

June Friday Email Blasts

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Directors Webinars:

My apologies to those of you who tuned in for a Directors Webinar on June 1st - I had notified you in a prior email blast that the webinars were suspended for the summer. However, I neglected to cancel them on the Illuminate Schedule. I hope this did not cause anyone a great in convenience. Webinars will resume in August.

Georgia IEP Online Pilot for 2011-2012:

We are asking all special education directors to complete the attached survey. **Please complete the entire survey - it is not long.** I was mistaken when I reported that you only had to complete the first two questions if you were not interested. It would be helpful to have this information from all districts for future planning. The survey will assist us in collecting critical information to select districts that would like to participate in the full implementation of the IEP application as well as the districts that would like to participate in data element submissions. It is anticipated that all districts will be submitting special education data through this application in 2012-2013 so this is a good opportunity to work with this process. Thank you for your assistance as we move this project forward. (If the link does not open - please cut and paste into your browser)

<http://surveygoldplus.com/s/78D05A2B16084633/64.htm>

FYI- Online Transition Summer 2011 Seminar Series:

Having trouble viewing this e-mail? [View it in your browser.](#)



**Online Transition Summer 2011 Seminar Series
Evidence-Based, Instructor-Led Online Training**

The KU Department of Special Education, one of the top-ranked graduate-level special education departments in the country, is offering [five noncredit online transition seminars](#) designed to provide the tools and collaboration necessary to improve transition planning and services for students with disabilities.

[Register Here](#)

[Tell a Colleague](#)

Transition Series Overview

These seminars are designed for nondegree-seeking secondary-level special education personnel, but the content is applicable to parents, educators, adult service personnel and consultants. Seminars are presented in collaboration with the KU Department of Special Education's [Transition Coalition](#).

Participants will receive a certificate verifying 20 contact hours of instruction following the successful completion of each seminar. If you wish to take these seminars for KU academic credit, please visit the

[KU Independent Study Website.](#)

Seminar Series Schedule:

[Introduction to Transition Education and Services](#) • June 6–17, 2011

[Transition Assessment](#) • June 20–July 1, 2011

[Family and Student Involvement in Transition](#) • July 11–22, 2011

[Preparing Students for Employment/Postsecondary Education](#) • July 25–August 5, 2011

[Interagency Collaboration during Transition Planning](#) • August 8–19, 2011

Each seminar is \$295. If you enroll in the first four seminars, you can take the fifth for free! Visit our [website](#) for more information.

For more information on course content, contact Amy Gaumer Erickson, Ph.D., aerickson@ku.edu.

Timeline Report for FY11:

The Timeline Summary Form and directions for completing the form are attached below. The form and directions are also located on the portal: Documents - View Documents - Click the word Special Education located in a list in the middle of the page - On the right hand side you will see the directions and the form - Click on the right hand side where you see the download icon. Remember that the form is due to GaDOE on August 1 by emailing the form to kgiddens@doe.k12.ga.us.



FY11Timeline Summary Report(1).xlsx Directions for Completing the FY11 Timeline Summary Report[1].doc

Post Secondary Survey:

The FY11 Postsecondary Survey opened June 1 on the GaDOE portal. Supporting documentation is available in the special education document section of the portal. If you need assistance with the survey please email SpecialEdReports@doe.k12.ga.us.

Friday, June 10, 2011



Even though it is summer - I know that you continue to be very busy. Listed below are the reminders and announcements for this week! Debbie

ARRA IDEA:

As of June 7th, only 17 districts had drawn down 100% of the ARRA IDEA funds. Only 62 districts had drawn down 100% of the ARRA Preschool funds. Please make every effort to work with your budget offices to be sure that you **expend and closeout ARRA funds by September 30, 2011.** Funds that are not expended by this date will have to be returned. That would be unfortunate in these difficult financial times. Please monitor this closely.

SAMPLE IEP - ASSESSMENT SECTION AMENDED:

We have been working to amend the state IEP sample document to include a revised assessment page to allow for the addition of the CRCT-M

Please review and provide me with any feedback you may have prior to June 20.



IIEPDraft3.doc

Reminder the Postsecondary Survey Is Open:

Directions are located in the Special Education Document section of the portal. We are receiving many positive comments.

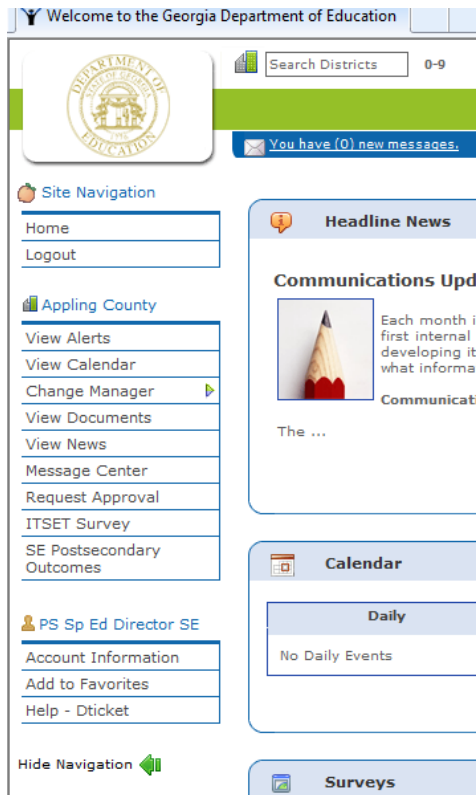
Most frequent issues that have created problems for districts:

- Looking for the survey in the old survey portlet rather than its new location in the left-hand menu bar.
- Trying to upload without "saving as" .xls after the data has been entered.
- The postsecondary webinar is posted on the Elluminate website. The date of the webinar was Thursday, May 26.

Guidance for Locating the Survey (Copied from directions referred to above.)

My GaDOE Web Portal: Users must first log in to the MyGaDOE Web Portal. The portal can be accessed through the Georgia Department of Education (GDOE) Website at <http://www.gadoe.org>

Postsecondary Survey Location - On your homepage, scroll until "SE Postsecondary Outcomes" is displayed on the left-hand side of the page. Dependent upon your portal access, you will see a listing similar to the display below.



GNETS Strategic Plan Webinar:

An elluminate has been recorded highlighting the GNETS 3 year strategic plan with an emphasis on Year 1. You may view the recording made on Tuesday, May 31 at 8:30 AM.

<http://elluminate.gavirtualschool.org/doe/index.html>

Initial Evaluations - Timeline Clarification:

From time to time through questions, issues that arise, and/or new legal decisions, there is a need to provide clarification and further guidance from GaDOE. When appropriate, we will provide that clarification and guidance using the Friday email news blast.

Initial Evaluation Timelines and the End of the School Year: GaDOE Rule 160-4-7-.04 Evaluations and Reevaluations and the GaDOE Special Education Implementation Manual (page 10) describe the requirements for completing an initial evaluation (emphasis added) when permission to evaluate is received 30 days or more prior to the end of the school year. When this condition occurs, districts must complete an initial evaluation within 60 calendar days. Important: The summer vacation period **does not apply** if permission to evaluate is received 30 days or more prior to the end of the school year. Further, the end of the school year is considered the end of the last day staff are on contract within the district and not the last day of school for students. Click on [Evaluations and Reevaluations](#) to go to GaDOE Rule 160-4-7-.04 on Evaluations and Reevaluations.

Click on [Implementation Manual](#) to go to the GaDOE Special Education Implementation Manual.

Protections for Children Not Yet Eligible for Special Education and Related Services: The following is an excerpt from GaDOE Rule 160-4-7-.10 Discipline (emphasis added): If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an **expedited manner**. An

expedited evaluation is not defined by federal or state regulations. In non-regulatory guidance issued in 2006 by the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (emphasis added) an expedited evaluation was described as an evaluation that should be conducted in a shorter period of time than a typical evaluation conducted pursuant to the IDEA. Click on [Discipline Rule](#) to go to the GaDOE Rule 160-4-7-.10 on Discipline.

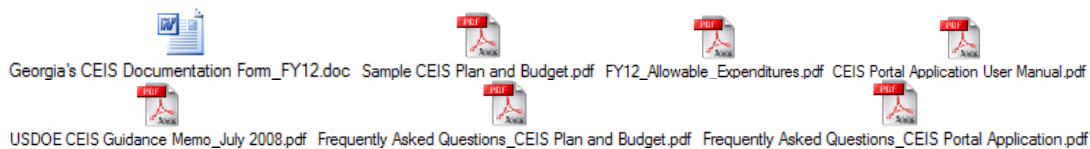
Georgia's Disproportionality Stakeholder Committee Webpage:

During 2010-2011, the GaDOE convened a group of stakeholders to serve in an advisory capacity to formally discuss the State's supervision of disproportionality. This collaboration would ultimately help Georgia to eliminate disproportionality and ensure compliance of federal regulations. The Stakeholder Committee's overview and resources are located on a new webpage, http://www.gadoe.org/ci_exceptional.aspx?PageReq=DSM.

Coordinated Early Intervening Services (CEIS):

All districts determined to have significant disproportionality must complete the FY12 CEIS documentation form and use 15% of the FY12 federal funds to provide services for at-risk students. The GaDOE must approve plans to ensure that the funds are used for allowable expenses. The required districts must email (SpecialEdReports@doe.k12.ga.us) the documentation form to the State no later than June 30, 2011. Districts that opt to use up to 15% of their federal funds to provide CEIS must complete the CEIS documentation form and submit to the State no later than October 1, 2011.

Districts that provide CEIS, during 2010-2011, **must submit student data in the portal application no later than June 30, 2011.** Districts that provide CEIS, during 2011-2012, must submit student data in the portal application no later than **June 30, 2011.** The following guidance documents and resources will be helpful. If there are additional questions and/or concerns, please contact Dr. Zelphine Smith-Dixon (Phone: (404) 463-0678 Email: zsmith@doe.k12.ga.us).



The Elluminate "Roles and Responsibilities of Speech-Language Pathologists":

Leah Tillery has rerecorded the Elluminate due to technical issues during the initial recording. The Elluminate link is http://illuminate.gavirtualschool.org/doe/play_recording.html?recordingId=1258876295491_1306423776437. In addition to the rerecording, here are the answers to the questions posed during that session. If there are additional questions, please contact Leah Tillery by phone (404) 657-9951 or email ltillery@doe.k12.ga.us.

1. Is the GaDOE considering funding formula changes for Response to Intervention (RTI)?
Many students benefit from RTI and do not require placement in special education. There is no financial construct to support RTI in the Legislative QBE funding formula. If one schedules students for whom RTI is appropriate on Monday, Wednesday, and/or Friday and students for whom speech services are appropriate on Tuesday and/or Thursday, then the provision of RTI will not impact FTE earnings. Only students seen on "counts days" (first Tuesday in October and first Thursday in March) are eligible for FTE funding under QBE. Funding class size for Level 3 Special Education, which includes speech (Program Code 3), is an average of 5 students per segment for 6 segments or 30 total segments on the count

day. The maximum class size per segment for speech is 7 students. This would be the same for any special education teacher regardless of whether services are provided on a daily or less than daily basis. Less than daily speech services do not negatively impact FTE funding if the students are scheduled with FTE reporting requirements considered.

2. What are some suggestions for implementing a workload model? A district may opt to conduct a workload analysis to determine if the Speech-Language Pathologists have ample time to address “the work”. SLPs support RTI in their local schools; however, this collaboration is not represented in a caseload model. If there are concerns with the present model used in your district, it is advantageous to work together as a district to develop viable solutions. Here are some essential questions that might be helpful in addressing the caseload vs. workload dilemma.
 - a. What is the current concern with the present workload?
 - b. How is this concern impacting the quality of services and supports provided for students?
 - c. How can we address the workload concerns and provide appropriate services and supports for students?
3. Are districts required to address Dysphasia and aspiration? Case law frequently interprets or clarifies the statute or regulations. Collectively, the recent court cases suggest to school personnel that attention to a child’s swallowing and feeding needs is a health issue that, if not attended to, can result in a child’s absence from school, denying the child free appropriate public education (FAPE). A district’s culpability for denying FAPE increases if it does not provide for the child’s safe swallowing and feeding while at school. Additional information is available in the [Implementation Manual \(Chapter 10\)](#).

Friday, June 17, 2011



Hope your week is going well! Here are this week's announcements. Debbie

Proportionate Share Process Webinar Recording:

If you missed this June 6, 2011 webinar with Dr. Harry Repsher you can catch the recording using the following link:

<http://illuminate.gavirtualschool.org/doe/recordings.html>

Autism Academy:

All participants for the Autism Academy June 22-24 in Athens should download materials from our website prior to attending. This is a paperless conference. Please help get the word out to district staff as soon as possible.

http://www.doe.k12.ga.us/ci_exceptional.aspx?PageReq=AutismAcademy2011

Illuminate Schedule by Topic:



Sp_Ed_Ser_&_Sup_Illuminate_Schedule_6-14-11.pdf

Coordinated Early Intervening Services (CEIS): (corrected date in red below)

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USDOE CEIS Guidance Memo_July 2008.pdf



CEIS Portal Application User Manual.pdf



FY12_Allowable_Expenditures.pdf



Sample CEIS Plan and Budget.pdf



Georgia's CEIS Documentation Form_FY12.doc



Frequently Asked Questions_CEIS Plan and Budget.pdf



Frequently Asked Questions_CEIS Portal Application.pdf

CRCT_M Participation Guidelines revised 2011-2012

The CRCT-M Participation Guidelines have been revised for the 2011-12 school year and are now posted on the CRCT-M webpage. You will find these CRCT-M Participation Guidelines in the CRCT-M Resources on the CRCT-M webpage:

http://www.gadoe.org/ci_testing.aspx?PageReq=CI_TESTING_CRCTM

The revisions to the guidelines focus on two key points:

- 1) In the absence of the CRCT in grades 1 and 2, guidance is provided as to what kinds of evidence can be used to document that a rising third-grade student with disabilities is persistently low-performing, not able to access the general CRCT to demonstrate what they have learned, and therefore should participate in the annual assessment on the CRCT-M. Evidence should include multiple objective and valid assessments such as district benchmarks, unit tests, and/or norm-referenced tests that the districts may employ.
- 2) We've clarified that a student achieving the "Basic Proficiency" performance level on the CRCT-M should be re-evaluated to determine if he/she should be assessed in spring 2012 with the CRCT. If the decision is made not to place the student back on the CRCT, there must be documented evidence within the IEP supporting the decision.

The CRCT-M Participation Guidelines focus on several key points in determining a student's eligibility:

- (1) the student must be classified as a student with disabilities,
- (2) the student must have a standards-based IEP,
- (3) the student must be receiving grade-level standards-based instruction, and
- (4) the student must be shown through objective evidence to be persistently low-performing and highly unlikely to master grade-level performance standards in the same time as grade-level peers. Decisions are made independently for each content area, showing how the student's disability impedes the student's ability to perform with that content area.

Please let us know how we can support you as you work with IEP teams in identifying students who are eligible to participate on the CRCT-M for the spring 2012 administration.

Melodee Davis, Assessment Division

Friday, June 24, 2011



Closing in on the end of June, I know you are busy preparing for next year and finishing up 2010-2011. The announcements for this week are listed below -

Georgia Meets Requirements:

See our announcement on the GaDOE Facebook page! Open the Facebook page from the GaDOE home page at www.gadoe.org. You can link directly to the letter from OSEP making our determination. The hard work in every local school districts makes this possible. Thank you for your continued efforts to improve services for students in our State.



<http://www.facebook.com/GaDOE>
Georgia Department of Education

Congrats to the GaDOE Special Education Division for "Meeting Requirements" from U.S. Ed for the second year in a row. You can view the letter here:

<http://tinyurl.com/6cnefrx>

<http://tinyurl.com/6cnefrx>
public.doe.k12.ga.us

Staff Changes:

Donna Drakeford, Kathy Segers and Julie Moilanen are moving on to new opportunities in the State. Linda Castellanos will be joining our Division in August of 2011 to head up the IEP Online Project.

Budget Announcement:

The FY 2012 Allocations and Consolidated Application Attachments are now posted on the Special Education website. Go to GaDOE, Curriculum tab and click on Special Education. Click on the +sign in front of Budgets, Grants etc., then Budgets and Grants again to find the FY 2012 Allocations.

http://www.gadoe.org/ci_exceptional.aspx

The MOE Eligibility and the Performance Plan Summary forms will need to be completed and uploaded to the Consolidated Application by all systems when you access your IDEA special education budget. Remember that as soon as the district wide CLIP is approved and sent by your superintendent (deadline of July 31), the special education portion can be approved and your budgets can be reviewed, revised and approved. The Division for Special Education Services and Supports does not wait for full approval of all programs in the CLIP.

Postsecondary Survey:

As of Tuesday, 67 districts had successfully submitted the postsecondary survey data. Approximately another 30 district appear to have either successfully uploaded their data or completed it online **but failed to submit their data**. Please do not forget this last, very important step. The following information is copied from Section 5 of the Postsecondary Survey Directions posted in the portal.

Directions For Submitting Postsecondary Survey

The Postsecondary Survey can be accessed multiple times but **once submitted, the survey cannot be changed**.

Whether you complete your survey online or by uploading the data, you must submit the survey. On the survey page, select **“Submit”**. This will submit the survey. You will not be allowed to submit your survey until there is a valid postsecondary activity code for all individuals included in the survey. If you receive an error, select the school with missing information, make corrections and re-submit.

[Download Student Data](#) [Upload Student Data with Activity Information](#) [Download Activity Codes](#)

School ID	SCHOOL_NAME	Total Students	Total Students Completed
1000	Freedom County High School	10	10
1500	Georgia High School	12	9

Please click the 'Submit' button below to submit your changes. Once the 'Submit' button is clicked, You can't make any changes.

Can not submit data as the Postsecondary activity information for 3 student(s) is incomplete.