



DIVISIONS FOR SPECIAL EDUCATION SERVICES and SUPPORTS

SEPTEMBER 2010 DL UPDATE

Goodbye

The Georgia Department of Education Division for Special Education Services and Supports says goodbye to an individual who has played a vital leadership role in the state for many years. Kim Hartsell retires after 30 years of service to the school districts and families of Georgia. From 1991 to 2007, Kim served as Director of Georgia Project for Assistive Technology (GPAT) where she was active in supporting local school systems in their efforts to provide assistive technology devices and services to students with disabilities. In 1998, Kim was able to establish the Georgia Instructional Materials Center in order to provide alternative format materials for students with disabilities in a timely manner.

In 2007, Kim assumed the role of Director of Special Education Supports where she has been responsible for providing leadership to Georgia Instructional Materials Center, Georgia Project for Assistive Technology, Professional Learning, Positive Behavioral Interventions and Supports, Georgia Learning Resources System, Special Education Leadership Development Academy, Parent Mentor Partnerships, and the Georgia Network for Educational and Therapeutic Support. Kim leaves a legacy of great work; and she will be remembered for her diligent work habits, kindness, and delightful sense of humor. We all wish her well as she moves on to this phase of her life.

Susie Eckhart leaves the GaDOE on August 31, 2010, to assume a position in Forsyth County as a Speech and Language Pathologist. During her tenure with the Divisions for Special Education Services and Supports, Susie has provided her colleagues in the field with clear guidance and support. Her expertise in the area of Developmentally Appropriate Practices for young children has made a significant contribution as she has worked in partnership with Jan Stevenson, our Preschool Education Specialist. Susie's interest in providing and understanding services for English Language Learners, who may also be students with disabilities, has bolstered the collaboration between this Division and the ESOL Division at the GaDOE. Susie has approached every aspect of her job with professionalism and boundless energy. We wish Susie much success in her new position in the Forsyth County School System.

Toni Bowen left the GaDOE July 30, to accept a position as a teacher in McDuffie County. While at the DOE, Toni first served as a Teacher on Assignment. Along with Jessie Moreau, Toni conducted numerous trainings to help teachers of students with significant cognitive disabilities understand how to provide their students with access to the Georgia Performance Standards. Toni and Jessie started the Resource Board that includes activities to assist teachers in their daily lessons. For the past few years, Toni has been the Program Specialist for Special Education Assessment. Her deep knowledge of instruction was an ideal complement to the assessment and provision of appropriate accommodations for students with disabilities. Toni's dedication to sharing information with fellow educators has made a difference in the lives of teachers and students alike. We are looking forward to having Toni join our Core Access Teachers to continue the work she began.

Welcome

The Division for Special Education Supports welcomes a new staff member to the Positive Behavioral Supports Unit. Dr. Jasolyn Henderson joined the GaDOE in June, and she has already been involved with team training in Positive Behavioral Interventions and Supports (PBIS). In addition to providing professional learning and technical assistance in PBIS, Jasolyn is the District Liaison for District 18. Jasolyn is a nationally certified school psychologist

who has extensive educational and professional experience. Her educational background includes training in Louisiana, Texas, Georgia, and Colorado. Her doctoral studies in school psychology were completed at Georgia State University. Additionally, she completed a post-doctoral fellowship at the University of Colorado-Denver in early childhood with an emphasis on disproportionality in special education. Dr. Henderson has several years of experience working as a school psychologist in Georgia public school systems, including Butts County, Coweta County, and Fulton County schools.

The Division for Special Education Supports is also pleased to announce the addition of a new staff member, Mr. Carson Cochran. Carson is a program specialist with the Georgia Project for Assistive Technology (GPAT). Carson comes to GPAT with an extensive history in the field of assistive technology. He most recently worked as a sales consultant with DynaVox Technologies, a company that specializes in speech generating devices. Carson served Georgia by supporting augmentative communication evaluations, offering technical assistance and device training, and advising on third party funding. Carson also played a vital role in the education component of device programming and in the training for the integration and implementation of the tools into the daily routine of the user. Prior to working with DynaVox, Carson worked as an Assistive Technology Specialist where he was responsible for conducting assistive technology evaluations, creating and facilitating assistive technology trainings, collecting data, and maintaining the assistive technology inventory in his school system. Please join us in welcoming Jasolyn and Carson to the GaDOE family.

Special Education Director Elluminates

During the year an informational Elluminate for Special Education Directors will be conducted on the first Wednesday of each month at 10:00 AM. These Elluminates will address items highlighted in the DL update as well as other topics. Time will be allotted for a question and answer segment.

The dates for the Elluminates are:

September 1, 2010	February 2, 2011
October 6, 2010	March 2, 2011
November 3, 2010	April 6, 2011
December 1, 2010	May 4, 2011
January 5, 2011	June 1, 2011

To log on to a session go to www.georgiastandards.org / click on the Elluminate live icon / click on the month of the session / click on the highlighted title of the meeting. These Elluminates will be recorded for future access.

Compliance: Timelines Summary Report: FY10 Timeline Data

- For FY10, the percentage of initial eligibility reports completed on time was 96.43%, which was an increase from 94.15% in FY 09.
- For FY10, the percentage of preschool transitions (BCW) was 98.26%, which was an increase from 97.85% in FY 09.

Requirements for Noncompliance

According to IDEA, the state must notify LEAs, in writing, of any areas of noncompliance. Systems below 95% will receive a letter of notification of noncompliance, including the specific area related to the timeline issue(s). These letters will be sent to Superintendents and Special Education Directors by early October.

All systems with less than 95% timeline data must have improvement activities written into their system CLIP. The Division will be conducting verification checks for CLIP improvement activities. Some systems will be requested to submit their timeline logs to verify their FY10 timeline data. Data verifications will be completed for systems that met the 100% target as well as systems that did not meet the target. Systems will be contacted by the Compliance Review Unit if they need to submit their timeline logs.

Things to Remember about Timeline Reports:

1. Failing vision or hearing screening is not an acceptable/excusable reason for delayed/late timelines. Systems must review policies, practices, and procedures to correct this problem.
2. Systems should not wait to compile the timeline information until the report due date in July. Monthly tracking is a must to ensure accurate data and to identify areas for correction. It is important to track the

data for allowable exceptions for lateness, number of days late, and reasons for lateness according to the categories listed on the report. **Sample monthly tracking logs and individual student tracking logs are available on the GaDOE portal to assist systems in tracking their timeline data.**

3. Timeline data are collected for all initial evaluations to determine eligibility for special education (including BCW) as well as for all eligibility redeterminations. This includes speech/language and all other eligibility categories, including those that do not require a psychological evaluation. Please remember, any data review to determine continued eligibility, even if testing is not needed, is considered an evaluation.

If you have any questions related to Timelines for FY 11 you may contact Kathy Giddens at kgiddens@doe.k12.ga.us or 404 463-5280.

FTE 1 2011

Informal Elluminate sessions to support FTE1-2011 are scheduled for September 21, 28, and October 12, at 9:00. If you are not attending the Data Collections Conference in Athens the last week in September, you are strongly encouraged to participate in these calls.

Autism Regional Team Meetings

As a continuation of professional learning opportunities, the Regional Autism Team Meetings will be held during the 2010-2011 school year. These meetings are offered to enhance teacher expertise and build state capacity for serving students with Autism Spectrum Disorders (ASD). Regional meetings are planned for Bibb County, Pickens County, Dougherty County, and Liberty County.

Two meetings will be held in each region. During these meetings, members will have the opportunity to share concerns and effective strategies with each other as well as with staff from the Divisions of Special Education Services and Supports. The local system is responsible for funding and providing a substitute teacher, as needed, for each of the two, one-day meetings.

We recommend that two or more representatives from each school district, such as a teacher and an SLP capable of assisting with training for school systems, attend these meetings. Although the teams may or may not be the same staff who attended the autism academy, the regional meetings will build on those skills developed during the academy.

The dates and locations for the fall meetings are posted and registration is currently available.

All Team Meetings will be from 8:30 – 3:30. Thank you for your collaboration in developing our teams across the state. For questions or additional information, please contact Dr. Alice Murphy at 404-657-9957 or mmurphy@doe.k12.ga.us.

Savannah Region	October 14 – Low Functioning	October 15 – High Functioning
Albany Region	October 25 – Low Functioning	October 26 – High Functioning
Jasper Region	October 28 – Low Functioning	October 29 – High Functioning
Macon Region	November 4 – Low Functioning	November 5 – High Functioning

Please register for your meeting of choice by going to the GaDOE Special Education webpage and selecting “Conferences” or click on the link provided below. Seats are limited, so early registration is encouraged.

<http://admin.doe.k12.ga.us/gadoe/trngadmin2.nsf/frmCourseSchedule?OpenForm&CourseName=GATTAP+Regional+Team+Meeting&parentunid=67C7607FC5B82EA68525778A0061C7EB>

Locations:

Savannah Region - Liberty County Board of Education, 200 Bradville Street, Hinesville, GA 31313, phone 912-876-2161

Albany Region - SW Georgia GLRS, 9155 McKinley Street, Albany, GA 31701, phone 229-431-1230

Northwest Region - North Georgia RESA 4731 Old Highway 5 South, Ellijay, GA 30540, phone 706-276-1114

Macon Region - Monroe County Board of Education Training Building, 433 US Hwy 41 South, Forsyth, GA 31029, phone 478-994-2031

Budgets and Grants

Just a reminder that the provisions of OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments, require that salaries be documented as follows:

Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee.

Where the employees work on multiple activities or cost objectives, a distribution of their salaries or wages will be supported by personnel activity reports (PARs) or equivalent documentation. Such documentary support will be required where employees work on more than one federal award or a federal award and a non-federal award. PARs must reflect an after-the-fact distribution of the actual activity of each employee, account for the total activity for which the employee is compensated, be prepared at least monthly and must coincide with one or more pay periods, and be signed by the employee.

Budget estimates or other distribution percentages determined before the services are performed do qualify as support for charges to federal awards. Forms for the above can be found on the GaDOE website. Go to the Curriculum tab at the top and click on Special Education. The third item listed - Budgets, Grants, Data Collection and Reports - should be clicked and then Budgets and Grant Applications. Look in 2011 Consolidated Application Attachments for Semi-Annual Certifications and PARs.

Children with Disabilities Placed in Private Schools by the Local Education Agency

If the Individualized Education Program (IEP) Team, including the parent, decides that the most appropriate placement for a student is in a private school, the district that places the student in the private school continues to be responsible for the provision of Free Appropriate Public Education (FAPE) for the student. This includes ensuring the student receives the special education and related services included in the IEP and that those services are provided at no cost to the parent. The district must ensure that the education provided in the private school meets the standards that apply to other students with disabilities. In addition, the student and parent must be provided the same rights as other students with disabilities and their parents, including receiving a full instructional day for the full academic year, instruction in the Georgia Performance Standards, and participation in state assessments. These requirements apply for residential and private day schools in which local, state, or federal funds are used to pay for the cost of the student's educational services.

For residential programs, the state will continue to maintain a list of approved programs. This approval documents that the Georgia Department of Education (GaDOE) has verified the school meets minimal requirements for serving students with disabilities. The approval will be valid for three years. It will remain the district's responsibility to monitor the private facility to ensure that the student funded by the district and attending the private facility receives appropriate services.

For private day schools, the district is responsible for verifying that the school meets the minimal requirements for the provision of FAPE for students with disabilities. The district will maintain a collaborative relationship with the private day school in order to monitor the student's progress and the implementation of the IEP continually.

The Division for Special Education Services and Supports has created sample documents to assist the district in verifying compliance of minimal requirements in private day schools being considered as placement options. The documents are provided as samples for the district to revise or use to develop a process for verification and documentation. The district should be prepared to provide that documentation to the GaDOE, if requested during a monitoring visit.

For additional questions or to request the sample documents, you may contact Kimberly Simmons, Program Specialist for Compliance at (404) 463-0411 or by email at ksimmons@doe.k12.ga.us.

Dispute Resolution Tip

At the beginning of each school year, new opportunities for training are scheduled as local systems prepare to update staff with new information, skill sets, and reminders of critical procedures. Working with the parents of students with disabilities to communicate effectively and resolve conflicts as they arise is of utmost importance.

The Center for Appropriate Dispute Resolution in Special Education (CADRE) provides **no cost materials** for staff training. CADRE is funded by the Office of Special Education Programs at the US Department of Education and serves as the National Center on Dispute Resolution in Special Education. The "CADRE Caucus" (an email distribution) periodically provides updates on new features and resources found at the CADRE web site and in the world of special education conflict resolution. You can subscribe to the CADRE Caucus at <http://www.directionservice.org/cadre/>.

Two new resources of interest are available at the web link below or directly from the CADRE website:

IDEA Partnership's Collaborative Work on 'Creating Agreement' Develops Expanded Collection of Resources

http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1490

Tips, Tools & Resources for LEAs and Early Intervention Providers to Improve Agreement Rates in Resolution Sessions

<http://www.directionservice.org/cadre/TIPStoImproveResolutionMeetings.cfm>

Transition Update

The Transition Elluminate Schedule for 2010-2011 addresses seven critical topics this school year. All of the topics selected were requested by directors at Spring Leadership. Please note that the achieving compliant transition plans session (Compliance and Transition-Dotted I's and Crossed T's: The Next Chapter) is scheduled for September 30, 2010, at 3:30. A flyer about these Transition Elluminates appeared in the August DL Update. Here is a list as a reminder:

- August 31, 2010 - Adult Services-CHAPTER TWO-The Rest of Your Life
- September 30, 2010 - Compliance and Transition-Dotted I's and Crossed T's: The Next Chapter
- October 26, 2010 - When You Don't Want to Stay Home-Better Options for Severe Disabilities
- January 20, 2011- Vocational Rehabilitation 102-More Helpful Hints for Transition
- February 17, 2011 - Going to Post Secondary School and Staying There: Documentation+Supports
- March 17, 2011 - Broadening Perspectives: How Different Cultures View Disabilities and Transition
- May 19, 2011 - Better Than I-MAX: A Showcase of Transition Around the State

SPDG Update

The Graduate First Project, a part of the State Personnel Development Grant (SPDG), is entering the fourth year of its five year grant. Graduate First is a collaboration between the Georgia Learning Resource System (GLRS) network and local school districts. This collaboration is aimed at decreasing the dropout rate for students with disabilities as well as increasing the number of students with disabilities who graduate with a regular diploma. Currently, over ninety schools participate in the Project as Cohort 1 and Cohort 2. These schools have had many successes related to decreasing the dropout rate and increasing the graduate rate.

We are pleased to announce that Cohort 3, consisting of sixty new middle schools and high schools, will be joining Cohort 1 and Cohort 2. Training for Cohort 3 school teams will take place in the city of Forsyth on September 20-21, 2010. Following the initial training, Cohort 3 schools will be supported by a regional collaboration coach. The collaboration coach will support schools in using data to identify and implement effective strategies for targeted students.

The Graduate First Project website is scheduled to roll out in early September and will be used by participating cohort schools. It will be available to all schools statewide as a resource as well. Project Tools can be accessed at

the website. For additional information, contact your GLRS director or Dr. Susan Brozovic at sbrozovic@doe.k12.ga.us.

Deaf and Hard of Hearing

The 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. Retesting without active professional development does not tend to increase scores.

Cost? Yes. \$125 (The cost in other states is \$275 to \$350.)

How? See **www.task12.org** Click on “**EIPA Registration**,” and then select the date and location desired to access the registration form.

When and Where?

October 9-10, Atlanta Area School for the Deaf, Clarkston (registration is now open)

December 4-5, Atlanta Area School for the Deaf, Clarkston

June 4-5, location TBD

Additional dates TBD

More information about the EIPA: Go to www.classroominterpreting.org.

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

Training Interpreters in Public Schools (TIPS)

Training Interpreters in Public Schools (TIPS) is an ongoing coaching and support project for interpreters who have almost passed the EIPA. This blended delivery skills training begins with a December face-to-face training to introduce participating interpreters to the training modules to be used, as well as to the technology necessary for participation. K-12 interpreters enter the TIPS Project via evaluation. Participants receive ongoing coaching and support to prepare them to take the EIPA post test with the goal of scoring at least 3.5.

Who? Any interpreter working in a Georgia school district who has taken the EIPA and scored from 3.0 to 3.4.

Cost? Yes. \$100 (includes a two-day face-to-face training on December 3-4, 2010, text, ongoing coaching and support, and the EIPA post test)

Application: The project will send applications directly to interpreters who have already scored 3.0 to 3.4 on the EIPA. Twenty applicants will be accepted on a first come-first serve basis.

GaDOE Sample Parent Rights - Revised, August 10, 2010

The sample Parent Rights posted on the GaDOE website has been revised to include the changes in the Special Education State Board Rules effective as of March 2010. During the Spring of 2010, a group of GaDOE staff, district special education staff, parent mentors, advocates, and agency representatives reviewed the parent rights in order to update the sample document based on the new rules. The group was also asked to edit the document to create text in understandable language that is accessible to parents. This new version is attached to this DL update. This version will be posted on the website, as will translated versions when they are available.

http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCParentsRights

GPS for Students with Significant Cognitive Disabilities: Navigating the Resource Board

The GaDOE and Core Access Teachers in Georgia will continue the series of Elluminates on how students with significant cognitive disabilities can receive access to the GPS Curriculum. The first Elluminate is scheduled for **Wednesday, September 15 from 3:30-5:00 p.m.** Kayse Harshaw and Jessie Moreau will discuss navigating the resource board of activities for students with significant disabilities. Topics for discussion will include: finding what you need amongst a vast amount of information and an overview of the resource board contents. Please forward to your teachers!

Parent Mentor Reminder

The Georgia Parent Mentor Partnership Annual Conference will be October 12-14, at the University Center in Athens, Georgia. Registration materials will be sent to participating systems by September 1. The schedule includes a set of pre-sessions on Self-Led IEPs, Positive Behavior Supports, and Mini-CAFES on Dropout Prevention. These sessions will be held on Tuesday, October 12, from 1:00 pm to 4:00 pm. The Conference opens with registration at 8:30 a.m. Wednesday, October 13, and will finish at 2:00 p.m. on Thursday October 14.

Preschool:Developmentally Appropriate Practice (DAP) for working with Young Children Illuminate Series

We are pleased to announce a 3-part series on Developmentally Appropriate Practices for working with young children that will be available via Illuminate in September. The series will cover the following:

Part 1- "Being Able to Talk the Talk"

Part 2- "The Research, Accountability, & Expectation"

Part 3- "Bringing it all Together"

For more information, please contact **Jan Stevenson** at jstevenson@doe.k12.ga.us

Dates to Remember:

September

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| 1 | Illuminate: Special Education Directors |
| 1 | Parent Mentor Council Retreat |
| 8 | Illuminate: Technical Assistance for Significant Disproportionality - ID, Placement and Discipline |
| 8-9 | Focused Monitoring Training |
| 9-10 | Special Education Leadership Development Academy (SELDA) |
| 10 | Vision Consortia |
| 15 | Illuminate: GPS for Students with Significant Cognitive Disabilities: Navigating the Resource Board |
| 20-21 | SPDG - Graduate First Cohort 3 Training |
| 21 | Illuminate: FTE 2011 |
| 21-22 | Make and Take Workshop for teachers new to teaching students with significant cognitive disabilities |
| 23-24 | State Advisory Panel |
| 28 | Illuminate: FTE 2011 |
| 30 | Special Education Directors Forum |
| 30 | Illuminate: Compliance and Transition - Dotted I's and Crossed T's: The Next Chapter |

October

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|-------------|--|
| 6 | Illuminate: Special Education Directors |
| 9-10 | Educational Interpreter Performance Assessment [®] (EIPA) |

- 12 Elluminate: FTE 2011
- 12-14 Georgia Parent Mentor Partnership Annual Conference
- 14-15 Autism Regional Team Meeting - Savannah
- 24-25 Autism Regional Team Meeting - Albany
- 26 Elluminate: Transition - When You Don't Want to Stay Home: Better Options for Severe Disabilities
- 28-29 Autism Regional Team Meeting - Jasper

November

- 3 Elluminate: Special Education Directors
- 4-5 Autism Regional Team Meeting - Macon
- 10-12 Georgia Council of Administrators of Special Education Fall Conference - Savannah, GA
- 10 Special Education Leadership Development Academy (SELDA)