



October 6, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

October 5 was World Teachers' Day. This international celebration of the work of teachers around the world is supported by the United Nations, Scientific and Cultural Organization (UNESCO). World Teachers' Day was adopted in 1994 to recognize the role teachers play in developing students and society. The teacher shortage is being felt across the world and not just isolated to the United States. UNESCO estimates the world needs over 69 million new teachers by 2030. Thank you for being a teacher!

Please join the October director's webinar on October 10, 2023 beginning at 1 p.m.

Expect, Engage and Empower: Successful Transitions for All!

The Office of Special Education and Rehabilitative Services (OSERS) will host the first session for the 2023-2024 OSERS Symposium Series, *Belonging: Building and Sustaining Environments that Support*



World Teachers' Day



High Expectations, Engagement, and Empowerment for All!, virtually on October 25, 1-2:30 p.m. ET!

Successful Transitions for All

The 2023-2024 OSERS Symposia Series will provide an opportunity for the field to join OSERS in the challenge to raise expectations, engage families earlier, and fully empower all individuals who support transition services to improve postschool outcomes for children and youth with disabilities and their families. OSERS believes that education and vocational rehabilitation services can work seamlessly to deliver high-quality transition programming that will prepare youth with disabilities for lifelong success. Such effective delivery under IDEA and the Workforce Innovation and Opportunity Act (WIOA) relies on purposeful collaboration between educators, vocational rehabilitation professionals, service providers, and especially youth and families.

Watch the kickoff event for the Expect, Engage, Empower initiative.

The first session in this series will focus on the importance of building a sense of belonging for children, youth, and young adults with disabilities in school, college, and workplace settings. If you haven't already, click the button below to register.

Additional updates on important resources, events, and information will be posted on OSEP's Expect, Engage, Empower: Successful Transition for All homepage.

Register for **Belonging: Building and Sustaining Environments that Support High Expectations, Engagement, and Empowerment for All!**.



All Students Can Learn

All students can learn

Our district highlight this week is Bleckley County Schools. The district was featured in the local news recently at Greene Acres Farm! Read all about their amazing time at the farm.

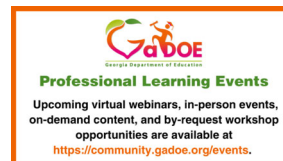
Benjamin Franklin said, "Tell me and I forget. Teach me and I remember. Involve me and I learn." Carl Buechner's words also ring true with me, "They may forget what you said but they will not forget how you made them feel." The last quote I want to share is from an unknown author, but the words are powerful. "Every student can learn, just not on the same day or in the same way." As teachers, we must believe that all children can learn while providing the supports needed. Be the teacher who believes in their students. Support and encouragement go a long way but believing in your students can make all the difference. Join me in celebrating the art of teaching. Teachers have a huge influence on our world. I believe in you!

Thank you to all special education teachers and leaders. You are my heroes!

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*

Coming Up

October 10 at 1 p.m. Special Education Directors' Webinars

October 12 at 1:30 p.m. FY24 Special Education Spotlight on FTE Reports & Errors

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



Bleckley County Schools logo

District Highlight: Bleckley County Schools

Bleckley County Schools was featured in the local news recently at Greene Acres Farm! Shout out to Riley Troili for organizing this wonderful opportunity for Bleckley County students and area students with disabilities through her newly formed "Special Educators Alliance" which serves as a source of support and collaboration for special educators.

Students got to experience a day of agriculture and joy at Greene Acres Farm. The farm holds events throughout the year. Each fall, they host "Fall Frenzy on the Farm." Along with tractor rides and a millet maze, Greene Acres grows pumpkins and has a you-pick patch.

To read and watch more about how the visit positively impacted students in Bleckley County, visit [WGXA News](#).

HUGE shout out to the Greene Family for hosting this event and donating their time, farm admission, and lots of treats to 168 children with special needs along with a multitude of staff members!

Practice Pointers – Individualized Education Program (IEP): Present Levels of Academic Achievement and Functional Performance



Arrows

The present levels of academic achievement and functional performance (PLAAFP) section of the IEP establishes the starting point or baseline that is used to develop the entire IEP. In addition to a description of the child’s current academic, developmental, and/or functional strengths and needs; the results of district or statewide assessments; an explanation of how the disability affects the child’s participation in the general education curriculum; any concerns of the parent; and, for preschool children, the impact of the disability on participation in age-appropriate activities, the PLAAFP should also include the following: Results of the initial or most recent evaluation of the child. These evaluation results will include a summary of the relevant information from the child’s evaluation (not just a listing of scores). This section does not have to include only the results and recommendations of formal evaluation measures performed on a child. It should also include additional formative and summative assessments used for instructional purposes that are often more recent than the formal evaluation measures.

For more information, please see our [Special Education Rules Implementation Manual](#), our [IEP Resources webpage](#), and the [PROGRESS Center at American Institutes for Research / IEP Tip Sheet PLAAFPs](#).

OSEP released a new OSEP Fast Facts: Children Identified with Intellectual Disability

OSEP released a new OSEP Fast Facts: Children Identified with Intellectual Disability, which explores our IDEA, Section 618 data. This Fast Fact takes a closer look at our data on children whose primary disability is intellectual disability.

Highlights from OSEP Fast Facts: Children Identified with Intellectual Disability

-In SY 2021-22, the percentage of students with disabilities identified with intellectual disability is 6.02%. States report a range from 2.29% to 14.82% of students with disabilities identified with intellectual disability.

-In SY 2021-22, students identified with intellectual disability were more likely to be an English Learner than all students with disabilities (13.16% and 11.8%).

-In SY 2021-22, students identified with intellectual disability were more likely to

be served inside a regular class less than 40% of the day than all students with disabilities (13% and 47%).

-In school year 2021-22, when compared to all students with disabilities, Black or African American students are more likely to be identified with intellectual disability (25.62% and 17.01%) and White students were less likely to be identified with intellectual disability (37.61% and 45.43%).

-In SY 2020-21, students identified with intellectual disability, ages 14-21, exiting school were more likely to receive a certificate (34% and 10%) and less likely to graduate with a regular high school diploma (48% and 75%) than all students with disabilities.

OSEP Fast Facts is an ongoing effort to display data from the 12 data collections authorized under IDEA Section 618 into graphic, visual representations with the intent to present 618 data quickly and clearly.

Visit the [OSEP Fast Facts page](#) for existing and future Fast Facts.

United States Department of Education: 1% Waiver Requirements

On September 20, the Office of Elementary and Secondary Education and the Office of Special Education Programs jointly issued a memo regarding the submission of waiver requests for the 1.0 percent cap on participation in the alternate assessment aligned with alternate academic achievement standards (AA-AAAS) for school year (SY) 2023-24 assessment administration. With the passage of the Every Student Succeeds Act (ESSA) of 2015, which amended the Elementary and Secondary Education Act of 1965 (ESEA), a State may not assess more than 1.0 percent of students with an AA-AAAS in the grades assessed.

Read the [United States Department of Education: 1% Waiver Requirements memo](#)

Annual Grant Close Out Procedures

We are quickly approaching our annual submission deadline for FY23 completion reports for each of your federal grants. Please see a list of important reminders below.

-FY23 Completion Reports are due on October 30.

-FY23 carryover will be calculated after the completion report deadline. Our goal is to have carryover calculated as quickly as possible.

-LEAs needing extra time to submit the FY23 completion report for any grant may request an extension. The request for an extension must be submitted by October 30. To request an extension, please go to the [Federal Programs webpage](#).

-If an LEA receives an extension to the October 30 deadline, the carryover calculation may be delayed for that grant. Carryover will be calculated monthly for each grant, and not on an individual LEA basis. Completion reports submitted beyond the approved extension timeline may not be accepted and expenditures will need to be moved to current year funds. Carryover will then be calculated and available to the LEA.

Please don't hesitate to contact your grant program specialist if you have questions or need assistance.

Back to Basics Trainings Available

A Guide to Writing IEPs

Join the GaDOE Special Education Results Driven Accountability staff as they provide professional learning that will focus on writing a high-quality

Individualized Education Program (IEP). These trainings highlight the top ten common errors identified across the state through the monitoring process. Guidance will be provided as participants walk through the development of the entire IEP step-by-step, emphasizing best practices that support the whole child. All trainings are from 9 a.m.- 3 p.m. Please register for the date and location of your choice. Seats are limited.

[Back to Basics: A Guide to Writing IEPs Registration](#)

A Guide to Writing Transition Plans

Join the GaDOE Division of Special Education Results Driven Accountability staff for Back to Basics Transition. This training will provide the audience with the history of transition planning as a foundation for creating effective, student-centered transition plans. Participants will understand the process for creating compliant transition plans. GaDOE staff will discuss each component of the transition plan in depth. Participants can engage in activities and receive examples and non-examples for future reference. All trainings are from 9 a.m.-3



People giving high fives in a group training

p.m. Please register for the date and location of your choice. Seats are limited.

[Back to Basics: A Guide to Writing Transition Plans Registration](#)

©2023 Georgia Department of Education | 1562 Twin Towers East | 205 Jesse Hill Jr. Dr.,
SE | Atlanta, Georgia

[Web Version](#)

[Preferences](#)

[Forward](#)

[Unsubscribe](#)

Powered by [Mad Mimi®](#)
A GoDaddy® company



October 13, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

In Robert Frost's poem, "The Road Not Taken," one of the most famous lines is, "Two roads diverged in the woods, and I - I took the one less traveled by, and that has made all the difference." It is well known that most people assume the name of this poem is, "The Road Less Traveled," but that is not correct. There is different meaning when discussing the road not taken as opposed to the road less traveled. Missing an opportunity can be a great regret in life while the road less traveled usually means being yourself, standing for what you believe, not opting for the easy way, even when it may result in sacrifice. Special educators have diverged from the familiar path and walk the road less traveled. Despite our efforts over the last 25 or more years, special education is often siloed rather than fully integrated. Our students may feel like they have a long and circuitous route to reach graduation while others can take the "interstate" and make it one, direct trip. Although the road less taken may be longer and have challenges, we must ensure all students have an opportunity. As far as the road not taken, some students will leave us and drop out instead of taking either road. Students often disengage and drop out in their mind and heart long before high school. We need rest stops along the way on the familiar route as well as the road less traveled. You may be the only safety net left. Losing one student

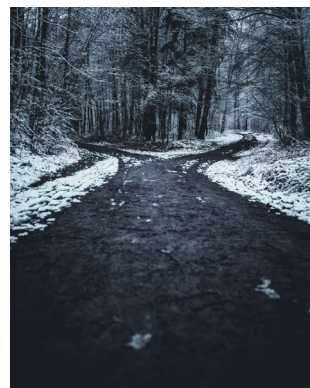


Photo of two paths in a wintery forest by Oliver Roos on Unsplash

to dropout is one too many. Transition should begin as soon as a child enters services. We can do extraordinary things! Watch for your opportunities and seize each one. A student is depending on you!

Did you know that students participating in GAA 2.0 (alternate assessment) do not count toward our test participation rate for Milestones when state determinations are issued from OSEP? The alternate assessment is intended for students with the most significant cognitive disabilities and should not exceed 1% at the state level of the students in tested grades.



*Photo of a road lined with trees
by Michael Payne on Unsplash*

When I was a fifth grade teacher many years ago, I had a poster in my room that read, “Don’t be like all the other otters.” The poster was full of otters that all looked alike -- except for the one rocking sunglasses. Do you want to be like everyone else or are you proud to march to a different drummer? It is hard to go against the flow but that is exactly what needs to happen at times to support our students. Stand proud and take the steps necessary to provide the customized support needed for students with disabilities.

Thank you for all you do each day. You are brave and courageous - never afraid to take the road less traveled.

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*

Coming Up

October 16-17 at 8:30 a.m. – 3:30 p.m. Functional

Behavior Assessment/Behavior Intervention: NW/North Central

October 18 at 1 p.m. – 2 p.m. Special Education Open Office Hours - CFM

October 18 at 10 a.m. Special Education and School Administrator Academy

October 18 at 2 p.m. SSIP FY24: Integrating Science Content for SWDs

October 19 at 11 a.m. Conversations Around Collaboration: Leveling Up: Part 1 and 2

October 19-20 at 8:30 a.m. – 3:30 p.m. Functional Behavior

Assessment/Behavior Intervention: West Central

October 23-26 at 8:30 a.m. – 3:30 p.m. Functional Behavior

Assessment/Behavior Intervention: Metro West

October 24 at 9 a.m. – 3 p.m. Back to Basic Behavior Edition: West Georgia

Reminders

October 24 CPI Cycle 1 - Final Transmission Deadline for Superintendent's Sign-off (Data Collections)

October 24 Student Class - Final Transmission Deadline for Superintendent's Sign-off (Data Collections)

October 24 FTE Cycle 1 - Final Transmission Deadline for Superintendent's Sign-Off (Data Collections)

October 30 Budget Completion Reports Deadline for Superintendent's Sign-Off (GAORS)

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

Practice Pointers – Individualized Education Program (IEP): Present Levels of Academic Achievement and Functional Performance



Arrows

The present levels of academic achievement and functional performance (PLAAFP) section of the individualized education program (IEP), along with other [Individuals with Disabilities Education Act \(IDEA\)](#) requirements, should also include the results of district or statewide assessments. This information must include the results of statewide assessments including test scores and must indicate the achievement level, whether the child achieved as a beginning learner, developing learner, proficient learner, or distinguished learner. This should also include an individual analysis that provides a frame of reference for how the child is performing in comparison to same age peers. In addition, IEPs should include the strengths and needs as indicated by the domains of the subtests. The Georgia Student Assessment Program includes a set of both formative and summative assessments that work together to provide insights to improve teaching and learning.

For more information, please see our [Special Education Rules Implementation Manual](#), our [IEP Resources webpage](#), the [Georgia Student Assessment Program webpage](#), and the [PROGRESS Center at American Institutes for Research / IEP Tip Sheet PLAAFPs](#).

Office of Teaching and Learning: October 5, 2023, Right Now Resources

What a great week we had in Athens last week. For those of you who were in attendance, you should have received a follow up email with links to all presentations from the GaDOE Curriculum Leaders' Conference as well as a quick survey that we invite you to complete in order to assist us in ensuring that future events provide you with quality networking and learning experiences. Please note that the information and application for Math Numeracy Grants will be released in November 2024. Additional guidance on accessing the GA Literacy Academy will be forthcoming as soon as our first literacy module is LIVE (mid-October 2024) in GaLEARNS.

We want to express our gratitude for the partnership with GACIS and acknowledge the Board of Directors' support along with giving a big shout out to the GAEL Team for excellent registration and conference support. Dr. Claire Buck, GACIS Executive Director, did a fabulous job executing the conference logistics for GaDOE Day, and Fall GACIS was one of the best we have ever attended. Our New Curriculum Directors' luncheon was a homerun, and those that attended were treated to two of the best learning opportunities the whole week. We also want to thank our live presenters, those who were spotlighted in our School Stories series, our literacy panel participants, GPB and Ashley Mengwasser for their partnership, and the L4GA and GRE4T Grant teams for their respective parts in ensuring a successful GaDOE Curriculum Leaders' Conference. Last but not least, a big shout out to the C&I and Technology Teams for their expertise and hard work to ensure that educators can utilize SuitCASE and INSPIRE at a level that will directly impact teaching and learning.

Please review the [October 5, 2023, Right Now Resources](#) newsletter for Teaching and Learning Updates, or subscribe on the [Curriculum and Instruction webpage](#) to have them delivered straight to your inbox.

Please don't hesitate to reach out so our team can provide service and support. We are intentional in our mission to communicate and collaborate and to ensure that we are engaging and connecting with you and your core work. Thank you for your commitment and dedication; we stand ready to support your needs!

**Back to Basics Trainings
Available**

A Guide to Writing IEPs

Join the GaDOE Special Education Results Driven Accountability staff as they provide professional learning that will focus on writing a high-quality Individualized Education Program (IEP). These trainings highlight the top ten common errors identified across the state through the monitoring process.

Guidance will be provided as participants walk through the development of the entire IEP step-by-step, emphasizing best practices that support the whole child. All trainings are from 9 a.m.- 3 p.m. Please register for the date and location of your choice. Seats are limited.



People giving high fives in a group training

[Back to Basics: A Guide to Writing IEPs Registration](#)

A Guide to Writing Transition Plans

Join the GaDOE Division of Special Education Results Driven Accountability staff for Back to Basics Transition. This training will provide the audience with the history of transition planning as a foundation for creating effective, student-centered transition plans. Participants will understand the process for creating compliant transition plans. GaDOE staff will discuss each component of the transition plan in depth. Participants can engage in activities and receive examples and non-examples for future reference. All trainings are from 9 a.m.-3 p.m. Please register for the date and location of your choice. Seats are limited.

[Back to Basics: A Guide to Writing Transition Plans Registration](#)

©2023 Georgia Department of Education | 1562 Twin Towers East | 205 Jesse Hill Jr. Dr., SE | Atlanta, Georgia

[Web Version](#)

[Preferences](#)

[Forward](#)

[Unsubscribe](#)

Powered by [Mad Mimi®](#)
A GoDaddy® company



October 20, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

How do you have one of the best seasons in Major League Baseball yet finish your season quickly and painfully with a loss of the series to the Philadelphia Phillies? So much has been said and written about the 2023 Atlanta Braves including Ronald Acuña, Jr. having an outstanding season with 40 home runs and more than 70 stolen bases. Many experts call Acuna the best player to wear a Braves uniform. His production was amazing, and the recognition, well deserved. One player does not make a team, and fortunately for the Braves, they have a long list of contributors. Nonetheless, for this moment in time, the Phillies won the match and the Braves will look toward next season.

Another baseball story that I have followed involves the first female general manager for the Florida Marlins. Kim Ng led the team to clinch a post-season spot for the first time in 20 years. Sounds like an amazing accomplishment but Ng has declined the offer to return for next season.

Excellence and leadership don't always translate to being number one. There are years in which success is measured differently. This lesson is true in baseball and life. Celebrate the victories along the way. Winning the ultimate

**SURROUND
yourself with
PEOPLE
who are
ONLY GOING
to lift you
HIGHER**

Surround yourself with people who are only going to lift you higher in white letters on a blue background

prize is great but your personal victories may mean even more. Don't lose sight of the many day to day accomplishments and contributions.



Three cartoon figures with a ruler and success

Both baseball teams mentioned earlier have much to celebrate and be proud to share. We all win some and lose some while others get rained out. Keep moving forward and striving for improvement. Your day will come.

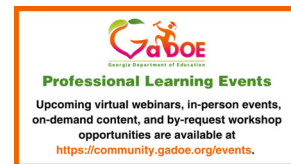
Thank you for always giving the best of your game to support the team. You are all major league success stories to me!

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

Coming Up

October 23 at 10:30 a.m. Federal Programs: FY24

Cross Functional Monitoring Optional Q&A Session

October 23-26 at 8:30 a.m. – 3:30 p.m. Functional Behavior

Assessment/Behavior Intervention: Metro West

October 23-26 at 8:30 a.m. – 3:30 p.m. Functional Behavior

Assessment/Behavior Intervention: Northeast GA

October 24 at 9 a.m. – 3 p.m. Back to Basic Behavior Edition: West Georgia

November 1 at 10 a.m. SDI & Appropriate Goal Setting Within the IEP

November 1 at 3:30 p.m. Significant Cognitive Disabilities Best Practices

Series

November 2 at 10 a.m. Communicating High Expectations in Special Education

November 2 at 1:30 p.m. FY24 Special Ed Applications Dashboard Overview

Reminders

October 24 CPI Cycle 1 - Final Transmission Deadline for Superintendent's Sign-off (Data Collections)

October 24 Student Class - Final Transmission Deadline for Superintendent's Sign-off (Data Collections)

October 24 FTE Cycle 1 - Final Transmission Deadline for Superintendent's

Sign-Off (Data Collections)

October 30 Budget Completion Reports Deadline for Superintendent's Sign-Off (GAORS)

November 10 Timelines – Prong 2 Due for LEAs not at 100% (SE Dashboard)
APR Indicators 11 and 12

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

Practice Pointers – Individualized Education Program (IEP): Present Levels of Academic Achievement and Functional Performance



Arrows

The present levels of academic achievement and functional performance (PLAAFP) section of the individualized education program (IEP), along with other [Individuals with Disabilities Education Act \(IDEA\)](#) requirements, should also include a description of academic, developmental, and/or functional strengths and needs, and parental concerns regarding the child's education. Areas of strength and needs may refer to academic subjects such as Reading, English Language Arts, Mathematics, etc.; developmental areas such as communication, motor, cognitive, social/emotional, etc.; and functional areas such as self-care, social skills, daily living, communication, social/emotional, executive functioning, etc. This area of the IEP should describe specific needs that impact performance and achievement in academic, developmental, and functional areas and must be addressed through the IEP goals and/or objectives or through accommodations. Additionally, what is written in the PLAAFP should be the result of ongoing communication with the parent regarding the child's academics, behavior, performance on goals, and/or future plans. The parent should be provided an opportunity for specific input. Even if the parent does not attend the meeting or does not provide input at the time of the meeting, the information entered should be drawn from communication that has occurred over the previous school year with the parent.

For more information, please see our [Special Education Rules Implementation Manual](#), our [IEP Resources webpage](#), our [Parent Information Fact Sheets](#), and the [PROGRESS Center at American Institutes for Research / IEP Tip Sheet PLAAFPs](#).



People giving high fives in a group training

Mathematics Virtual Specialist Program 2023-2024

The GaDOE Mathematics Team is excited to announce the MathCONnet Virtual Specialist Program for the 2023-2024 school year! As we work to support the fidelity of implementation of Georgia's K-12 Mathematics Standards, we are expanding opportunities for teachers to include interaction with virtual mathematics specialists from each region to support the exploration of Georgia's K-12 Mathematics Curriculum Resources.

MathCONnet will consist of three live, synchronous sessions and nine supporting asynchronous experiences to provide more details on the variety of state resources being provided for the newly adopted mathematics standards. The virtual specialists will provide information on the asynchronous experiences and facilitate the grade level/course sessions during the live events.

-1st live, synchronous session: November 15, 2023 + 3 supporting asynchronous sessions

-2nd live, synchronous session: February 7, 2024 + 3 supporting asynchronous sessions

-3rd live, synchronous session: March 27, 2024 + 3 supporting asynchronous sessions

For more information on the MathCON sessions, visit the [MathCONNECT Virtual Specialist Catalog](#).

©2023 Georgia Department of Education | 1562 Twin Towers East | 205 Jesse Hill Jr. Dr., SE | Atlanta, Georgia

[Web Version](#)

[Preferences](#)

[Forward](#)

[Unsubscribe](#)

Powered by [Mad Mimi®](#)
A GoDaddy® company



October 27, 2023 Email Blast

Office of Federal Programs - Division for Special Education

Directors,

The cooler weather is finally here, and the beautiful fall leaves are changing color. Next week will bring Halloween and Thanksgiving will be just around the corner. A very important fall event is the Annual G-CASE Conference in Savannah on November 15-17, 2023. If you have not registered for the conference, I encourage you to take advantage of the professional learning as well as networking opportunities. Our staff is preparing several presentations for the conference. Hope to see you there!



Fall leaves on trees

Clarification on Interim Alternative Educational Settings (IAES)

In July 2022, the United States Office of Special Education Programs (OSEP) issued new discipline guidance for students with disabilities through a question-and-answer format. This information was provided to special education directors last July, followed by several professional learning opportunities throughout the 2022-2023 school year. Based on recent questions we have received around IAES, we would like to highlight OSEP's guidance, including the requirements related to a removal due to weapons, drugs, or serious bodily injury. Please review the memo linked below. Additional Information: [Interim](#)

Updated Guidance Document: Aligning State Literacy Policies & Practices

We have updated "Aligning State Literacy Policies & Practices" – GaDOE's literacy guidance document connecting the Georgia Early Literacy Act (HB 538), Georgia's K-12 English Language Arts Standards, Georgia's Early Intervention Program (EIP), and Georgia's dyslexia efforts (SB 48).

The sections on aligning reading interventions to the Georgia Early Literacy Act, streamlining state assessment requirements, and measuring literacy rates and setting metrics have been updated. A new section on understanding professional learning requirements has been added.

This is additional information; there are no changes to the guidance initially released. Additional Information: [Updated Literacy Guidance Document](#)



The district highlight this week is Paulding County Schools. I would like to share some of the great work happening across this district. They have recently served as a showcase for several initiatives, including the visit from Hamilton County Schools (Chattanooga,

TN).

Thank you, Amy Penn and Paulding County Schools, for showcasing your talent and initiatives for Hamilton County Schools. The visiting educators were interested in Paulding County's initiatives involving specially designed instruction, co-teaching, and teacher retention.

Coastal GLRS and the Effingham County Schools teamed to provide a professional learning opportunity for staff and leadership. The participants had a choice of training on Check and Connect or a session on artificial intelligence (AI). Thank you, Kim Bennett and Coastal GLRS for your leadership!



Although not quite as pretty as the color of the fall leaves, another sign of the season is when the wild turkeys return. The picture I shared is of a turkey that showed up for breakfast last Saturday and spent time



Turkey

in the driveway. Fall is my favorite season. I love all the colors, the change of the light and all the animals preparing for winter. Take the time to enjoy the sights and sounds whether you are ready for football, trick or treat, a drive in the mountains or a pumpkin muffin. There is something for everyone at this time of year. I hope you can take the time to pause and enjoy.

Thank you for all you do each day for students with disabilities. You are the leaders to make a change!

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*

Coming Up

November 1 at 10 a.m. SDI & Appropriate Goal Setting
Within the IEP

November 1 at 3:30 p.m. Significant Cognitive Disabilities Best Practices
Series

November 1 at 10 a.m. Special Education and School Administrator Academy -
State Defined Alternate Diploma and Students with Cognitive Disabilities & GAA

November 2 at 10 a.m. Communicating High Expectations in Special Education

November 2 at 1:30 p.m. FY24 Special Ed Applications Dashboard Overview

November 6-9 at 8:30 a.m. – 3:30 p.m. Functional Behavior Assessment and
Behavior Intervention: Metro South

November 6-9 at 8:30 a.m. – 3:30 p.m. Functional Behavior Assessment and
Behavior Intervention: East Georgia

November 8 at 9 a.m. – 3 p.m. Back to Basics: A Guide to Writing IEPs

November 8 at 2 p.m. SSIP FY24: Teaching ESOL and SWD Dually Identified
Students Secondary

November 9 9 a.m. – 3 p.m. Back to Basics: A Guide to Writing Transition
Plans

Reminders

October 30 Budget Completion Reports Deadline for Superintendent's Sign-Off
(GAORS)

November 10 Timelines – Prong 2 Due for LEAs not at 100% (SE Dashboard)
APR Indicators 11 and 12

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

Practice Pointers – Individualized Education Program (IEP): Present Levels of Academic Achievement and Functional Performance



Arrows

The present levels of academic achievement and functional performance (PLAAFP) section of the individualized education program (IEP), along with other **Individuals with Disabilities Education Act (IDEA)** requirements, should also include a statement regarding the impact of the child’s disability on involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or preschool children, as appropriate, how the disability affects the child's participation in appropriate activities. This section of the IEP should describe individual characteristics of the child’s disability that affect his or her classroom performance. This section must indicate how classroom instruction is impacted by the specific characteristics or deficits of the disability. Merely stating the child’s eligibility category does not adequately describe the impact on involvement and progress in the general education curriculum. Statements should reflect individual needs and not be applicable to a large group of children. **Special Education**, as defined by IDEA, means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

For more information, please see our **Special Education Rules Implementation Manual**, our **IEP Resources** webpage and **Specially Designed Instruction (SDI)** webpages, our **Parent Information Fact Sheets**, and the **PROGRESS Center** at **American Institutes for Research / IEP Tip Sheet PLAAFPs**.



People giving high fives in a group training

Mathematics Virtual Specialist Program 2023-2024

The GaDOE Mathematics Team is excited to announce the MathCONnect Virtual Specialist Program for the 2023-2024 school year! As we work

to support the fidelity of implementation of Georgia's K-12 Mathematics Standards, we are expanding opportunities for teachers to include interaction with virtual mathematics specialists from each region to support the exploration of Georgia's K-12 Mathematics Curriculum Resources.

MathCONnect will consist of three live, synchronous sessions and nine supporting asynchronous experiences to provide more details on the variety of state resources being provided for the newly adopted mathematics standards. The virtual specialists will provide information on the asynchronous experiences and facilitate the grade level/course sessions during the live events.

-1st live, synchronous session: November 15, 2023 + 3 supporting asynchronous sessions

-2nd live, synchronous session: February 7, 2024 + 3 supporting asynchronous sessions

-3rd live, synchronous session: March 27, 2024 + 3 supporting asynchronous sessions

For more information on the MathCON sessions, visit the [MathCONnect Virtual Specialist Catalog](#).

©2023 Georgia Department of Education | 1562 Twin Towers East | 205 Jesse Hill Jr. Dr., SE | Atlanta, Georgia

[Web Version](#)

[Preferences](#)

[Forward](#)

[Unsubscribe](#)

Powered by [Mad Mimi](#)®
A GoDaddy® company