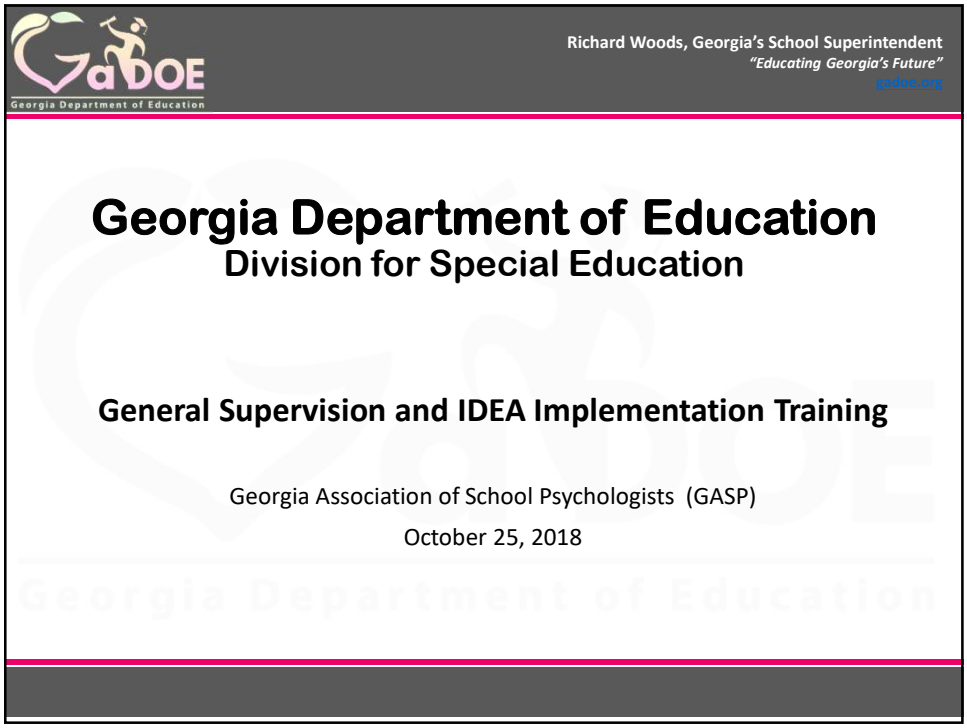
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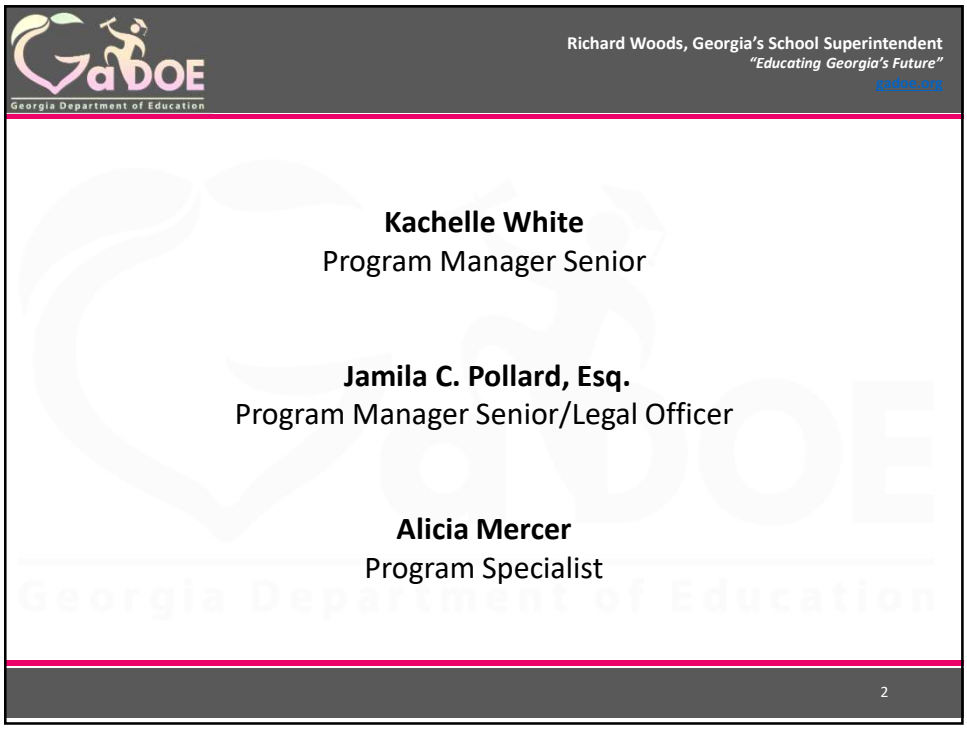
Division for Special Education
General Supervision and IDEA Implementation Training
Georgia Association of School Psychologists (GASP)
October 25, 2018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Kachelle White
Program Manager Senior
Jamila C. Pollard, Esq.
Program Manager Senior/Legal Officer
Alicia Mercer
Program Specialist
2

Priorities for 2018-2019

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- IEP Development and Implementation
- Evaluation and Eligibility Determination Process
- Parent Procedural Safeguards

Note: Priorities were based on data from the GaDOE Dispute Resolution and Results Driven Accountability Units.

3

Federal Mandates for SEA Compliance

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- States are required to have policies and procedures that are aligned ***with IDEA*** (34 CFR § 300.100). Georgia's Special Education Rules support state level implementation of IDEA.
- States must have in effect policies or procedures to ensure that it complies ***with Federal monitoring and enforcement requirements*** (34 CFR §§300.600-602 and 34CFR §§300.606-608).
- In addition to the state rules, the GaDOE **outlines specific strategies and best practices in the Special Education Implementation Manual.** Local school LEAs must then implement policies, procedures, and effective practices.

4

Georgia
2018 Part B Results-Driven Accountability Matrix

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Results-Driven Accountability Percentage and Determination[1]

Percentage (%)	Determination
81.25	Meets Requirements

Results and Compliance Overall Scoring

	Total Points Available	Points Earned	Score (%)
Results	24	15	62.5
Compliance	20	20	100

2018 Part B Results Matrix

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 28, 2018

Honorable Richard Woods
State School Superintendent
Georgia Department of Education
205 Jesse Hill Jr. Drive SE, 2066 Twin Towers East
Atlanta, Georgia 30334

Dear Superintendent Wood:

I am writing to advise you of the U.S. Department of Education's (Department) 2018 determination under section 616 of the *Individuals with Disabilities Education Act* (*IDEA*). The Department has determined that Georgia meets the requirements and purposes of Part B of the *IDEA*. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2016 State Performance Plan/ Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Your State's 2018 determination is based on the data reflected in the State's "2018 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and consists of:

(1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;

(2) a Results Matrix that includes scoring on Results Elements;

(3) a Compliance Score and a Results Score;

(4) an RDA Percentage based on both the Compliance Score and the Results Score; and

(5) the State's Determination.

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Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Special Conditions on the State's last three *IDEA* Part B grant awards (for FFYs 2015, 2016, and 2017), and those Special Conditions are in effect at the time of the 2018 determination.

States were required to submit Phase III Year Two of the State Systemic Improvement Plan (SSIP) by April 2, 2018. OSEP appreciates the State's ongoing work on its SSIP and its efforts to improve results for students with disabilities. We have carefully reviewed your submission and will provide feedback in the upcoming weeks. Additionally, OSEP will continue to work with your State as it implements the third year of Phase III of the SSIP, which is due on April 1, 2019.

As a reminder, your State must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State's submission of its FFY 2016 SPP/APR. In addition, your State must:

(1) review LEA performance against targets in the State's SPP/APR;

(2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the *IDEA*;

(3) take appropriate enforcement action; and

LEA REQUIREMENTS

Page 3—Chief State School Officer

(4) inform each LEA of its determination.

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District Determination - Compliance Matrix

Indicator	Performance Level	Performance Score
Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups *District has compliant policies, procedures and practices related to Indicator 4B. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services *District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories *District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
General Supervision (Timely Correction) *District timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Maintenance of Effort (MOE) *District meets MOE for FY16 Performance Levels (Yes = 4 Points) (No = 0 Point)	Yes	4
Indicator 11: Initial evaluations (Child Find) completed within 60 days State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Indicator 12: Part C to Part B Transitions (Early Childhood Transitions) State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Indicator 13: Measurable Postsecondary Goals for Transition State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Timely and Accurate Data State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Total Performance Score (Total Possible Points 20)		**20**
District Determination	**Meets Requirements**	**100%**

Previous Year District Determination: Meets Requirements

District Determination Status:
Meets Requirements: Meets Requirements
Needs Assistance Year 1: First Year in Needs Assistance
Needs Assistance Year 2: Second Year in Needs Assistance
Needs Intervention Year 1: First Year in Needs Intervention (OR) Third Year in Needs Assistance
Needs Intervention Year 2: Second Year in Needs Intervention

Needs Substantial Intervention: The State reserves the right to identify a district as "Needs Substantial Intervention" based on special conditions.

Current Year Status:
≥90% - Meets Requirement; = 75% to 89% - Needs Assistance; < 75% - Needs Intervention.

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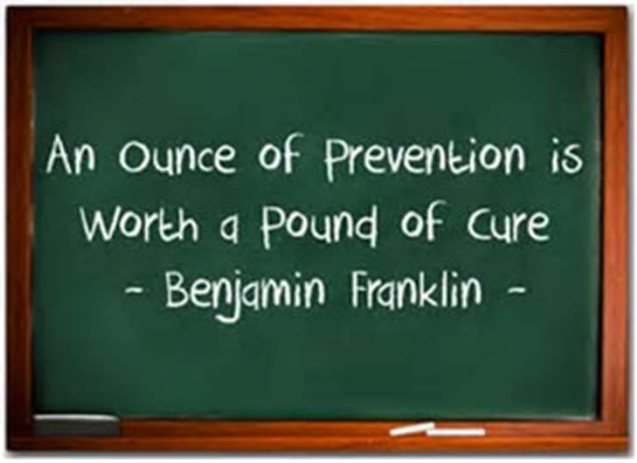

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CHILD FIND (34 C.F.R. § 300.111; GEORGIA RULE 160-4-7-.03)

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CHAPTER THREE: CHILD FIND (34 C.F.R. § 300.111;GEORGIA RULE 160-4-7-.03)

Each State must have policies and procedures to ensure that all children with disabilities, birth through age 21, residing in the State and who are in need of special education and related services or early intervention services are identified, located, and evaluated. 34 C.F.R. § 300.111; 34 C.F.R. § 303.302. In Georgia, the Child Find Process for infants and toddlers with disabilities, birth to age 3, is coordinated through the Georgia Department of Public Health Early Intervention Program, Babies Can't Wait. For children, ages 3 through 21, the local education agencies (LEAs)[1] in Georgia are responsible for identifying, locating, and evaluating all children within the jurisdiction of the LEA who are suspected of having disabilities that may result in a need for special education and related services. LEAs must have policies and procedures in place to ensure the identification, location, and evaluation of these children. Public notification must be given before any significant Child Find activities are implemented.

CHILD FIND

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Implementation Changes and Updates

Does Child Find apply to home-schooled children?

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Yes. If the child is a resident within the jurisdiction of the LEA, then the Child Find responsibility rests with the LEA in which the child resides. In addition, as a home-schooled child, a child who is determined eligible for special education and related services must also be considered for proportionate share of federal funds for private school children. In Georgia, home-schooled children are treated as private school children in regard to special education. *See* Georgia Rule 160-4-7-.13(3)(a)(1).

If an LEA charter school and a traditional LEA serve the same demographic area, who has the Child Find responsibility?

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Both of them. The LEA charter school's Child Find responsibility extends only to children enrolled in the LEA charter school. The traditional LEA's Child Find responsibility extends to all other children within their jurisdiction.

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If an LEA charter school only serves a designated population, such as grades six through eight, *should* the LEA charter school's Child Find procedures address children outside of the designated population, such as children in grades kindergarten through fifth grade?

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Yes. As a matter of best practice, an LEA charter school's Child Find procedures ***should*** include children age 3-21. However, an LEA charter school's Child Find procedures ***must*** address the currently designated population of the LEA charter school. Since LEA charter schools may decide to expand their designated population, LEA charter schools should consider developing Child Find procedures to include children ages 3-21 or update their Child Find procedures as the LEA charter school expands their designated population.

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Considering the above guidance for LEA charter schools, what are the Child Find responsibilities for Georgia Department of Juvenile Justice (DJJ) and Georgia Department of Corrections (DOC)?

Georgia DJJ and Georgia DOC must implement Child Find duties for the youth enrolled in their respective facilities.

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Who has the Child Find responsibility for youth incarcerated in facilities operated by the local sheriffs or other municipalities?

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The LEA where the facility is located must implement Child Find duties for youth incarcerated in jails or other correctional facilities operated by local municipalities.

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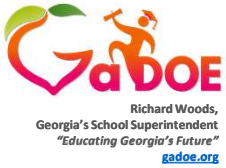
Rule/Implementation Discussions for the Future

Georgia Department of Education

Child Find



- Child Find is a critical part of the special education process for all children suspected of having disabilities.
- IDEA requires that children who are suspected of being a child with a disability and in need of special education are identified, located, and evaluated. 34 C.F.R. § 300.111.
- Despite the language in our State Child Find Rule, IDEA does not require that a child receive scientific, research, or evidence-based interventions before being referred for consideration for eligibility for special education and related services. *See* 34 C.F.R. § 300.111.

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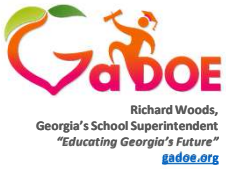
Child Find



- Child Find Procedures – Prior to referring a student for consideration for eligibility for special education, a student **must** have received scientific, research or evidence based interventions. Georgia Rule 160-4-7-.03(2)(b).
- **Should Georgia strongly suggest but not require, the use of interventions prior to referring a student for eligibility for special education?**

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Child Find

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- Child Find Procedures: These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through 21 to include:
  - Children birth through age three. An LEA **may** fulfill its child find responsibility through referral to the BCW early intervention program. Georgia Rule 160-4-7-.03(1)(c)(1).

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- Shared child find obligations (birth-3) are implied as a shared responsibility but not clearly stated in the board rule.
- **Should Georgia clarify the verbiage as altering "may fulfill" by clearly articulating the cross agency responsibility?**

(b) Each LEA shall ensure that before conducting any significant activity that is designed to identify, locate or evaluate children, annual notice must be published or announced in newspapers or other media, or both, to notify parents of this activity. [34 C.F.R. § 300.612 (b)]

(c) These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through age 21 to include:

1. Children birth through age three. An LEA may fulfill its child find responsibility through referral to the Babies Can't Wait early intervention program operated by the Department of Community Health.

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EVALUATION AND REEVALUATION (34 C.F.R. § § 300.301-300.311; GEORGIA RULE 160-4-7-.04)

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CHAPTER FOUR: EVALUATION & REEVALUATION (*GEORGIA RULE* 160-4-7-.04, 34 C.F.R. § § 300.301-300.311)

Initial Evaluation

The IDEA requires that before a child can receive special education services, the LEA[1] must determine whether the student requires specialized instruction and meets eligibility requirements for special education. The LEA must conduct (or arrange for) a comprehensive evaluation that:

- provides sufficient data to determine whether the child is a child with a disability;
- documents how the disability affects the child's academic, developmental, social/emotional, and/or behavioral performance in school; and
- provides appropriate information for the development of an Individualized Education Program (IEP), if eligible.

60 Days to EVALUATION

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(b) Once a child is referred for an evaluation by a parent or Student Support Team (SST) to determine if the child is a child with a disability, **the initial evaluation**:

1. **Must be completed within 60 calendar days** of receiving parental consent for evaluation. [34 C.F.R. § 300.301(c)(1)(i)]

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EVALUATION & REEVALUATION

Implementation Changes and Updates

Georgia Department of Education

Initial Evaluation

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- Before an evaluation can begin, the LEA must obtain a signed, informed parental consent for evaluation. The LEA has 60 calendar days after receiving parental consent to complete the initial evaluation. Completion of the initial evaluation is defined as completion of the evaluation report(s). LEAs are not required to make the eligibility determination during the 60-day initial evaluation timeline.

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Initial Evaluation

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- The eligibility decision should be made within a reasonable period of time following the completion of the evaluation. *See* 71 Fed. Reg. 46637 (2006). As a matter of best practice, **within 10 calendar days** of the completion of the ~~evaluation report(s)~~ 60-day initial evaluation period, an eligibility meeting should be held. Development of the Individualized Education Program (IEP) can take up to 30 additional days. *See* 34 C.F.R. § 300.323(c)(1).

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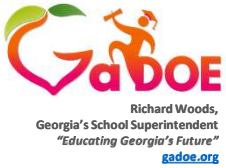
Evaluation Timeline



Does the 60-Day timeline calculate from consent of evaluation to completion of the evaluation report?

- Yes, the 60-day timeline is from receipt of consent to the completion of the evaluation, which is shown by the completion of the evaluation report(s).

Please note that the completion of report is different than the date assessments were administered.

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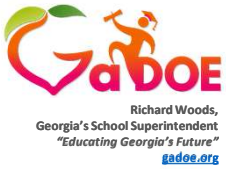
Evaluation Report(s)



A comprehensive evaluation report may include combined reports; however, the timeline will be based on the most recent date.

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Will Georgia continue to implement the Redetermination Process?

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No, the Redetermination Process is no longer an option. (changes are reflected in GO-IEP 2.0)

Reevaluation

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Question 1: Must a public agency obtain parental permission before initiating the review of existing data?

- Response: No. The public agency is not required to obtain parental consent before reviewing existing data as part of an evaluation or a reevaluation. 34 CFR §300.300(d)(1)(i). The review of existing data is part of the evaluation process. Section 300.305(a), consistent with section 614(c)(1) of IDEA, states that, as part of any reevaluation, the individualized education program (IEP) Team and other qualified professionals, as appropriate, must review existing evaluation data on the child, and on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether the child continues to have a disability, and the educational needs of the child.

OSEP Letter to Anonymous,
February 6, 2007

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Question 2: May a public agency pursue permission to waive the reevaluation before any review of extant data occurs?

- Response: Yes. A reevaluation must occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. 34 CFR §300.303(b)(2). The opportunity for a parent and the public agency to agree that a reevaluation is unnecessary occurs before a reevaluation begins. Therefore, a parent and a public agency may agree that a reevaluation is unnecessary before the review of existing evaluation data occurs. The review of existing data is part of the reevaluation process and does not occur if the parent and public agency agree that a reevaluation is unnecessary.

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May a review of extant data alone, with the finding that no additional data are needed, constitute a reevaluation?

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- Response: Yes. Based on the review of existing evaluation data, and input from the child's parents, the IEP Team and other qualified professionals, as appropriate, must determine whether additional data are needed to determine whether the child continues to be a child with a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child continues to need special education; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum. 34 CFR §300.305(a)(2). If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of: (i) that determination and the reasons for the determination; and (ii) the right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs. 34 CFR §300.305(d)(1). Under these circumstances, the public agency is not required to conduct an assessment unless requested to do so by the child's parents. 34 CFR §300.305(d)(2). If the parents do not request an assessment, then the review of existing data may constitute the reevaluation.

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Reevaluation Process – Review of Existing Data

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- After reviewing the existing data on the child, if the IEP Team determines that no additional information is needed to determine whether the child continues to be a child with a disability and to determine the child's educational needs, then the LEA must
  - notify the child's parent of that determination,
  - the reasons for the determination, and
  - the parent's right to request assessments for the determination of eligibility and the child's educational needs.
- If no additional information is needed, the date of this decision completes the reevaluation process and the last eligibility date does not change. In no more than three years from that date, the need for a reevaluation must be considered again.

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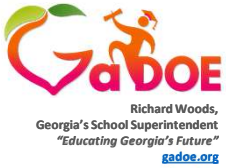
Reevaluation Process – Determination of Eligibility and Educational Needs



After reviewing the existing data on the child, if the IEP Team determines that **additional information is needed** to determine any of the following:

- the present levels of academic achievement and related developmental needs of the child;
- whether the child continues to have a disability or additional areas of need due to a disability;
- whether the child continues to need special education and related services;
- whether the child needs any additions or modifications to the special education and related services to meet the measurable annual goals set in the IEP; and
- whether the child needs any additions or modifications to special education and related services to enable participation, as appropriate, in the general education curriculum.

- Then, the Team will determine which assessments are needed, provide written notice to the parent and receive written informed parental consent before conducting any additional assessments.

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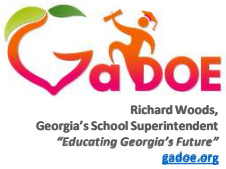
Reevaluation Process – Determination of Eligibility and Educational Needs



- After the assessments are complete, the Team reviews those assessments and determines the child's continued eligibility and educational needs.
- Once this determination is made, this completes the reevaluation process and the date of this determination is the child's reevaluation date and current eligibility date. In no more than three years from that date, the need for reevaluation must be considered again.

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Reevaluation Process

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Step 0

Step 1

Step 2

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SPECIAL EDUCATION ELIGIBILITY REQUIREMENTS (34 C.F.R. § 300.306; GEORGIA RULE 160-4-7-.05)

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CHAPTER FIVE: SPECIAL EDUCATION ELIGIBILITY REQUIREMENTS (34 C.F.R. § 300.306; GEORGIA RULE 160-4-7-.05)

Special Education Eligibility Decision Making

LEAs[1] must recognize the direct and relevant relationship between a multi-tiered system of supports, Student Support Team (SST), and the individual evaluation requirement of the IDEA. Once problem-solving teams determine that a child is suspected of having a disability, a comprehensive evaluation shall be provided to the child being considered for special education eligibility. However, an eligibility determination cannot occur until the existing data is reviewed to determine whether one or more of the exclusionary factors is the determinant factor for the determination that the child is a child with a disability AND the child does not otherwise meet the specific eligibility criteria.

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- **If a child is being considered to be dismissed from special education, must an evaluation and eligibility form be completed?**
- Yes. An LEA must conduct a comprehensive evaluation of a child before determining that the child is no longer a child with a disability. *See* 34 C.F.R. § 300.305(e)(1). This does not apply to children whose eligibility is terminating due to graduation with a regular diploma or due to exceeding the age eligibility for FAPE.

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Reevaluation Scenario 1:

Primary: Emotional and Behavioral Disorder (EBD)

Secondary: Speech-Language Impairment (SLI)

- During the reevaluation meeting, the Team decides that the existing data for EBD is enough to determine continued eligibility for this area but require additional information for SLI to determine whether the child continues to have a disability under the speech-language impairment eligibility.
- Obtain written informed parental consent before conducting any additional assessments as part of the reevaluation
- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under speech-language impairment.
- After the assessments are completed, the Team reviews those assessments and determines the child's continued eligibility and educational needs (This is an eligibility meeting).
- During the review (eligibility meeting), if the speech-language assessments determine that the student no longer meets the eligibility criteria for the speech-language impairment eligibility, the student is exited from SLI services but continues to remain eligible for EBD.

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Reevaluation Scenario 2:

Primary: Speech-Language Impairment (SLI)

No Other Concern(s)

- During the reevaluation meeting, the Team reviews and decides that **informally collected data** for academic and all other areas **do not indicate other concern**(s), but additional information is required for SLI to determine whether the child continues to have a disability under the speech-language impairment eligibility.
- Obtain written informed parental consent before conducting any additional assessments as part of the reevaluation
- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under speech-language impairment. *A referral to psychological services is not warranted.*
- After the assessments are completed, the Team reviews those assessments and determines the child's continued eligibility and educational needs. This is an eligibility meeting and informal collected data for academics and all other areas can be entered into the eligibility report, as well as, the formal and informal data from the speech-language assessments.
- During the review (eligibility meeting), if the speech-language assessments determine that the student no longer meets the eligibility criteria for the speech-language impairment eligibility, the student is exited special education and related services.

Reevaluation Scenario 2:

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- Please note that a parent has a right to request additional, formalized assessment.

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Reevaluation Scenario 3:

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Primary: Speech-Language Impairment (SLI)

Additional Concerns(s)

- During the reevaluation meeting, the Team reviews and decides that **informally collected data** for academic or any other areas indicate additional concern(s). Additional information is needed to determine whether the child continues to have a disability or additional areas of need due to a disability.
- Obtain written informed parental consent before conducting any additional assessments as part of the reevaluation
- Speech-Language Pathologist will complete formal assessments in the area suspected and informal assessments in other areas under speech-language impairment. *The School Psychologist will complete formal and informal assessments for academics, as well as, other local assessment data that may inform academic performance.*
- After the assessments are completed, the Team reviews those assessments and determines the child's continued eligibility and educational needs (This is an eligibility meeting).
- During the review (eligibility meeting), if the speech-language assessments determine that the student no longer meets the eligibility criteria for the speech-language impairment eligibility, the student is exited from SLI but could be eligible for another eligibility category.

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ELIGIBILITY

Implementation Changes and Updates

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An eligibility report doesn't expire every three years!

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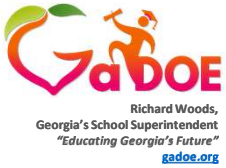
Does a child's eligibility for special education expire after three years?



- No. A child's eligibility for special education does not expire. However, the data used in the child's last eligibility report may have expired, be outdated, and no longer valid. In such case, a comprehensive reevaluation is warranted. Additionally, a reevaluation, which can include only a review of existing evaluation data, must occur at least once every three years, unless the parent and the LEA agree that a reevaluation is unnecessary.

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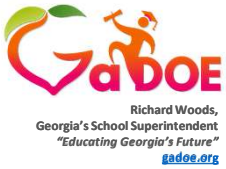
Eligibility Report (slide from Collaborative Community)



An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and **shall be comprehensive enough to serve as the evaluation report** when necessary.

However, parents must be provided a copy of the **evaluation report(s)** and an **eligibility report**.

~~**An eligibility report and evaluation report are at a minimum two separate documents.**~~

It is possible to have multiple evaluation reports, for example: psychological report, report from the speech-language evaluation, report from the Occupational Therapist and report from the assistive technology evaluation. If the evaluators coordinate their reporting, all scores and interpretation of results could be included in the psychological report. There will be instances when a psychologist is not involved and thus the other evaluators will need to create evaluation reports separately.

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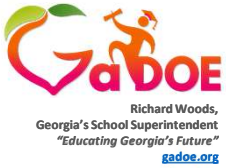
Eligibility Report (slide from Collaborative Community)



- The LEA shall provide a copy of the evaluation report **and** the documentation of determination of eligibility at no cost to the parent.

Additional Guidance: If the district chooses to document the evaluation report using an eligibility report, then the eligibility report must be completed based on the 60-day timeline.

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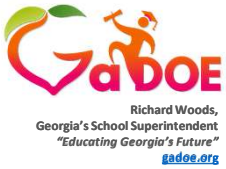
If a student is referred for an evaluation but no prior interventions have been implemented, can the consent to evaluate and evaluation process move forward?



Yes, as part of the child find and referral process, LEAs must not delay evaluation due to the lack of RTI or research-based interventions.

It is permitted to continue to implement interventions during the evaluation process.

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Are we continuing to use the RTI process to support the eligibility determination process for a child determined to have Specific Learning Disability?

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Yes, Georgia State Rule requires the use of the RTI process.

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Rule/Implementation Discussions for the Future

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- (3) ELIGIBILITY REPORT. An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and shall be comprehensive enough to serve as the evaluation report when necessary.
- **Should Georgia require two separate reports or allow the eligibility report to address evaluation data, when appropriate?**

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GO-IEP 2.0

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Changes added regarding the Reevaluation process include:

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- The old Redetermination Form has been renamed. It is now named the Reevaluation Data Review.
- The option to conduct a Reevaluation Data Review without a formal meeting of the full committee will be available. It will be similar to the additional meeting notice option for an IEP Amendment in which the parent and LEA can agree that a formal meeting is not necessary.
- The Reevaluation Data Review will work much like it has in the past. It will allow current data for the student to be reviewed and documented.
- However, the option to evaluate only for educational planning purposes or purposes other than eligibility will no longer be available.
  - If additional information is needed for educational planning purposes or for post-secondary planning, this should be completed as part of a reevaluation.
  - If additional information is needed for insurance or for other reasons, this should not be completed as part of a reevaluation.

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- The Progress Monitoring page of the Eligibility, which includes the student's response to interventions, will still work much the same as it has in the past.
- The SST requirement to provide interventions has not changed.
- On the Decision Making page of the Eligibility, a revision will be made to give guidance that the student should not be considered for SLD eligibility if the intervention has not been implemented for sufficient time.

Other changes that are needed regarding the reevaluation process in GO-IEP 2.0 are still being developed. We will update GO-IEP districts when these changes are moved into production.

Summary

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- GaDOE Special Education Priorities
  - IEP Development and Implementation
  - Evaluation and Eligibility Determination Process
  - Parent Procedural Safeguards
- Implementation Manual Changes/Updates
  - Child Find
  - Evaluation/Reevaluation
  - Eligibility
- GO-IEP 2.0

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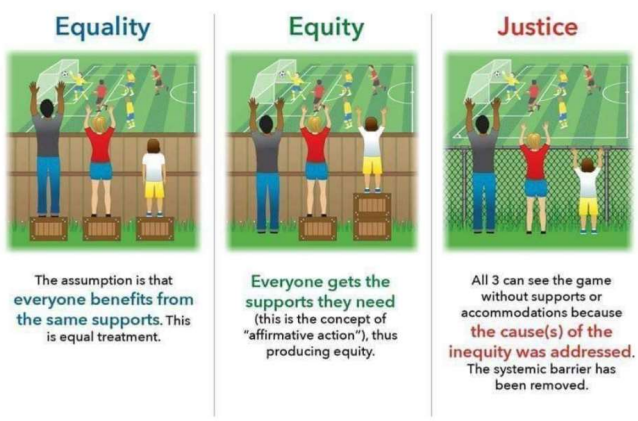

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QUESTIONS?

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