

SELDA

March 23, 2022

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619

Coordinator/Preschool
Special Education



Hot
Topics:
Preschool
Updates

ECTA and DaSy
created new
series of self-
directed modules
on the basics of
the SPP/APR

SPP/APR Basics

Differentiated Monitoring and Support (DMS) 2.0

- Georgia will be monitored in Cohort 2/ 2022
- Three components
 - Fiscal
 - General Supervision
 - Dispute Resolution

[ECTA Differentiated Monitoring and Support 2.0](#)

[ECTA System Framework](#)

The ECTA System Framework for building and sustaining high-quality early intervention and preschool special education systems is a resource for state agencies in preparing early for OSEP DMS 2.0 monitoring. It includes the following components:

[Governance](#) [Finance](#) [Personnel/Workforce](#) [Data System](#) [Accountability and Quality Improvement](#)
[Quality Standards](#)

[ECTA System Framework](#)

Topics



- Collaboration
- Indicators
- Resources

Section 619 of IDEA

The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services.

(Georgia Department of Education)

Collaboration



Did you know that Georgia has an MOU for our early intervention system?

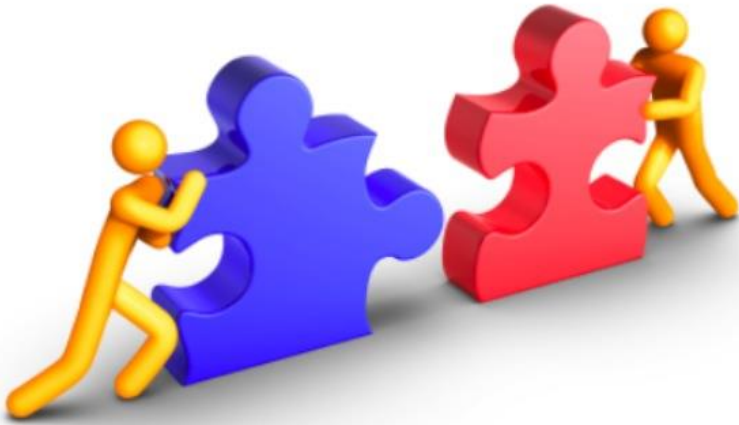


Memorandum of Understanding

- The MOU is an agreement that defines the collaboration between five entities that provide services to children with disabilities age birth – five years old:
- Georgia Department of Education
- Georgia Department of Public Health- Part C Early Intervention Program (Babies Can't Wait)
- Bright from the Start: Georgia Department of Early Care and Learning
- Georgia Head Start Association
- U.S. Dept. of Health and Human Services, Administration for Children and Families, Region IV



Understanding Our Partner Programs



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- Georgia Department of Education
- Babies Can't Wait
- Head Start

Sec. 300.124 Transition of children from the Part C program to Part B

- The State must have in effect policies and procedures to ensure that—
 - (a) Children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, **experience a smooth and effective transition to those preschool programs in a manner consistent** with section 637(a)(9) of the Act;
 - (b) By the third birthday of a child described in paragraph (a) of this section, an IEP or, if consistent with §300.323(b) and section 636(d) of the Act, an IFSP, has been developed and is being implemented for the child consistent with §300.101(b); and
 - (c) Each affected LEA will participate **in transition planning conferences** arranged by the designated lead agency under section 635(a)(10) of the Act.

What is Babies Can't Wait (BCW)?

Part C of the Individuals with Disabilities Education Act (IDEA) guarantees all eligible children ages birth to 36 months, regardless of their disability, have access to services that will enhance their development.

BCW is Georgia's Part C early intervention program for families of infants and toddlers with developmental delays and disabilities. BCW is housed at the Georgia Department of Community Health.

The Individuals with Disabilities Education Act states that services should be provided in Natural Environments-- settings that are natural or normal for the child's age peers who have no disabilities.



1302.63 Head Start Program Performance Standards

Coordination and collaboration with the local agency responsible for implementing IDEA.

- (a) A program must coordinate with the local agency responsible for implementing IDEA to identify children enrolled or who intend to enroll in a program that may be eligible for services under IDEA, including through the process described in §1302.33(a)(3) and through participation in the local agency Child Find efforts.
- (b) A program must work to develop interagency agreements with the local agency responsible for implementing IDEA to improve service delivery to children eligible for services under IDEA, including the referral and evaluation process, service coordination, promotion of service provision in the least restrictive appropriate community-based setting and reduction in dual enrollment which causes reduced time in a less restrictive setting, and transition services as children move from services provided under Part C of IDEA to services provided under Part B of IDEA and from preschool to kindergarten.
- (c) A program must participate in the development of the IFSP or IEP if requested by the child's parents, and the implementation of the IFSP or IEP. At a minimum, the program must offer:
 - (1) To provide relevant information from its screenings, assessments, and observations to the team developing a child's IFSP or IEP; and,
 - (2) To participate in meetings with the local agency responsible for implementing IDEA to develop or review an IEP or IFSP for a child being considered for Head Start enrollment, a currently enrolled child, or a child transitioning from a program.
- (d) A program must retain a copy of the IEP or IFSP for any child enrolled in Head Start for the time the child is in the program, consistent with the IDEA requirements in 34 CFR parts 300 and 303.

What is Head Start?

- Head Start is a federal program for preschool children from low-income families (federally-funded/locally-designed programs).
- Head Start has served more than 30 million children since 1965, growing from an eight-week summer project to include full day/year services and many program options.
- Currently, Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services.
- Head Start programs promote the school readiness of children ages birth to 5 from low-income families by supporting their development in a comprehensive way.

Placement Determination

- Head Start and Early Head Start (EHS) have a 10% mandate for enrollment of students with disabilities.
- Head Start/EHS shall serve on the team making eligibility decisions for young children with disabilities or suspected disabilities.
- Head Start/EHS will participate in the development and implementation of the IEP/IFSP for each infant or toddler or preschool child currently enrolled in Head Start/EHS or may be enrolled as a service delivery option.



Indicators

(IDEA Part B, Section 619)

The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services. The Georgia Department of Education is the State Education Agency that is responsible for general supervision and monitoring of this provision. In Georgia, preschool-aged children with disabilities receive their special education and/or related services in their local school districts.

Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early childhood LRE refers to the Least Restrictive Environment where children receive their special education services.

- [Early Childhood Least Restrictive Environment \(LRE\) - Indicator 6](#)

Early Childhood Outcomes - Indicator 7

Early childhood outcomes for preschool children receiving special education services are reported each year to Office of Special Education Programs (OSEP).

- [Early Childhood Outcomes - Indicator 7](#)

Early Childhood Part C to B Transition - Indicator 12

Part C to B Transition refers to children transitioning from Early Intervention (Part C) to Early Childhood Special Education (Part B) at age three. Indicator 12 requires that children transitioning from Part C to Part B have their initial IEP in place by the third birthday.

- [Early Childhood Part C to B Transition - Indicator 12](#)

Information for Parents and Educators of Early Childhood Children

Information needed by parents and educators can be found here.

- [Early Childhood Parents and Educators](#)

Preschool Special Education Classroom Resources

[Preschool Special Education Website](#)

Contact Information

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Resources

- [NEW - Statewide Preschool Consortia Meeting – November 2021](#)
- [NEW - Preschool Special Education School Opening Guidance 9-2021](#)
- [Frequently Asked Questions Regarding the Delivery of IDEA Early Childhood Services During the Coronavirus \(COVID-19\) Pandemic](#)
- [Child Outcome Summary Professional Development Resource Overview Webinar](#)
- [GELDS Training Administrator Webinar 2-26-2019](#)
- [FY22 Pre School Outcomes Template](#)

1) EARLY CHILDHOOD

Are young children with disabilities entering kindergarten ready to learn?

- Indicator 6: Preschool Settings
- Indicator 7: Preschool Outcomes
- Indicator 12: Early Childhood Transition from Part C to Part B

Adapted from Oklahoma Department of Education

A photograph of a classroom scene. A teacher with blonde hair, wearing a dark blue t-shirt with "Oliver Evans" on it, is sitting on a blue patterned rug. She is holding an open book and looking at it. Several young children are sitting around her, also on the rug. One child is pointing at the book. In the foreground, the back of a child's head and shoulders is visible, and another child's hand is raised. The background shows a wooden shelf with backpacks, a bulletin board titled "Who's Here Today?" with photos, and other educational materials. The text "Indicator 6: Environments" is overlaid in white on the center of the image.

Indicator 6: Environments

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

September 2015

- Sets an expectation for high-quality inclusion in early childhood programs
- Increasing public understanding of inclusion
- Highlighting the legal foundations supporting inclusion
- Providing recommendations for increasing inclusive early learning environments
- Identifying resources



Least Restrictive Environment

- Office of Special Education Programs
 - Dear Colleague letter January 9, 2017
 - Emphasizes the section 612(a)(5) requirement “maximum extent appropriate”...LRE provision does not distinguish between school- aged and preschool- aged children and therefore, applies equally to all preschool children with disabilities.
 - Variety of placement options are identified in section 618 (a) with no distinction related to the student’s age
 - LEAs are responsible for providing a continuum of placement options to preschool students



- The LRE requirements of IDEA are applicable to all children with disabilities who are served under part B of the IDEA including preschool children with disabilities aged 3-5.
- LEAs must make available a full continuum of placements options.
- In selecting the LRE, IEP teams must also consider potential harmful effects on the child or on the QUALITY of services the child needs.

Placement

- LEAs responsible for providing FAPE to a preschool child with a disability must ensure that FAPE is provided in the LRE, REGARDLESS of whether the LEA operates public preschool programs for children without disabilities.
- Possible settings that promote an inclusive LRE include: regular pre-kindergarten class, public or private preschool program, community-based child care facility or placement in another federal program like Head Start.
- If an LEA determines that private preschool is necessary for a child to receive FAPE, it must be made available at no cost to the parent.

Service Delivery

Regular Early Childhood Education Setting

Special Education Early Childhood Setting

Home

Service Provider Location

Separate School

Residential Setting

Data Reporting

Regular Early Childhood Program has a majority (at least 50%) of nondisabled children and includes: Head Start, Pre-Kindergarten, Public and Private Preschools and group child development centers or child care.

- Special Education services delivered in locations that remove the child from the opportunity to interact with nondisabled children including: 1:1 therapeutic settings, small groups of children with disabilities in another location in the building are not considered in the Regular Early Childhood Setting.

Use of IDEA Part B funds for preschool children with disabilities

LEAs must use IDEA funds to pay the excess costs of providing special education and related services for students with disabilities.

HOWEVER, the excess cost requirement does not prevent an LEA from using Part B funds to pay for **ALL** of the costs directly attributable to the education of children ages 3-5 if **NO** local or state funds are available for nondisabled children of these ages.

Common Questions: Indicator 6: LRE

- Due to funding restraints, it's often difficult for districts to offer inclusive preschool settings for SWDs to participate (other than Ga Lottery Pre-k). What recommendations do you offer to smaller districts that do not have the same resources and availability?
- Head Start
- Develop relationships with local childcare and private preschools
- Create classes within the district



Indicator 7: Outcomes



Sometimes, in order to go
forward, You must first go back.

Julia Cameron

“ quote fancy

The Georgia Early Learning and Development Standards(GELDS)



The screenshot shows the homepage of the Georgia Early Learning and Development Standards (GELDS) website. At the top, there is a blue header with the GELDS logo on the left, which includes the text "GELDS Georgia Early Learning and Development Standards" and a colorful graphic of children's hands. To the right of the logo are social media icons for Facebook, Twitter, and YouTube. Below the header is a navigation bar with buttons for "Home", "GELDS", "Resources", "Training", and "About". The main content area features a large heading "Welcome to The Georgia Early Learning and Development Standards (GELDS)" followed by a circular graphic with the text "Today's Play Shapes the Future." and a paragraph of introductory text. Below this is a section titled "The GELDS support the growth of the whole child, birth to five." which contains a 5x2 grid of colored boxes. Each box has a title, a photograph of a child, and a corresponding icon. The columns represent different domains: Physical Development and Motor Skills (PDM), Social and Emotional Development (SED), Approaches to Play and Learning (APL), Communication, Language and Literacy (CLL), and Cognitive Development and General Knowledge (CD).

Welcome to The Georgia Early Learning and Development Standards (GELDS)

Georgia has a long history as a leader in promoting early learning and development outcomes for children. Georgia introduced its latest set of high-quality, research-based early learning standards for children birth to age five called the Georgia Early Learning and Development Standards (GELDS). The GELDS promote quality learning experiences for children and address the question, "What should children from birth to age five know and be able to do?" They are a set of appropriate, attainable standards that are flexible enough to support children's individual rates of development, approaches to learning, and cultural context. The GELDS are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups and serve as a framework for learning. The GELDS are aligned with the Head Start Early Learning Outcomes Framework, the Georgia Standards of Excellence (GSE) for K-12, and the Work Sampling System.

The GELDS support the growth of the whole child, birth to five.

PHYSICAL DEVELOPMENT AND MOTOR SKILLS PDM	SOCIAL AND EMOTIONAL DEVELOPMENT SED	APPROACHES TO PLAY AND LEARNING APL	COMMUNICATION, LANGUAGE AND LITERACY CLL	COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE CD
				
				

[GELDS](#)

The purposes of the GELDS are to:

- Guide teachers who work with children from birth through five in providing quality learning experiences;
- Guide parents in supporting their children's growth, development, and learning potential;
- Lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning, and child outcome documentation;
- Create a "Universal Language" for all stakeholders to use regarding the learning and development of children. Stakeholders would include parents, teachers, pediatricians, early interventionists, policy-makers, etc;
- Raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher's role in the process; and
- Support the early identification and referral of children with special learning needs.

understanding GELDS



These are the five **LEARNING DOMAINS**. Notice that each has a two- or three-letter acronym. You'll see these acronyms in all GELDS materials.

PHYSICAL DEVELOPMENT AND MOTOR SKILLS

PDM



SOCIAL AND EMOTIONAL DEVELOPMENT

SED



APPROACHES TO PLAY AND LEARNING

APL



COMMUNICATION, LANGUAGE AND LITERACY

CLL



COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

CD



NOTE: The CD domain is divided into these sub-domains: Math, Social Studies, Science, Creative Development and Cognitive Processes

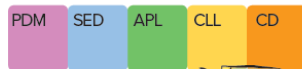
6



You will see codes such as **PDM6.3b** (below) in all GELDS materials. Once you understand the codes, you'll see how helpful it is to incorporate GELDS into your routines and lesson plans.

PDM
domain (PDM is the physical development and motor skills domain)

DOMAINS are the five areas of learning. These large, overarching categories are color-coded.



Each Domain contains **STRANDS**, groupings of similar standards.

Each Strand contains **STANDARDS**.



The CD domain is divided into five sub-domains

6.
standard

STANDARDS are general statements of knowledge within a Strand. A Strand can have one or more Standards.

3
age

AGE groups are as follows:
0 = 0-12 months
1 = 12-24 months
2 = 24-36 months
3 = 36-48 months
4 = 48-60 months

b
indicator

INDICATORS are statements that describe a specific, measurable and observable skill children exhibit as they develop. There can be multiple Indicators per age as noted by the letters a, b, c, d, e and f.

GELDS decoded

gelds.dec.state.ga.us 7

— Standard: SED2 - The child will engage in self-expression.

Age Appropriate Indicators:

Click on indicators to view.

0 - 12 Months	12 - 24 Months	24 - 36 Months	36 - 48 Months	48 - 60 Months
SED2.0a Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.	SED2.1a Uses sounds, facial expressions or gestures to express needs and preferences.	SED2.2a Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.	SED2.3a Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.	SED2.4a Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.
SED2.0b Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.	SED2.1b Displays a range of basic emotions such as happiness, sadness and fear.	SED2.2b Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.	SED2.3b With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions such as frustration, jealousy and enthusiasm.	SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.

Standard: SED1 - The child will develop self-awareness.

Indicator Detail:

SED2.2b Uses verbal and non-verbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

Rationale:

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.

Examples:

1. tells his teacher, "My turn to play with baby" instead of snatching the baby doll away out of anger
2. stomps her feet and pushes the puzzle away, saying "bad puzzle" because she does not understand how to complete the puzzle.
3. lays on the floor kicking and cries "Mommy, mommy!" when mom leaves the classroom
4. greets familiar adults with smiles, hugs and says, "I love you!"
5. moves away from object that scares him and says "I don't like it"




Indicator 7: Early Childhood Outcomes

Georgia's Process

- Districts use the Child Outcome Summary process to gather data using multiple sources
 - Evaluation data
 - Progress on goals and objectives
 - Observation
 - Parent and Teacher input
- Data is collected using the Child Outcome Summary Form
- Data is entered on the Preschool Outcomes Template
- Data is reported in our State Longitudinal Data System
- Districts report Summary Data to the GADOE
 - Districts should ***maintain their student level data***
- Georgia reports Summary Data to OSEP

Child Outcome Modules

- Modules were in the PLO in the portal
- Modules have transitioned to Georgia Learns
- Participation can be monitored



**COS
Process**

**Understanding and Utilizing the Child Outcomes
Summary Process**

This online course is designed to prepare early intervention
and early childhood special education staff to use the Child...

Enter

Child Outcome Summary (COS)



ECTA Center

Child Outcomes Summary



Online Module Registration

- This free online learning module is designed to help early intervention and early childhood special education staff understand the Child Outcomes Summary process. There is a wealth of information contained in this module which is divided into sessions that can be completed at your own pace.
- https://unc.az1.qualtrics.com/jfe/form/SV_8k8MRoa4doTjDHT

Data Presentations, Recordings, and Documents

Recordings

Recording	PowerPoint
SE Dashboard Applications	
SE Dashboard Applications SE Timelines Application Overview	Link
SE Dashboard Contact State Section	
SE Dashboard Preschool Outcomes Indicator 7 Reporting	
SE Dashboard Applications Data Entry for Indicator 11 Child Find	
SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition	
SE Dashboard Applications Timelines Reporting with GOIEP and Portal Verification After Timelines Submission	
SE Dashboard Applications Post School Outcomes	
SE Dashboard Applications Continuation of Services	

SE Dashboard

BCW Timeline Tracking Log updated 9-8-21

Initial Evaluation Timeline Tracking Log updated 8-30-21

FY22 Preschool Outcome Data Template

Additional Resources for Preschool Outcome Reporting

Disproportionality: Overview, Identification, Placement, Discipline and Data Calculations

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx>

Reported Child Outcomes

- States report data to Office of Special Education Programs (OSEP) in the US Department of Education annually on 3 child outcomes for Part C and Part B program:

1. Social Relationships
2. Use of knowledge and skills
3. Taking Action to meet needs

Summary Statements

From the progress category data, **two summary statements per outcome are calculated:**

Summary Statement 1 is the percentage of children who made greater than expected growth. The summary statement is calculated from the progress categories in the following way: $(c + d) / (a + b + c + d)$

Summary Statement 2 is the percentage of children who exited at or above age expectations. The summary statement is calculated from the progress categories in the following way: $(d + e) / (a + b + c + d + e)$

OSEP Reporting Categories

Score	Reporting Statement
a	Children who did not improve functioning
b	Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers
c	Children who improved functioning to a level nearer to same aged peers but did not reach it
d	Children who improved functioning to reach a level comparable to same aged peers
e	Children who maintained functioning at a level comparable to same aged peers

Consistent Practices Child Outcomes Summary

ctf-assessing-improving-sp OSEP About OSEP Changes_in_Evaluation_and Child_Outcomes_Sum X Georgia Department of Edu

ectacenter.org/pdf/ecco/Child_Outcomes_Summary_Form_4-21-06-2.pdf

Counselor Companio Counselor Companio Counselor Companio Georgia's Career Pipe

CHILD OUTCOMES SUMMARY FORM

Date: ___/___/___
Mon Day Yr

Child Information

Name: _____

Date of birth: ___/___/___
Mon Day Yr

ID: _____

Persons involved in deciding the summary ratings:

Name	Role

Do more with Microsoft Edge – the fast, new browser built for Windows 10. [Change my default](#) [Don't ask again](#) X



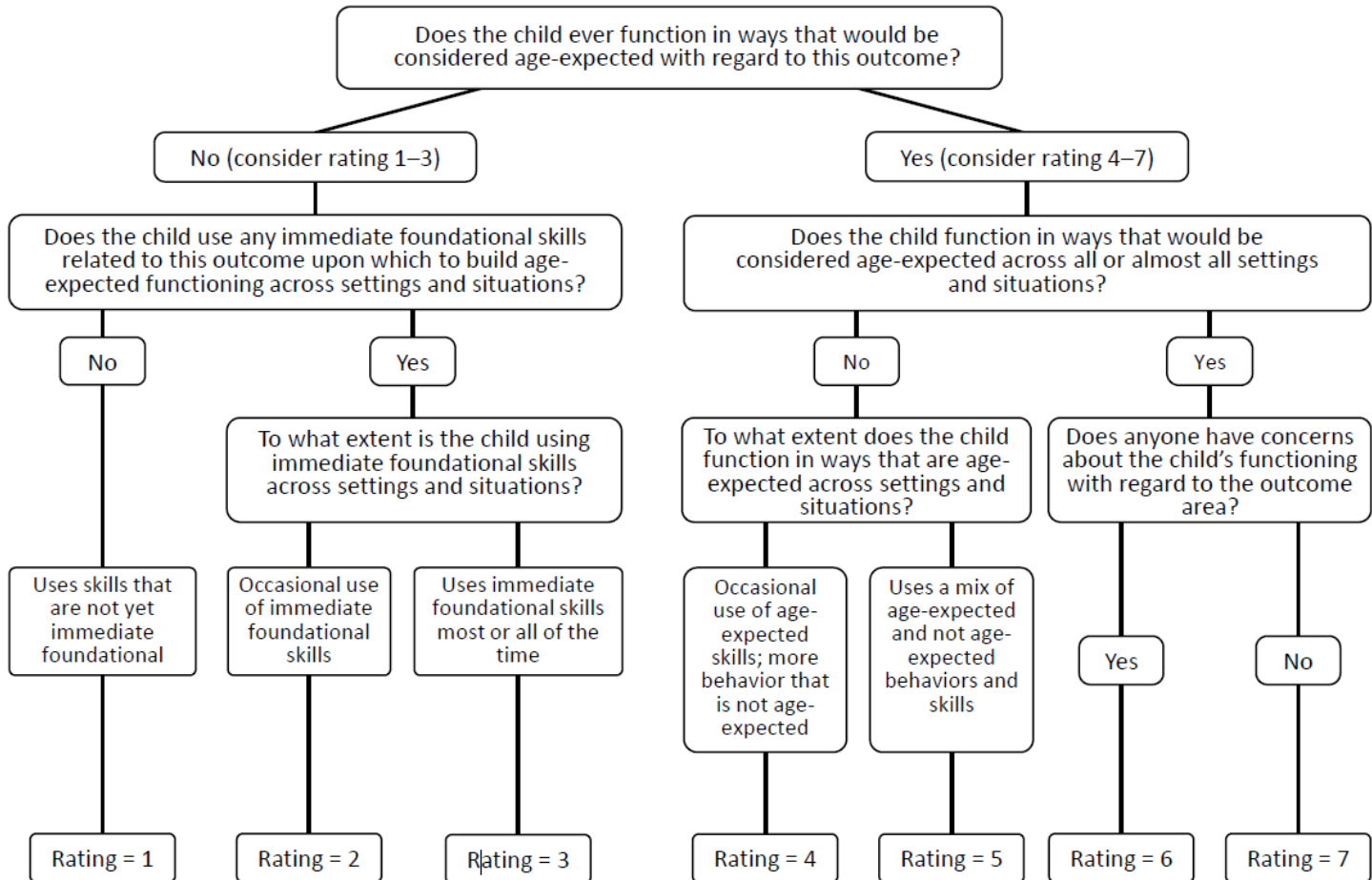
Definitions for Child Outcomes Summary (COS) Ratings

Overall Rating	Definition
Overall Age-Appropriate	<p>7</p> <ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area.
	<p>6</p> <ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	<p>5</p> <ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-expected and not age-expected behaviors and skills. Child's functioning might be described as like that of a slightly younger child.
	<p>4</p> <ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-expected than age-expected.
	<p>3</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills most or all of the time across settings and situations. Functioning might be described as like that of a younger child.
	<p>2</p> <ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	<p>1</p> <ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child's functioning might be described as like that of a much younger child.

Definition of Outcome Ratings

Overall Age-Appropriate	Completely means:	7	<ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age. No one has any concerns about the child's functioning in this outcome area.
		6	<ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age but there are some significant concerns about the child's functioning in this outcome area. These concerns are substantial enough to suggest monitoring or possible additional support. Although age-appropriate, the child's functioning may border on not keeping pace with age expectations.
Overall Not Age-Appropriate	Somewhat means:	5	<ul style="list-style-type: none"> Child shows functioning expected for his or her age some of the time and/or in some settings and situations. Child's functioning is a mix of age-appropriate and not age-appropriate behaviors and skills. Child's functioning might be described as like that of a slightly younger child*.
		4	<ul style="list-style-type: none"> Child shows occasional age-appropriate functioning across settings and situations. More functioning is not age-appropriate than age-appropriate.
	Nearly means:	3	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child of his or her age in any situation. Child uses immediate foundational skills, most or all of the time, across settings and situations. Immediate foundational skills are the skills upon which to build age-appropriate functioning. Functioning might be described as like that of a younger child*.
		2	<ul style="list-style-type: none"> Child occasionally uses immediate foundational skills across settings and situations. More functioning reflects skills that are not immediate foundational than are immediate foundational.
	Not yet means:	1	<ul style="list-style-type: none"> Child does not yet show functioning expected of a child his or her age in any situation. Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning. Child functioning reflects skills that developmentally come before immediate foundational skills. Child's functioning might be described as like that of a much younger child*.

Decision Tree for Summary Rating Discussions



Child Outcome Summary Form Supporting Evidence Section

Source of information	Date	Summary of Relevant Results
Candace's mom	4/12/06	Mom reports that when Candace eats by herself she makes a big mess. She eats finger foods but does not use a fork or spoon. She uses a "sippy" cup with two hands. Mom reports that she has not begun to toilet train Candace. Candace does not let mom know when she has a wet or soiled diaper. She pulls off her socks when getting ready for bed.
Candace's child care provider	4/5/06	Child care provider said that Candace is learning to use a spoon, but usually uses her fingers to feed herself. Candace uses diapers and tugs on diaper after it is wet or soiled.
Carolina Curriculum for Infants and Toddlers with Special Needs	Administered 3/13/06	Self-Help: Eating – 12-15 months Self-Help: Dressing – 15-18 months Self-Help: Grooming – 18-21 months Self-Help: Toileting -- <15-18 months
Developmental specialist	Observed over a 4 week period in March 2006	Observed in her child care environment during structured activities and unstructured play time. She clapped and jumped during a group song. During free play Candace tended to sit quietly unless engaged in a play activity by her caregiver. Candace did not object to having hands washed by caregiver, but needed assistance.

Outcome Summary Form Rating Section

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Circle one number)

Not Yet		Nearly		Somewhat		Completely
1	2	3	4	5	6	7

Supporting evidence for answer to Question 1a

Age-appropriate functioning
Concerns? No Yes _____ (describe)
Immediate foundational skills/ Functioning that is not age-appropriate
Functioning that is not yet age appropriate or immediate foundational

Category Calculation Formula

Entry Rating (1-7) = _____

Exit Rating (1-7) = _____

Answer the question:

Was progress made since entry? *Yes* or *No*

OSEP Category= _____

Tutor:

Conversion of Child Outcomes Summary Form (COSF) data
to OSEP Reporting Categories

Entry	Exit		OSEP Category
Outcome	Outcome	Progress	
1	4	y	c

Instructions

- Entry (Outcome):** Enter rating number for outcome (1 through 7)
- Exit (Outcome):** Enter rating number for outcome (1 through 7)
- Exit (Progress):** Indicate whether or not progress was made since Entry
(Yes or no: format "y" or "n")

Reporting category will appear in "OSEP Category" column

- a** - Children who did not improve functioning
- b** - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers
- c** - Children who improved functioning to a level nearer to same-aged peers but did not reach it
- d** - Children who improved functioning to reach a level comparable to same-aged peers
- e** - Children who maintained functioning at a level comparable to same-aged peers
- Progress?** - No determination of progress has been provided yet (please fix)
- Impossible** - The combination entered could not possibly occur. For example, a child cannot go from a 5 to a 7 and show no progress (please fix)

<http://ectacenter.org/eco/pages/cos-calc.asp>

COS Aligned Preschool Outcomes Template

Use the calculator at this link to determine the Exit Category: [CALCULATOR](#)

Template, Aligned with Child Outcome Summary (COS)

Child Name	DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Knowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services in years	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior	Did the child MAKE PROGRESSES?	COS Social/Emotional Rating	COS Knowledge & Skill Rating	COS Adaptive Behavior Rating	Entrance
			0.0	2	3	3		0.0		3	4	4		A	C	C	Entrance
			0.0	3	3	6		0.0		5	5	6		C	C	E	
			0.0	4	2	3		0.0		5	6	7		E	D	D	
			0.0					0.0						B	A	A	
			0.0					0.0						D	D	B	
			0.0					0.0						B	E	C	
			0.0					0.0						F	B	F	

<http://dasonline.org/cos-osep-reporting>

Outcomes Data Collection Recommendations

- All staff should complete the Child Outcome Summary Modules (available in Ga Learns)
- Leaders should utilize the [COS Process Professional Development Resources](#) on the Early Childhood Technical Assistance (ECTA) website
- Develop local processes for data collection and reporting



Indicator 12: Transition

Part C vs Part B Responsibilities

Part B

1. Attend Part C Transition Conference
2. Conduct Part B eligibility evaluation
3. Develop and implement IEP prior to child's 3rd birthday

Part C

1. LEA Notification
2. Develop Transition Plan
3. Coordinate Transition Conference
4. Provide necessary documentation to LEA to assist in the Part B referral process

Referral Process Information

- Helpful:
 - Birth Certificate
 - Recent passed hearing and vision screening
 - Recent shot record
 - Proof of residence
 - ❖ **School districts, Head Start and BCW staff should work collaboratively to gather these documents prior to referral whenever possible to ensure a smooth transition. Referrals can be accepted if one of more of these items has not been obtained prior to the transition meeting.**
- **Required:**
 - BCW provider data
 - Current/recent evaluation information (BCW and Private Providers)

Additional Referral Process Clarification

- Hearing and Vision Screenings
 - **IDEA: Sec. 300.304 Evaluation procedures**

The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

Hearing and Vision Screenings are part of the evaluation, not a precursor.

Consent to evaluate should not be provided contingent upon a passed hearing and vision screening.

Functional Hearing and Vision

What is the guidance related to diagnostic teams conducting functional hearing and vision screenings that are questionnaire based?

The following guidance was released in the 10/11/19 Friday email blast:

As a follow up to General Supervision Training, we would like to provide additional guidance about functional hearing and vision screening. We will add this verbiage to the implementation manual. There is no functional hearing screening used in place of a student's inability to perform a traditional hearing screening. The student should be referred for comprehensive testing by an audiologist who can perform specialized testing that is chosen based on the student's developmental level. To answer the question of what constitutes a "pass" for a hearing screening. The general consensus used by the Department of Public Health, American Academy of Pediatrics and acceptable by the American Speech Language Hearing Association is the decibel levels of 20-25 dBHL for frequencies 1000, 2000 and 4000 Hz. (500 and 6000 Hz are also acceptable added screening frequencies).

The 3300 screening form states that for a student to "pass", he/she must have 20/30 in each eye for age 6 and above and 20/40 in each eye for below 6. There is no Functional Vision Screening. If a student is actually being evaluated for VI Eligibility, there is an assessment called the Functional Vision Assessment which is one of the assessments that our state requires for consideration for VI Eligibility.

The guidance does not vary by age. My recommendation is to review the PPT from the general supervision training 9/25/2019 slides 14-30. Then, I would recommend contacting the state contacts with additional questions. They can provide you with guidance regarding utilizing resources throughout the state.

Resources

- GA DOE – Trainings for Hearing & Vision screenings
 - [Webinars for Hearing & Vision screenings](#)
 - [Training manual for hearing screenings](#)
 - Division of State Schools
 - DHH Outreach Coordinator: Vanessa Robisch - VRobisch@doe.k12.ga.us
 - VI Outreach Coordinator: Zelma Murray - ZMurray@doe.k12.ga.us
- Georgia's (new) [Mobile Audiology Program](#)
 - Program Manager: Jessica Bergeron – jbergeron@doe.k12.ga.us
- [Early Childhood Hearing Outreach](#) (ECHO) (for children ages 3-5)
- [Prevent Blindness Georgia](#)
- Free or low-cost [glasses](#) & [hearing aids](#) for children

Dear Colleague Letter: Mills

5/2/19

- **Question 1:** Does a local educational agency (LEA) violate the procedural protections of 34 C.F.R. § 300.503 by failing to either agree to conduct the assessment requested by a parent or guardian, or to deny that assessment, when it proposes to conduct a “screening” in the same area of suspected disability by different personnel?

Dear Colleague Letter: Mills

5/2/19

Answer: Under IDEA, written notice that meets the requirements of 34 C.F.R. § 300.503(b) must be given to the parents of a child with a disability a reasonable time before the public agency: (1) proposes to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (FAPE) to the child; or (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. 20 U.S.C. § 1415(b)(3) and 34 C.F.R. § 300.503(a). If a request for an evaluation has been made, the LEA must respond to the request through prior written notice, which includes among other content, an explanation of why the agency proposes or refuses to take the action. If the LEA believes an evaluation is not necessary because the child is not suspected of having a disability, it must issue written notice to the parent explaining why it is refusing to evaluate the child. If the LEA believes an evaluation is necessary, it must also issue a prior written notice. In the case of an initial evaluation, after receiving parental consent, the LEA must complete the evaluation within the 60-day timeframe (or, if the State has an established timeframe, within that timeframe) in accordance with 34 C.F.R. § 300.301(c). There is nothing in IDEA that would prohibit a State educational agency (SEA) or LEA from implementing screening procedures to determine if a child is suspected of having a disability. The use of screening procedures, however, may not be used to delay or deny an evaluation for special education and related services. See OSEP Letter to Torres (April 7, 2009).¹ Therefore, referring a child for screening after a request for an evaluation has been made does not replace the evaluation and does not alleviate the public agency's responsibility to issue a prior written notice that meets the requirements described above.

OSERS Letter August 24, 2021

- Infants and toddlers were disproportionately impacted by the pandemic compared to their peers
- SEAs and LEAs are expected to develop processes and procedures to ensure that students can attend school safely

Tools for Improving Child Find

These tools are designed to support the collection, review, and improvement of child find systems including 618 data.

OSEP Part B 619 Child Find Self-Assessment (CFSA)

OSEP, with the collaboration and support of [ECTA Center](#) and [DaSy Center](#) (for Sections II and III), developed this voluntary self-assessment tool to help Local Education Agencies (LEAs) strengthen their child find system with the goal of ensuring children eligible for special education and related services are referred and enrolled. This toolkit can also be used by State Education Agencies (SEAs) to look across LEAs to support understanding and documenting their work around child find regulations, identifying best practices and improve the efficiency of their Child Find efforts.

- [Part B 619 CFSA Section I: Statutory Requirements Specific to Part B 619 Child Find \(2022\)](#), OSEP
- [Part B 619 CFSA Section II: Part B 619 Child Find Best Practices \(2022\)](#), OSEP
- [Part B 619 CFSA Section III: Technical Assistance and Resources \(2022\)](#), OSEP
- [Part B 619 CFSA Section IV: OSEP Policy Letters and Guidance \(2022\)](#), OSEP
- [Part B 619 CFSA Best Practices List \(2022\)](#), OSEP
- [Part B 619 CFSA Infographic \(2022\)](#), OSEP
- [Part B 619 CFSA Feedback Form \(2022\)](#), OSEP

[ECTA Center: Tools for Improving Child Find](#)

Preschool Evaluations

Evaluations for young children are often conducted by a team of certified teachers that have experience in evaluating young children. A school psychologist is not always used for these evaluations. Does this pose a problem for teams as they consider eligibility? Teams feel restricted to mainly consider SDD. Could this be perceived as predetermining?

- The LEA must ensure that a multidisciplinary team is in place for evaluations
- Local procedures can determine if a psychologist is part of the team or not
- Referral information provides evidence of team members who may need to participate
- Comprehensive evaluations should be completed for all children regardless of age

Preschool RTI

Per the implementation manual, it is recommended and a best practice to provide these interventions prior to referral. What recommendations do you have for this? What resources and ideas are available to support this guidance for young children?

- The recommendations are outlined in the implementation manual
- There are Pre-K interventions are available within many the resources recommended by the Georgia Tiered Systems of Support for students



Helpful Resources

National Resources

- Early Childhood Technical Assistance Center (ECTA) = <http://ectacenter.org/decrp/>
- Division for Early Childhood of the Council for Exceptional Children (DEC) = <https://www.dec-sped.org/>
- National Association for the Education of Young Children (NAEYC) = <https://www.naeyc.org/>
- National Center for Pyramid Model Innovations (NCPMI) = <https://challengingbehavior.cbcs.usf.edu/>

Important Georgia Websites Related to Young Children

- Babies Can't Wait (BCW) = <https://dph.georgia.gov/Babies-Cant-Wait>
- Department of Early Care and Learning (DECAL) = <http://dec.al.ga.gov/>
- Georgia Head Start Association = <https://georgiaheadstart.org/>

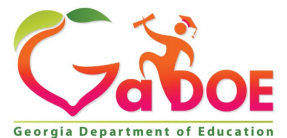
DECAL Approved Free Online Training

- Preschool special education teachers can take online training courses that are approved by the Georgia Department of Early Care and Learning. There are 7 courses designed for preschool teachers. To review the program and sign up visit the following link:
- [Welcome to the Cox Campus | Read Right from the Start](#)

State Resources

- GaDOE Website = <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Preschool-Special-Education.aspx>
- Georgia Early Learning and Development Standards (GELDS) = <http://gelds.dec.state.ga.us/>
- PBIS Early Learning = <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/PBIS-Early-Learning.aspx>
- Parent to Parent of Georgia = <http://p2pga.org/>
- Signals Webinars = <https://namiga.org/signalswebinars/>

Any
Questions?



www.gadoe.org

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**EDUCATING
GEORGIA'S FUTURE**





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