Mathematics 2023-2024](#), which align to the new Mathematic standards, can now be found on the [GAA 2.0 Resource Page](#) as well as the [GAA 2.0 Blueprint for Mathematics 2023-2024](#). These resources should be shared with all staff who teach students with significant cognitive disabilities.

For more information, please see our recent [Statewide Technical Assistance Meeting 1% Participation Presentation](#) and our website at [GAA 2.0 GSE](#)



Important Announcement! Disproportionality Data

Special Education Directors: Your LEA's Disproportionality Data for Identification, Placement, and Discipline is available in the Special Education Applications portal. Please review this data no later than March 24, 2023, and verify its accuracy.

If you have any questions, please contact any of the following individuals: Linda Castellanos at lcastellanos@doe.k12.ga.us, 404-719-8045
Dawn Kemp at dkemp@doe.k12.ga.us, 678-340-6738
Dominique Donaldson at dominique.donaldson@doe.k12.ga.us, 404-796-4589

Message from Office of Special Education Programs received on March 14, 2023

Dear Part B Directors and 619 Coordinators:

It has come to our attention that initial evaluations have sometimes been delayed or denied by local educational agencies (LEAs) until a child goes through the multi-tiered system of supports (MTSS) process, sometimes referred to as Response to Intervention (RTI). Although the term RTI is no longer commonly used to describe a State's multi-tiered system of supports, the attached memoranda apply to all tiered systems of support, whether the State uses a RTI, MTSS or a unique State name. The basis for these memoranda is the child find requirements in Section 612(a)(3) of the IDEA. Each IDEA Part B and Part C grantee must ensure it has a system in place for meeting the child find requirements as a condition for funding.

OSEP reminds State educational agencies and LEAs that the Part B regulations at 34 C.F.R. §300.301(b) allow a parent to request an initial evaluation at any time to determine if a child is a child with a disability under IDEA. As OSEP Memorandum 11-07 states, MTSS/RTI may not be used to delay or deny a full and individual evaluation under 34 C.F.R. §§300.304-300.311 for a child suspected of having a disability. With respect to preschool children, IDEA does not require or encourage a local or preschool program to use a MTSS approach prior to referral for evaluation or as part of determining whether a 3-, 4-, or 5-year-old is eligible for special education and related services. Once an LEA

receives a referral from a preschool program, the LEA must initiate an evaluation process to determine if the child is a child with a disability. See: 34 C.F.R. §300.301(b).

OSEP recommends that you review the attached memoranda and distribute them to LEAs and intermediate education units within your State. Please let them know that because the content of these memoranda reflects IDEA statutory and regulatory requirements, they are still in effect.

If you have any questions regarding this email, please contact your OSEP State Lead.

- 1.OSEP Memorandum 11-07 -- A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA) (January 21, 2011); and
- 2.OSEP Memorandum 16-07 -- A Response to Intervention Process Cannot be Used to Delay-Deny an Evaluation for Preschool Education Services under the Individuals with Disabilities Education Act (April 29, 2016).

CPI Reporting for Non-instructional Aides and Paraprofessionals in Special Education

The IEP team decides which classroom supports are appropriate based on the needs of the student. Non-instructional aides and paraprofessionals can play different roles based on those needs. Please refer to the following documents when reporting non-instructional aides and paraprofessionals in special education classrooms.

- Paraprofessional Certification Criteria
- Guidance on Paraprofessionals
- CPI Reporting for Paraprofessionals and Non-Instructional Aides
- Non-instructional Aide License

Revised High School Mathematics Decision Rubric

We are excited to announce the release of the revised High School Mathematics Decision Rubric for Eligible Students with Disabilities. The revisions offer clarification of eligibility and alignment with the new course expectations included within Georgia's K-12 Mathematics Standards that were adopted August 2021.

Key highlights of clarification include specification on the rationale for use of the

rubric; the purpose of the rubric is to inform decisions regarding Advanced Algebra: Concepts & Connections for eligible students. The updated rubric refines the language around the need of supporting data, specifying a collection of a preponderance of data from the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement, student transcript, and transition plan. In addition, the updated rubric includes intentional student voice, noting students' future aspirations to pursue any postsecondary opportunities that require Advanced Algebra: Concepts and Connections.

For more information on the revised High School Mathematics Decision Rubric for Eligible Students with Disabilities, visit [2023 Students with Disabilities High School Decision Rubric](#).

Parent to Parent Trainings



Webinar: GA Medicaid and NOW/COMP Waiver

Date: Tuesday, March 21

Time: 12:00 p.m.- 1:30 p.m.

Join us as P2P provides an overview of Georgia's Medicaid waivers, and specifically explores the NOW/COMP waivers. You will learn about the eligibility requirements, how to apply, the services covered, and what happens once your child/young adult's NOW/COMP waiver is funded. You will also be provided some tips and suggestions on how Parent to Parent of Georgia can help you navigate this process.

*Parent to Parent of
Georgia logo*

Webinar: Peace, Love, Harmony...and the IFSP/IEP?

Date: Friday, March 24

Time: 10:30 a.m. - 12:30 p.m.

Join us as P2P discussed how to use effective communication skills to develop a partnership with your child's IEP/IFSP team. Get tips for preparing for school meetings and how to be an effective member of the team. This training should be attended by families with a rising kindergartener.

Georgia's Online MTSS/SST (GO MTSS/SST) Application

The Georgia's Online MTSS/SST (GO MTSS/SST) Application is being provided by the Georgia Department of Education at no additional cost to districts.

GO MTSS/SST was designed to support Georgia's MTSS framework, and it is integrated with Georgia's Online IEP (GO-IEP) application. It allows districts and schools to create and maintain a record of students' response to interventions and supports.

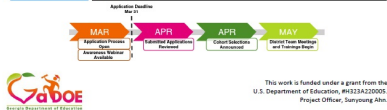
If your team is interested in learning more about GO MTSS/SST, please register for an Overview and a Q/A session: [Georgia's Online MTSS/SST Application Overview](#).

If you have questions, please contact Rondalyn Pinckney at rpinckney@doe.k12.ga.us.



Georgia's Tiered System of Supports (GaTSS) Cohort

What is GaTSS?	Georgia's Tiered System of Supports (GaTSS) is a preventive continuum of evidence-based, tiered practices to support a rapid response to the various needs of the whole child.
What is the cohort's focus?	The focus is to improve reading outcomes of all students in grades 3-8, including those with disabilities, through alignment and implementation of a tiered system of supports that advances the district/school's instructional reading program.
What supports will be provided?	GaTSS will provide cascading supports to selected school districts during the three-year project including coaching, technical assistance, and professional development toward implementing a sustainable tiered system of supports.
Who should apply?	GaTSS seeks to collaborate with districts and schools committed to a continuous improvement process in which problem solving and data-based decision making occur within a tiered prevention system.
How do I apply?	Visit the GaTSS website to download the application or apply online. See below for the application process timeline. Email gamtss@doe.k12.ga.us if you have any questions.



Georgia's Tiered System of Supports (GaTSS) Cohort

GaTSS is happy to announce the opening of cohort applications. For more information about the cohort, its focus and who should apply, please review the [GaTSS Application flyer](#).

Visit the GaTSS website to download the application or apply online. See below for the application process timeline. Applications are due by March 31. Email

gamtss@doe.k12.ga.us if you have any questions.

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March 24, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

The first day of Spring was Monday, March 20. The outside temperature did not match the official change of season. Our weather was certainly still winter temperatures. Despite the chill, Spring is here. Just look around at the blooming flowers and trees as well as the green grass. Spring does serve as a reminder that change can be beautiful. I have learned through my career that just like the seasons, there will always be change. Fighting change is typically unproductive and often just hurts you. Learn to embrace and support change. If we stop changing, we stop growing and improving. Just remember, change can be beautiful!



Spring, a lovely reminder of how beautiful change can be.

This week we honor four Dougherty County Schools teachers who have been recognized by their peers as the Teacher of the Year from their respective schools. This submission was sent by Gordina Porter, Special Education Director. Although not unusual to have a Teacher of the Year who is also a special education teacher, having four teachers advancing in the district competition is certainly worthy of celebrating. See the full article to learn more. Way to go Dougherty County Schools!

Emory Autism Center has numerous activities scheduled for the month of April.

See below to learn more. Please share with students and their families.

A virtual summer camp is being offered through the University of Alabama for students with disabilities. The camp has a magic theme. Please share with students and their families.

Our district highlight this week is West Central GLRS. Read all about their recent three-day annual retreat designed to allow a collaborative learning opportunity focused on improving outcomes for all students.



Every new day is another chance to change your life.

Even Heraclitus, a Greek philosopher from around 500 BC said, “Change is the only constant in life.” As we all know, change is a constant in our personal and professional lives. Just think of the changes since 500 BC. One of my favorite quotes about change is from Mahatma Gandhi. “Be the change you wish to see in the world.” It all starts with you!

Thank you for your flexibility and willingness to embrace change as we support students with disabilities. Your leadership and commitment to excellence are greatly appreciated.

Keeping Students First,
Wina

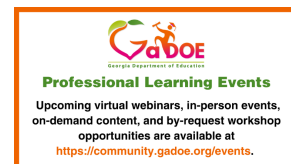
Special Education Events & Due Dates

Please review the information below and the Due Dates Calendar for deadlines and key dates.

Professional Learning Events

March 29 at 10:00 a.m. – SESBAA: Admin Impact on Student Success, Part 2

Visit GaDOE Community for a complete listing of GaDOE Professional Learning Events.



*Professional Learning
Events*

Educator Shoutout: Dougherty



Dougherty County School System logo

County Schools

From Gordina B. Porter, Exceptional Students Program, Dougherty County School System

Dougherty County has 22 schools within our district. This year for the first time since I have been with the district, we have four Special Education Teachers recognized at their school level as Teachers of the Year with two in the top 5 finalists for District TOTY.

Tarina Jones is a proud native of Southwest Georgia. As a Special Education Teacher and 2023 Sherwood Acres Elementary School Teacher of the Year, she has had the honor to nurture, cultivate, inspire, and motivate future generations. Of the many hats she has been charged to wear in life, being a special educator is her most rewarding hat thus far. In sixteen years, she has had the pleasure to teach students from various cultures and socio-economic backgrounds. There are many challenges she faces as a Special Educator, however, the devotion for learning and the adoration she has for her students are unwavering. Her most prized career possessions are not the dusty degrees that lay in the top of the closet; it's the numerous drawings of a "stick lady" or the uneven hearts with misspelled words that students have gifted her over the years. She often revisits those drawings to remind her of her purpose and passion for teaching.



Tarina Jones



Cursala Davis

Cursala Davis has been teaching Special Education at Monroe High School for the last six years. During that period, she has served on the Leadership Team and planned events for the learning community at the school. Cursala has mentored student teachers and other special education teachers by developing curriculum plans, assisting and supporting teachers, and providing guidance for her parents and students. According to her students, Cursala is kind, fun, and cares deeply about them. Cursala can see what each student brings to the learning community, and her whole teaching approach involves finding and using

the students' unique needs to help them overcome struggles and develop as a constructive self-advocate. Her colleagues express that she is a teacher that you might find in a museum one day: a true description of an authentic teacher.

Taylor Williams is Teacher of the Year at Live Oak Elementary. She has taught at Live Oak for eight years and has a great relationship with the teachers and staff at Live Oak Elementary. Her talents, strengths and enthusiastic personality and her communication skills are impeccable along with her attention to detail. She is very passionate about education, and it shows in her everyday walk. Taylor is the motivational speaker of the hallway! She constantly reminds students that they are capable. Her enthusiasm for teaching and learning becomes a personal task for her. Mrs. Williams holds her Special Education students to high expectations and follows through with each child individually until those expectations are met. She teaches her students to strive for excellence, to love learning, and to respect each other; and she teaches all of her peers to give their best to their students, to wear a smile, to have faith, and to remember that the storms of life can often produce beautiful rainbows and new growth.



Taylor Williams



Angela James

Angela James is the Robert Harvey Elementary School Teacher of the Year. She has over 10 years of experience as a Special Educator, six of which she has served in the Dougherty County School System. As a teacher, Angela plays a critical role in helping young people achieve success in the classroom. She has a wonderful rapport with all staff members in the building including her students who she interacts with throughout the day. Her ability to connect with students and her talent at improving parent/teacher/student relationships are both truly superior.

Students with exceptional needs often feel neglected by their peers. By making them feel loved, you can motivate and uplift them. Some qualities of a good teacher include skills in communication, collaboration, adaptability, and patience. Other characteristics of effective teaching include an engaging

classroom presence, value in real-world learning, exchange of best practices, and a lifelong love of learning. These are just a few things that make up an excellent teacher. Angela accomplishes all these tasks with great initiative and with a positive attitude.



District Spotlight: West Central GLRS

West Central GLRS hosted their annual retreat in January of this year. This three-day event included one full day of eight virtual breakout sessions. These sessions addressed teacher retention, Georgia Home Classroom, structured literacy, new math standards, specially designed instruction, dyslexia pilot, and multisensory approach to teaching vocabulary.

Days two and three were hosted at Callaway Gardens of Pine Mountain Georgia. Day two was a legal forum with guest speaker Julie Weatherly. Participants had the opportunity to discuss and ask questions regarding many current special education legal issues.



Day three was focused on regional and system level data. Districts participated

in a facilitated data dig process, which provided them with the opportunity to analyze and synthesize data and establish an action plan to address finding.

Teachers, administrators, coordinators, directors and other support staff benefited from this collaborative learning opportunity focused on improving outcomes for all students.



Practice Pointers – Georgia Alternate Assessment (GAA) 2.0 Achievement Level Descriptors

Students with significant cognitive disabilities may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would provide access to the standard. The Extended Content Standards allow students to show learning of concepts and constructs within a grade-level standard, but at reduced levels of complexity. The following four achievement levels generally describe students' understanding of the essential knowledge and skills outlined in Georgia's Extended Content Standards: **Level 1:** Students at this level demonstrate a **limited** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need substantial academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment; **Level 2:** Demonstrate a **partial** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need frequent academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment; **Level 3:** Demonstrate an **adequate** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and **may need occasional academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment; and **Level 4:** Demonstrate a **thorough** understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively

working with adapted grade-level content that focuses on essential knowledge and skills and **may need limited academic support** as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

For more information, please see our recent [Statewide Technical Assistance Meeting 1% Participation Presentation](#) and our website at [GAA 2.0 Achievement Level Descriptors](#) and [Georgia Alternate Assessment 2.0 \(GAA 2.0\)](#).



Autism Celebration Month April 2023

Emory University is once again hosting events for Autism Celebration Month in April 2023.

You can visit the [Program Website](#) for additional information including the agenda and kickoff details.

2022 IDEA Documents Available for Public Review and Comment

In order to meet the requirements as set forth by IDEA 2004 for the annual state application of Georgia's grant award under Part B of the Individuals with Disabilities Education Act (IDEA) for federal fiscal year 2023 (2023-2024), the Georgia Department of Education is publishing the following documents for at least 60 days beginning March 17, 2023 with an opportunity for public comments on such plan to be accepted for at least 30 days:

- Interactive Spreadsheet
- Part B Georgia Fiscal Application
- Notice to Applicants
- State Rules that Exceed IDEA 2004

All of these documents can be found on the [GaDOE Website](#) here. Your

comments should be forwarded to Wina Low at wlow@doe.k12.ga.us.



Free Virtual Camp for Students with Disabilities

The University of Alabama at Birmingham is hosting its upcoming sixth annual Magic Camp. This free & virtual summer camp is open internationally to children ages 9-18 with a disability.

In this four-week magic camp, children will spend approximately two hours a week learning tricks developed by illusionist Kevin Spencer & his Hocus Pocus program. Each camper will have two UAB Occupational Therapy students assigned to them for the entire camp, and they will meet virtually to learn magic tricks (all supplies plus a camp t-shirt will be mailed to the campers). Each camp will end in a streamed performance for friends and family!

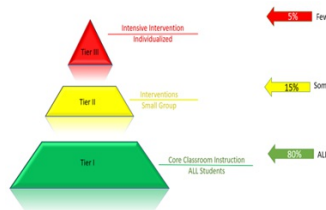
You can learn more on the [Magic in the Magic City](#) webpage.



Scientist wearing goggles and smiling

Science Instructional and Support Resources Available

The GaDOE Science Team has released several instructional and support resources for Science this school year. These instructional resources include support for all students. These resources can also be found in GaDOE Inspire.



MTSS Snapshot: What is an example of differentiation in a classroom?

As teachers plan lessons, a majority of their students may be kinesthetic, auditory and/or visual learners. If the teacher lectures a majority of the time and doesn't provide opportunities for their students to access visuals and/or provide hands-on opportunities, they are not meeting the diverse needs of all students in their class. This definitely impacts effective Tier I instruction, for the student who isn't an auditory learner. It is very important to plan for effective differentiation to vary the students' learning experiences.

For example, when teaching equivalent fractions, teachers should plan to use hands-on manipulatives (i.e. circle fractions, fraction bars, number lines, etc.) to build the conceptual understanding of equivalent fractions, [Fraction Activities](#). This would provide a kinesthetic way to engage in understanding equivalent fractions. If actual fraction circles are unavailable in your school, virtual ones can be accessed using [Fraction Circles | Toy Theater](#). If the actual fractions are not written on the manipulative, you could write the fraction on the manipulative or have the students to record it themselves.

Ensuring that these visuals are available and explicit modeling is provided is essential. Allowing the students to see this explicit instruction, [HLP #16: Use Explicit Instruction](#), with multiple examples is important. It is also important to

note that some students may have difficulty listening and writing, simultaneously. Therefore, they should be given an opportunity to record notes after they have had an opportunity to listen and process the explicit instruction. If accommodations are required for some students, providing notes may be an option. As we consider the effectiveness of Tier I and whether it is meeting the needs of all students, we must consider their diverse needs. This is essential as we seek to strengthen Tier I of the multi-level prevention system.

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

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March 31, 2023 Email Blast

Office of Federal Programs - Division for Special Education



Directors,

Happy Easter

As we have all heard, March came in like a lion and will go out like a lamb. This year, I believe that will be the case for most of Georgia. It certainly looks like spring at my house although our dogwood trees are not blooming yet. I remember my mother telling me that dogwood trees always wait to bloom at Easter, and I have found that to be true. Growing up, we had many white dogwoods trees in our yard but there was also a very special pink dogwood that was my favorite. As we all know, the date for Easter moves around from mid-March to late April. As a child, I didn't understand how the dogwood trees knew when to bloom to coincide with Easter. Spring in Georgia can be just like the saying goes as a lion or a lamb. Just keep your eye on the dogwood trees to see the beautiful blooms for Easter.

The email blast team will be hunting Easter eggs next Friday. The next email blast will be Friday, April 14, 2023. If you are on spring break next week, I hope you can find time to rest and relax.

Be sure to mark your calendar for the Director's Webinar on April 11, 2023.

Link: [Special Education Directors' Webinar](#)

This week, we are fortunate to spotlight two districts for their outstanding work.

Thomas County Schools has one of only 35 Project LIFE programs in the nation. See if Project LIFE might be the right multi-year transition program for your district. Gwinnett County Schools also has been working on effective transition. The district hosted a Transition Fair earlier this month. Two of our GaDOE staff members participated. Watch the video to see if you spot Elise James and Anne Ladd. I know you will enjoy learning more about both initiatives. So proud of Thomas County Schools and Gwinnett County Schools. Such great examples of leadership in transition for students with disabilities.

A very special teacher recognition banquet was held last Friday sponsored by Southeast GLRS. The Debra Brantley Special Education Teacher Recognition Banquet is held annually in memory of Debra Brantley, a longtime special educator who exemplified advocacy for students with disabilities. Each district and regional GNETS was represented to honor an outstanding special educator. Thank you, Southeast GLRS, for your support of teachers and leaders of students with disabilities. A special thanks also goes to Belinda Tiller for speaking on my behalf at the ceremony.



Pink flower

As our thoughts turn to spring break, Easter and the final months of the school year, please accept my sincerest thanks for your support in attending professional learning and providing the implementation support necessary in your districts. To our GaDOE staff, a special thank you for going the extra mile to support our districts with a variety of learning opportunities and technical assistance. We certainly view this work as a partnership.

Please let us know how we can better support your needs.

Thank you for making a difference each day in a student's life. Your dedication and commitment are exceptional!

As you might have guessed, I like Easter and springtime! Take time to see the beautiful flowers, azaleas and the dogwood trees as we change from the cold, dark days of winter to the rebirth of spring. Be sure to hide the eggs if I don't see you before Easter!

Keeping Students First,
Wina

Special Education Events & Due Dates

Please review the information below and the Due Dates Calendar for deadlines and key dates.



Professional Learning Events

April 6 at 1:30 p.m. – FY23 Special Education Summer Data Collections

April 10 at 3:30 p.m. – Advanced Sound Walls

April 11 Several Sessions Available – Georgia Home Classroom: New Digital Resources

April 11 at 1:00 p.m. – Special Education Directors' Webinar

Professional Learning Events

Reminders

The FY23 Parent Survey is OPEN.

May 31 Parent Survey Closes (APR Indicator 8)

Visit [GaDOE Community](https://community.gadoe.org) for a complete listing of GaDOE Professional Learning Events.



Spotlight: Debra Brantley Special Education Teacher Recognition Banquet

District 14, Southeast GLRS, hosted the Debra Brantley Special Education Teacher Recognition Banquet on March 24 in Metter at the Pond House. The Recognition Banquet is held annually in memory of Debra Brantley, a long-time special educator who exemplified what it truly meant to be an advocate for children. Sabrina Woodruff, Toombs County Special Education Director, shared memories about Debra Brantley at the beginning of the ceremony. District 14 was honored to have several of Debra Brantley's family members attend the event. The event was paused in 2020, so everyone was excited to honor outstanding educators once again. Each district level administrator, as well as Cedarwood GNETS, shared information about the outstanding educators in each district that was being honored. Congratulations to all the outstanding educators honored by District 14!

District Spotlight: Thomas County

Project LIFE Program

Thomas County is one of 35 programs across the

country and is the only Project LIFE program in the state of Georgia. Thomas County is in their second year as a certified Project LIFE program. Project LIFE is a feeder program to Project SEARCH.



Thomas County Schools logo4

Project LIFE is a comprehensive, multi-year transition program in which students develop, practice, and strengthen skills that are high predictors of increased adult independence and successful, integrated employment in the community. Two levels of transition-focused course of study assessments in combination with comprehensive employment skills scoring rubric and work performance report, show the data that will provide information for a smoother transition to adulthood and employment.

Project LIFE 101 builds the foundational skills that students need for employment and independence in adulthood. The program consists of:

- 25% classroom instruction
- 25% instruction in independent living skills
- 50% job training experiences in a variety of community businesses



Students are filling boxes at Second Harvest. Students are able to practice many of the skills they have learned in the classroom.

Project LIFE 201 focuses on reinforcing the skills introduced in the first level, increasing the opportunity for success in Project SEARCH.. The program includes:

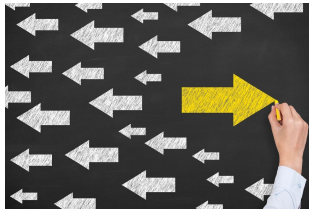
- 25% classroom instruction
- 75% job training experiences in a variety of community businesses

Spotlight: Gwinnett County Schools Transition Fair

Gwinnett County Schools hosted a Transition Fair on March 18, 2023. Elise James and Anne Ladd from GaDOE provided support in the Parent Hub. To see highlights of the event, please open the link below. So proud of Gwinnett County and their work for effective transition!



To view highlights from this day's events, please watch the short video below.



Arrows

Practice Pointers – Georgia Alternate Assessment (GAA) 2.0 General Guidelines for Score Interpretation

There are general guidelines for interpreting scores generated from the GAA 2.0. Educators are advised to help parents understand the components of the Individual Student Report. Particularly, the focus should be to help parents understand their child's individual strengths and weaknesses in relation to the expectations of the Extended Content Standards. Local educational agency (LEA) staff should use the school level, system level, and state summary reports to understand the strengths and weaknesses of the school's or system's curriculum and instruction. In general, score interpretation should focus on how well students have learned the skills and knowledge outlined in the Extended Content Standards and incorporate other evidence of student learning.

A new scale of measurement was developed to report student performance on the GAA 2.0. The scale score reported for each assessment is derived by converting the total number of points earned on the test (i.e., the raw score) to the GAA 2.0 scale for each particular grade and content area. GAA 2.0 scores are reported on a scale that can range from 1000 to 1800. Scale scores are comparable across years for the same assessment but are not comparable across different assessments. Thus, a scale score of 1375 on the Grade 4 English Language Arts assessment does not indicate the same ability as a scale score of 1375 on the Grade 8 English Language Arts assessment or the Grade 4 Mathematics assessment.

For more information, please see our recent [Statewide Technical Assistance Meeting 1% Participation Presentation](#) and our website at [Score Interpretation Guide Georgia Alternate Assessment 2.0](#) and [Georgia Alternate Assessment 2.0 \(GAA 2.0\)](#).



Autism Celebration Month April 2023

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- Notice to Applicants
- State Rules that Exceed IDEA 2004

All of these documents can be found on the [GaDOE Website here](#). Your comments should be forwarded to Wina Low at wlow@doe.k12.ga.us.

Parent to Parent Trainings for April

Topic:WAZE to Adulthood Student Training:
Participating in Your IEP Transition Plan

Date: Tuesday, Apr 11

Time: 7:00 p.m.

Join P2P as we discuss with 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.

Topic:WAZE to Adulthood Training: Turning 18: What Individuals and Their Families Should Consider

Date: Tuesday, April 18

Time: 7:00 p.m. - 8:00 p.m.

Join P2P as we discuss an overview of topics that families may need to consider before their family member with a disability turns 18 in Georgia.



Parent to Parent of Georgia logo