



We will lead the nation in improving student achievement.

DIVISIONS FOR SPECIAL EDUCATION SERVICES and SUPPORTS

JANUARY 2009 DL UPDATE

Budgets - Maintenance of Effort Form

GaDOE now calculates the Maintenance of Effort (MOE) from the end of the year expenditures report, therefore, the MOE form is no longer required. Ten systems had a problem with MOE for FY 09 but all have been cleared. If there is a future MOE problem, the special education director will be sent an email with expenditure details that will most likely clear the system for receiving the next IDEA grant. Grants are held until the system is able to correct the MOE problem.

With FY 2010 grants, the FY 08 state and local expenditures will be compared to the FY 07 expenditures. Remember that the state and local expenditures must be equal to or greater than the preceding year's expenditures. This will be extremely important for the next few years with the cutback in state funds. Please inform your superintendent and business office of the possibility of MOE problems before end of year expenditure reports are completed.

New Federal Regulations

New IDEA federal regulations were issued on December 1, 2008. These regulations became effective on December 31, 2008. The regulations generally address issues in the following areas: (1) parental revocation of consent after consenting to the initial provision of services, (2) a State's or local educational agency's (LEA) obligation to make positive efforts to employ qualified individuals with disabilities, (3) representation of parents by non-attorneys in due process hearings, (4) State monitoring, technical assistance, and enforcement of Part B programs and (5) allocation of funds, under sections 611 and 619 of the IDEA, to LEAs that are not serving children with disabilities.

The complete regulations are published in the Federal Register (Volume 73, No.31)

The Divisions for Special Education Services and Supports will be promulgating state board rules to address the new regulations as necessary. However, local systems should develop some local procedures to provide guidance in their systems as the new regulations are in effect now. The revocation of consent regulation has several components that must be in place to ensure immediate compliance with the new regulations. Listed below are some points for consideration in developing local procedures:

- The public agency is not required to amend the child's educational record to remove any references to the child's receipt of special education and related services because of the revocation of consent.
- The parent must provide the revocation of consent to the LEA in writing. Some local considerations include: 1) documenting the receipt of the notice from parent, 2) training school administrators on the new regulations, 3) providing prior written notice (PWN) prior to the removal from services, and 4) establishing who will provide the PWN and the content of the prior written notice that includes all requirements of the law. Other considerations may also include the need for schedule changes, transportation changes and even school changes when the student is not attending the school in his attendance zone.
- Provision of Prior Written Notice (PWN) - this is required before services can be discontinued and must occur in a timely manner.

The following elements **must** be included in the PWN:

- Information for the parent of changes and services that will be eliminated. (these services may include; special transportation, other related services, service and benefits from other public and private programs, testing accommodations, provision of assistive technology, considerations for high school students of the impact on graduation requirements or diploma options.)
 - An explanation of why the action is occurring.
 - A description of each piece or source of data, evaluations, records, assessment and/or reports supporting recommendations for the student to continue to receive or withdraw from services.
 - A statement that the parent will be giving up the procedural safeguards available under IDEA and a list of sources for parents to contact for information about IDEA Part B.
 - A description of other factors relevant to the situation. In addition, the PWN must be in the description of other options that were considered for student and why those options were rejected by the IEP team.
 - Must be in understandable language and in the native language of the parent.
 - Provision of procedural safeguards.
- A student who reaches majority may not hold the LEA responsible for lack of the provision of FAPE if the parent previously revoked consent for placement. A student who has reached the age of majority may revoke consent for placement. In this instance, PWN should be provided to the child and the parent.

- Discipline Issues- The LEA is not deemed to have "knowledge of disability" under section 300.534(c)(1)(ii) in the matter of discipline, therefore protections in regard to out of school suspension and manifestation do not apply. The rules and timelines applying to general education students will apply once consent is revoked.
- 504 eligibility and ADA - the new regulations are silent on this matter, but systems should consider how they apply.
- The desire to revoke "partial" consent: the regulation does not allow the parent to revoke consent for part of the services provided by the IEP. If the parent and public agency disagree about whether FAPE would be provided with or without the provision of a service, the parent may use the due process procedures to obtain a ruling regarding the services. Consent for services is for consent for special education.
- The Child Find responsibility and provision of Child Find does not change. Local systems will continue to have the obligation to follow the process for the identification of any child even if the parent has refused service in the past. In these circumstances, the referral must be considered as an "initial referral" and the 60 day timeline applies. However, current testing or relevant educational testing and data may be used for eligibility determination or revision.

Systems should keep the interest of the child in mind, especially if a parent wants to reenter special education. Although the 60 days are allowed, if the information is available and current, it may be reasonable to do the eligibility determination and IEP development prior to 60 days and get the student back into services that were recommended and determined to be needed.

The new regulations also include the following new or revised regulations:

Section 300.177 regarding the states' sovereign immunity and positive efforts to employ and advance qualified individuals with disabilities.

Section 300.512 regarding the parent's right to be accompanied and advised by counsel and individuals with special knowledge or training with respect to the problems of children with disabilities, except that whether parties have the right to be represented by non attorneys at due process is determined under state law. This regulation is about accompanying and advising the parties of a due process hearing, it does not mean that a non-attorney may represent the parent. Currently, the State unauthorized practice of law statutes (O.C.G.A. Sec. 15-19-50 et. seq.) and OSAH rule 34 appear to prohibit non-attorneys from representing parties at a due process hearing. However, they may be accompanied and advised by non-attorneys.

Sections 300.600, 300.602 and 300.606 regarding state monitoring and enforcement, the state's use of targets and reporting, and the state's responsibility to provide public notice of enforcement action.

Sections 300.815, 300.816 and 300.817 regarding sub grants to LEAs, allocations to LEAs, and reallocation of funds to LEAs that are not serving students with disabilities.

The GaDOE may provide some additional written guidance on these regulations at a later date and will be happy to discuss any concerns with anyone as we all move to implement these regulations.

Reporting Parental Revocation of Consent for Special Education

As you are aware, Federal Regulations published December 1, 2008 must be implemented effective December 31, 2008. The new regulations allow parents to revoke consent for special education. Staff from the Divisions for Special Education Services and Supports are currently discussing the implications of the new regulations with Data Collections and the necessary changes to be made in the FY10 Student Record. For FY09, students whose parents revoke consent for special education should be reported in the Special Education Level Record with Event Code 09- Special Education Exit Code (enrolled but no longer receiving special education services). Please be prepared to identify students reported in the FY09 Student Record with Event Code 09 who returned to general education based on parental revocation of consent for special education. This information will be collected in a separate survey application in July 2009. When completed, additional reporting guidance will be made available to the districts.

Discipline Reporting

Reminder: **Systems** should have a plan in place to review discipline data prior to Student Record sign-off in June. Modifications have been proposed to the Discipline Record Report DIS 090 - Cessation of Services to facilitate this verification. The report will include the primary area of disability for the student and the number of days associated with each out-of-school suspension event.

While FAPE requirements are unique to students with disabilities excluded from school for more than 10 days, reporting requirements are consistent with those for students without disabilities unless otherwise indicated in local board policy. The number of days for both in-school and out-of-school disciplinary exclusions are required Federal IDEA 618 reporting elements to the Office of Special Education Programs (OSEP). On www.IDEAdata.org you will note that Georgia's discipline data ranks poorly when compared to other states. While the district and the school level are not publicly reported on IDEAdata.org, these data are reported to OSEP at both the district and the school level. It is important that students continue to receive services as identified in their IEPs when placed for in-school suspension. You may want to remind your local administrators of these reporting and service requirements.

In the follow-up discipline survey conducted this fall, districts reported that approximately 11,000 days of out-of-school suspension were not actual suspensions and that more than 6,000 days of service were provided during out-of-school suspensions even though reported in Student Record as receiving no service. In other words, systems claimed they reported data inaccurately. **Remember:** After the district superintendent certifies the accuracy of the district's Student Record the opportunity for correction is not available.

In the FY2009 special education discipline report, out-of-school suspension days prior to the parent consent for evaluation (Event 02 in the Special Education Record) or after returning to general education (Event 09 in the Special Education Record) will be excluded.

Districts will also be given the opportunity to provide the clarification in the following situations:

Exclusion	Services	Clarification
Student suspended for >10 days during school year *	Cessation of service flag indicates that services were not provided after day 10 out of school (Code= N)	Parent refused service or Correctly reported - no services provided
Exclusion	Services	Clarification
Student suspended for 10 days or more days via single event	Cessation of service flag indicates that services were provided (Code =Y)	IEP conducted - Reflects a change in placement (Days excluded from discipline totals for the district)

Discipline and Disproportionality

Discipline data is a part of the Annual Performance Report (APR), district level special education reports on GaDOE.org, and is a factor in district determinations. For FY2008, the state level discipline risk for students with disabilities continues to be reported as simple risk.

State Level Discipline Risk for SWD =

[(State # of SWD with greater than 10 days OSS)
Divided by
(State SWD Age 3/21)]

In FY2007, the out-of-school suspension risk for students with disabilities in Georgia was 1.7 and in FY2008 the risk was 5.62.

In FY2008, district level discipline risk for all students with disabilities is being reported as a relative risk to meet the APR requirement for comparison among districts and therefore is not comparable to prior years which were reported as simple risk and then ranked by size group. While districts are more favorably impacted by this calculation, state level data indicate that this is an issue that ALL districts must address. FY2008 district level reports on the GaDOE website will not include discipline relative risks by race but these will be included in Significant Disproportionality determinations as required.

In January, relative discipline risks by race will be posted on the password secured portal application for your review. By the end of February, you will be contacted regarding your Significant Disproportionality status for FY2010 budgetary implications for all areas of disproportionality. Significant Disproportionality determinations for discipline will be based on a total SWD suspension relative risk equal to or greater than 4.0 and/or district level discipline relative to race risk equal to or greater than 4.0. Again, FY2008 district level public reports on the GaDOE website will not include discipline relative risks by race but they will be included for FY2009 to meet OSEP reporting requirements.

District Level Relative Discipline Risk for SWD =

$$\frac{((\text{Focus District \# of SWD with greater than 10 days OSS}) \text{ Divided by } (\text{Focus District Total SWD Age 3/21}))}{\text{Divided by}}$$

Divided by

$$\frac{((\text{State \# of SWD with greater than 10 days Minus Focus District \# of SWD with greater than 10 days OSS}) \text{ Divided by } (\text{State SWD Age 3/21 Minus Focus District SWD Age 3/21}))}{\text{Divided by}}$$

District Level Relative Discipline Risk for SWD Race/Ethnicity =

$$\frac{(((\text{District \# of SWD in focus subgroup with greater than 10 days ISS and/or OSS}) \text{ Divided by } (\text{District \# of SWD in focus subgroup})))}{\text{Divided by}}$$

Divided by

$$\frac{((\text{State \# of SWD in all other subgroups with greater than 10 days ISS and/or OSS Minus Focus District \# of SWD in all other subgroups with greater than 10 days ISS and/or OSS}) \text{ Divided by } (\text{State SWD in all other subgroups Age 3/21 Minus Focus District SWD in all other subgroups Age 3/21}))}{\text{Divided by}}$$

GaDOE/G-CASE Spring Conference Update

We are continuing to collaborate with the G-CASE organization to make plans for the GaDOE/G-CASE Spring Conference to be held on March 24 and 25, 2009 at the Classic Center in Athens, GA.

The registration for the conference will be posted on the G-CASE website in mid January. Please remember that this conference is designed to replace the GaDOE special education regional trainings and meetings typically held throughout the state on a variety of important topics in the spring. Your system's attendance in several of the sessions will be assigned in order to ensure the opportunity for participation by all special education directors. Some sessions will be assigned for system attendance based on participation due to required targeted assistance identified by data or as required for Disproportionality. Additional optional sessions focusing on a wide variety of topics will also be included.

Registration for lodging is now available at the following hotels; please remember to request the GCASE rate:

Hilton Garden Inn (right across the street from the Classic Center) Room rate- \$139.00 there is a parking fee of \$8/day

390 E Washington Athens, GA. 706 353 6800

Holiday Inn Rooms are \$94, \$104 and \$109 based on the type of room reserved

197 E Broad Street Athens, GA 1-800-315 2621

Foundry Inn Rooms are \$116

295 E Dougherty St Athens, GA 706-549-7020

Game Day Condominiums are \$119 for a one bedroom condo, \$139 for a two bedroom condo (2 baths) and \$159 for a three bedroom condo (3 baths).
250 W Broad Street Athens, GA 706 583- 4500

If you have questions regarding the conference, please contact Julia Causey at 404 657-9954 or Debbie Gay at 404 657-7329.

Grants for Residential and Reintegration Services FY 09

The application and instructions for the FY09 Grants for Residential and Reintegration Services (GRRS) will be posted prior to January 10, 2009 on the GaDOE portal in the documents section as FY09 GRRS Instructions and Applications. Applications may be submitted from January 10, 2009 to March 3, 2009. Funds will be allocated to qualifying systems on or before May 1, 2009. Applications must contain all required components to be considered for grant funds. The submission of the student's eligibility report is required. For out of state schools, there must be documentation that the school has been approved by the Special Education Department of the state in which the school is located. The application is available on the GaDOE portal in the Documents section. The application and directions have been changed from previous years. Please download and review it carefully to ensure that all sections are completed. Incomplete applications will not be honored.

Grants are not automatically funded. Systems must assume full responsibility for the funding at the time of placement in a residential setting. Grant applications will be reviewed by GaDOE staff and approval will be based on the order of priority identified in the state rule 160-4-7-.18 Grants for Services. Questions regarding the grant application may be directed to Karen Hike at 404-657-9962 or email khike@doe.k12.ga.us.

IlluminateLIVE! Special Education Professional Learning Series Reminder

To support local school systems in providing training to teachers and administrators on various topics regarding special education, the Divisions for Special Education Services and Supports continue to conduct an ongoing series of on-line learning sessions through IlluminateLIVE. The sessions are intended to provide current information on the issues that affect students with disabilities and their families. Many systems have developed PLU courses around these sessions. The Illuminate sessions are also being used by systems in order to train new faculty and staff on various topics. The training is divided into sections (e.g., transition, co-teaching, Positive Behavior Supports, Compliance, IEPs, Access to GAA, Academic Performance, Family Engagement, Assistive Technology, etc.); therefore training and/or PLU courses can be designed around many different topics according to faculty and staff needs. *Please remember to share this information with all of your schools.* This month the following sessions will be live starting at various times (see below); you may join thirty minutes before the sessions begin:

January 8, 2009	3:30-5:00	Student Progress in the Instructional Program-GAA
January 12, 2009	2:00-4:00	Working Together: School Psychologists and SPED
January 27, 2009	3:30-5:00	Coordinating Transition to Adult Services-Effective Practices

In order to access these sessions please go to gadoe.org>georgiastandards.org>[training](http://training.illuminate.gavirtualschool.org)>[illuminate](http://illuminate.gavirtualschool.org)
live>session login under standards, instruction and accountability OR
<http://illuminate.gavirtualschool.org/does/index.html>. Passwords are no longer required.

High School Mathematic Strategies and Support Topics: Webinars via ElluminateLIVE!

Donna Ann Flaherty, Program Specialist in the Division of Special Education Services, with Janet Davis, Mathematics Program Manager, will host 3 Elluminate sessions on High School Mathematic Strategies and Support Topics. The sessions will highlight specific topics and feature teachers /schools who are finding success with SWD and students experiencing difficulty in Mathematics. The sessions will be held at 10:00 AM each time and will last for 60 minutes with 30 minutes of additional time for questions.

1. January 14, 2009 at 10:00 AM **Vocabulary Strategies, Interleave**
2. February 11, 2009 at 10:00 AM **Mathematics 1 and Mathematics Support, Spaced Learning**
3. March 18, 2009 at 10:00 AM **Graphic Representations, Flexible groups (peer assisted learning)**

Transition Webinar via ElluminateLIVE! January 27: Medicaid Waivers

Many of you have inquired about information on the Medicaid waivers and your students' eligibility for these waivers. Because there are some improvements in the way Georgia will implement the federal Medicaid rules to better serve students in the transition process, January's emphasis for transition will include "Coordinating Transition to Adult Services". In the Elluminate session scheduled for January 27, 2009 at 3:30-5:00, Dr. Stephen Hall, the Director of the Office of Developmental Disabilities, will update participants on current procedures that will assist teams in transition planning, as both the Transition Service Plan and the Summary of Performance are completed. Because this is so important to many students as they transition to live, work and participate in the community as adults, please help make this available to all of your secondary teachers and parent leaders.

2009 Special Education Parent Surveys

As you are aware, the U.S. Department of Education, Office of Special Education Programs through the State Performance Plan (SPP) requires measurement of parent involvement and the results of the parent involvement. This Indicator 8 requires the reporting of "the percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities". Georgia utilizes the NCSEAM parent survey to collect this information. Each system must participate at least once in the five year sampling plan and any system with 50,000 or more students must participate annually. In addition each year, the sample must be representative of the state. Therefore, most of you will participate more than one time in the schedule. The sampling plan is designed by schools. So if you are participating it will be specific schools that should receive the survey. Last year 32,062 English and Spanish paper-based surveys were distributed across 117 school districts. The State's overall return rate was 19.7% which was an improvement in return rate, however, the percentage of parents who reported positively decreased to 27%, missing the state target of 36%. This was the second year in a row a decrease was reported.

Excerpts from last year's State Report regarding surveys returned include:

- 49.0% were white and 23.6% were African American
- 49.0% were in grades K-5
- The disability categories with the highest return rate were: Unknown (23.4%), Specific Learning Disabilities (19.6%) and Speech/ Language Impairment (17.1%). Only 5.6% were students with Intellectual Disability
- 27% of parents indicated strong levels of satisfaction. The top 3 areas of **strong satisfaction** were: Teachers are available to speak with me. At the IEP meeting we discussed accommodations and modifications that my child would need. Teachers treat me as a team member.
- The top 3 areas of **least satisfaction** were: The school offers parents a variety of ways to communicate with teachers. The school gives parents the help they may need to play an active role in their child's education. The school gives me choices with regard to services that address my child's needs.

We know that you have been working hard to increase the number of surveys returned from your schools. If you have successful practices you would like to share that positively impacted your return rate please contact Patti Solomon (psolomon@doe.k12.ga.us). Such practices will be mentioned in the next DL Update. It is anticipated that Parent Surveys will be mailed to the district special education directors for distribution to schools in February. **Attached is a list of school districts and schools that will be participating in the 2009 parent survey.**

If you have questions please contact Patti Solomon at psolomon@doe.k12.ga.us or 404 657-7328..

Positive Behavior Support (PBS) Training

PBS Forums are scheduled for all school districts interested in implementing PBS for the 2009-2010 school year. With guidance and leadership from the National Technical Assistance Center for Positive Behavioral Interventions & Supports, the GaDOE will provide professional learning and ongoing support to assist school districts in developing the infrastructure required to build and sustain district wide implementation.

The informational forums are the first in a number of professional learning opportunities required for district implementation. Other events include professional learning for District PBS Leadership Teams, District PBS Coordinators, PBS Coaches, data entry personnel and 3 days of school team training in the spring and summer of 2009 for implementation in FY 2010.

Since district leadership is necessary for commitment, funding and strategic planning, the forums are designed for ***teams of 2-4 district level personnel who oversee budgets and/or leadership of district offices*** (e.g. Superintendent, Directors of Student Support Services, Special Education, Curriculum & Instruction, Discipline, RtI, Safe and Drug Free Schools, etc.). District leadership and commitment are the critical elements that determine whether or not a district creates systemic capacity to maintain PBS.

More information and online registration for the forums are available on the Positive Behavior Support page found in the directory on the home page of the GaDOE web site (www.gadoe.org). For questions, contact Jean Ramirez at jramirez@doe.k12.ga.us or MiMi Gudenrath at mgudenrath@doe.k12.ga.us.

2009 Positive Behavior Support Forums

February 5, 2009 – Savannah (10:00 a.m. - 12:00 p.m.)

Savannah- Chatham Board of Education, Whitney Administrative Complex
2 Laura Street, Savannah, GA 31401
912-395-5534

February 13, 2009 – Perry (10:00 a.m.-12:00 p.m.)

Houston Co. Board of Education, Ragin Center
1100 Main Street, Perry, GA 31069
478-988-6200

February 16, 2009 – Atlanta (1:00 p.m. - 3:00 p.m.)

GaDOE Training Facility
Suite 1004 West Tower
Atlanta, GA 30334
404-657-9963

(The GaDOE offices are in the East Tower. The training rooms are in the West Tower, 10th Floor)

Deaf and Hard of Hearing

Full Tuition Scholarships Available - Vanderbilt Master's in Education of the Deaf

The graduate program in deaf education in the Vanderbilt Department of Hearing and Speech Sciences prepares students as teachers of children who are deaf and hard of hearing and leads to the degree of Master's in Education of the Deaf (M.E.D.). The program is administered through the Vanderbilt University School of Medicine. This one to two-year program emphasizes the development of spoken language and auditory skills for children who are deaf or hard of hearing. In addition, the program stresses an interdisciplinary, family-centered educational approach.

For more information about this program, contact Anne Marie Tharpe at 615-936-5109 or anne.m.tharpe@vanderbilt.edu.

National Center for Childhood Deafness and Family Communication
1215 21st Avenue South - Suite 6310 • Vanderbilt Medical Center East
Nashville, Tennessee 37232-8718
615-936-5000 • www.vanderbiltbillwilkersoncenter.com

FREE Interpreter Training and Sign Language Training Materials

The **Described and Captioned Media Program** (www.dcmp.org) has a large collection of training materials for interpreter training, sign language instruction, child development, and many more topics. Some of the materials can be used for maintenance of interpreter certification (some fees would apply for the processing of continuing education unit credit).

Go to www.dcmp.org and register at levels one and two to access this valuable and FREE resource. Once you have registered, many of the materials can be accessed instantaneously via web streaming.

Educational Interpreter Performance Assessment (EIPA)

Who?

Any candidate may register for the assessment, but professional training and experience are highly recommended. If you were recently assessed with this instrument, you may be subject to a wait period of 6 to 12 months.

Cost?

Yes. \$125

How?

See www.task12.org Click on "EIPA Registration", and then select the desired date and location to access the registration form.

When and Where?:

January 31-February 1, Macon State College, Macon (site full)

February 28-March 1, Atlanta Area School for the Deaf, Clarkston

May 29-30-31, Atlanta Area School for the Deaf, Clarkston

June 20-21, Valdosta State University, Valdosta

More?

For information about the EIPA, go to www.classroominterpreting.org.

Questions?

Contact Dr. Frank Nesbit at 404-657-9976 or fnesbit@doe.k12.ga.us

Vision Educators Activities

Georgia Vision Educators Consortia Meeting-January 16, 2009 1-4 Via ETC Centers. Broadcasting live from UGA Gwinnett Location.

Georgia Regional Braille Challenge- February 12, 2009- Georgia Academy for the Blind- 9-3

Georgia Vision Educators Lit-R-C Week-ends- Alignment of the GPS in Math with the ECC- Georgia Academy for the Blind

Friday 6 p.m.-9 p.m. and Saturday 9 a.m.-4 p.m. 1 PLU available for each week-end: January 30-31-2009, March 6-7, 2009, April 24-25, 2009.

Registration is \$10.00 to cover food costs. Lodging is free if staying at GAB. For more information and registration forms on all Vision activities visit www.gimc.org or contact Kathy Segers at ksegers@doe.k12.ga.us or 478-751-6208. Fax: 478-751-6226.

The Traumatic Injury Update: What are the needs of children with brain injury?

brought to you by the Children & Youth Subcommittee of the Brain & Spinal Injury Trust Fund Commission

The needs of children who sustain a brain injury are really complex and include:

Screening & Identification

First, children with brain injury need to be properly identified. This can be a real challenge because head injuries can be invisible - you may not see any outward signs of an injury. As a result, parents often think that their son or daughter who bumped their head or sustained a concussion on the baseball field will be fine. They do not realize that their child may develop long-term problems as a result of their head injury. Thus, parents may not report the injury to the schools, leaving educators to wonder why a child is suddenly having trouble learning or behaving.

If you notice that a student is having difficulty in school ask the student's parents if he/she has ever hit their head. The answer may help you to develop an appropriate plan to support the child.

Training & Awareness

Children with brain injury need for their teachers and school administrators to receive training in brain injury. It can be challenging to support a child with cognitive and behavioral issues caused by brain injury. Appropriate training will assist educators in understanding the particular effects of brain injuries on children and the supports they will need to succeed in the classroom.

Rehabilitation & Wellness

As you can imagine, children with brain injury need appropriate and effective rehabilitation following a brain injury. Unfortunately, many of them do not receive the rehabilitation they need for many reasons, including a lack of understanding of the severity of the injury among either the parents or physicians, a lack of funding, or a lack of available therapeutic services in their area.

Without proper rehabilitation a child may struggle in school. In these cases it may be important to meet with the family and school social worker to identify any opportunities for additional rehabilitation services.

Long-term or Life-long Supports

Depending on the severity of the head injury children with brain injury may need a range of supports to succeed in school. These may include professionally-designed behavioral supports to assist with behavioral problems that may result from the brain injury, personal support to help the child manage their day, specialized counseling to address the impact of brain injury, and crisis management. The more you know about the types of supports that are in a child's life the better you will be able to support the child in the classroom.

To help you learn more about the needs of children with brain injury the Brain & Spinal Injury Trust Fund Commission has produced the following resources which can be accessed from the Commission's website:

www.bsitf.state.ga.us:

Georgia's Neurobehavioral Crisis: Lack of Coordinated Care, Inappropriate Institutionalizations, October, 2007

Brain and Spinal Injuries in Georgia: A Needs Assessment and State Action Plan, July, 2008

For Your Child's Needs: A Guide to Recovery After Traumatic Injury, July, 2008

Access to the GPS for Students with Significant Cognitive Disabilities

To provide additional supports to teachers of students who are assessed using the GAA, two Elluminate sessions focusing on providing curriculum access are scheduled for February 24th and 25th, from 3:30 to 5:00 p. m. Presented by the University of North Carolina at Charlotte through a federal General Special Education Enhancement Grant, the first will focus on educational and programmatic issues of providing curriculum access; the second will provide a more in-depth look at how to increase student learning within skill. Detailed information about the content of these sessions is attached to this update.

Dates to Remember

January

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| 6 | Directors' Discussion Forum with Kim Hartsell and Nancy O'Hara, Bibb County |
| 8 | Student Progress in the Instructional Program-GAA webinar via ElluminateLIVE!
3:30 - 5:00 p.m. |
| 12 | Working Together: School Psychologists and Special Education webinar via
ElluminateLIVE! 2:00 - 4:00 p.m. |
| 14 | High School Mathematics: Vocabulary Strategies, Interleave webinar via
ElluminateLIVE! 10:00 a. m. |
| 27 | Coordinating Transition to Adult Services: Effective Practices via ElluminateLIVE!
3:30 - 5:00 p.m. |
| 30-31 | Georgia Vision Educators Lit-R-C Weekend, Georgia Academy for the Blind, Macon |
| 31 | Educational Interpreter Performance Assessment (EIPA), Macon State College
Macon, Georgia |

February

- | | |
|-----|---|
| 1 | Educational Interpreter Performance Assessment (EIPA), Macon State College
Macon, Georgia |
| 1 | New Special Education Directors' Academy, Renaissance Waverly Hotel,
Atlanta, Georgia |
| 1-3 | Georgia Association of Educational Leaders (GAEL), Renaissance Waverly Hotel,
Atlanta, Georgia |
| 5 | Positive Behavior Support Form, Savannah - Chatham Board of Education, Whitney
Avenue Complex, 2 Laura Street, Savannah, 10:00 a.m. - 12:00 p.m. |

- 9 Special Education Directors' Webinar via ElluminateLIVE! with Kim Hartsell and Nancy O'Hara, Divisions for Special Education Services and Supports
- 11 High School Mathematics: Mathematics 1 and Mathematics Support, Spaced Learning Webinar via ElluminateLIVE! 10:00 a.m.
- 13 Positive Behavior Support Forum, Houston County Board of Education, Ragin Center, 1100 Main Street, Perry, GA 10:00 a.m. - 12:00 p.m.
- 16 Positive Behavior Support Forum, GaDOE Training Facility, Suite 1004, 10th floor, West Tower
- 27-28 Georgia Council for Exceptional Children Conference, Athens, Georgia
- 28 Educational Interpreter Performance Assessment (EIPA), Atlanta Area School for the Deaf, Clarkston
- March**
- 1 Educational Interpreter Performance Assessment (EIPA), Atlanta Area School for the Deaf, Clarkston
- 3-6 Exceptional Children's Week with the theme "Raising the Bar"
- 6-7 Georgia Vision Educators Lit-R-C Weekend, Georgia Academy for the Blind, Macon
- 18 High School Mathematics: Graphic Representations, Flexible Groups (peer assisted learning) 10:00 a. m.
- 23 New Special Education Directors Mentoring Academy, Classic Center, Athens, Ga.
- 24-25 GaDOE/G-CASE Spring Conference, Classic Center, Athens, Ga.
- April**
- 24-25 Georgia Vision Educators Lit-R-C Weekend, Georgia Academy for the Blind, Macon
- 30 Directors' Discussion Forum with Kim Hartsell and Nancy O'Hara, Bibb County
- May**
- 29-30-31 Educational Interpreter Performance Assessment (EIPA), Atlanta Area School for the Deaf, Clarkston
- June**
- 20-21 Educational Interpreter Performance Assessment (EIPA), Valdosta State University, Valdosta