Georgia Department of Education

Division for Special Education Services and Supports

General Supervision and IDEA Implementation Updates

Georgia Association of School Psychologists Conference
October 24, 2019

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Objectives

- Participants will be able to recognize the Division for Special Education Supports and Services 2020 Vision.
- Participants will be able to identify available options of the Reevaluation Data Review Process.
- Participants can indicate the steps LEAs may take regarding Hearing & Vision screenings.
- Participants will be able to identify how to locate the Division for Special Education Services and Supports resources on the GaDOE website.

Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future

Students FIRST

Specially Designed Instruction, IEP Services and Supports & Self Determination Skills

- ***As measured by:*** Improved results for students for disabilities (e.g., graduation, dropout, assessment proficiency rate, young children outcomes, etc.)
- ***Data Fact:*** >25% of students with disabilities exit as dropouts each year.
- We believe that students who have access to good instruction, IEP Services and self-determination skills will be ready to live, learn and lead!

Teachers FIRST

Equity, Efficacy & Excellence

- ***As measured by*:** Increased teacher retention and improved high-quality services and supports (e.g., teacher shortage/retention rate, school climate data, etc.)
- ***Data Fact:*** Georgia demonstrated a sped teacher shortage of 3,496 (3.1).
- We believe that teachers who have equitable access to high quality services/supports and supportive leadership will create classroom conditions for student success, remain in the profession and motivate others to teach as a career of first choice.

Leaders FIRST

Intentional (Data-driven decision making) and Inclusive

- ***As measured by:*** *Improved systems of continuous improvement and increased inclusive leadership*
- ***Data Fact:*** *Council for Exceptional Children Teacher Survey Data indicated the following needs: Adequate resources to meet IEP requirements for students (831 responses); Smaller class sizes/caseloads (637 responses);and Administrators who support the IEP process (538 responses).*
- We believe that inclusive leaders who leverage the flexibility to make intentional decisions create school-wide conditions for student success.

Families FIRST

Engaging & Effective Home-School Partnerships

- **As measured by**: Improved parent satisfaction and supports such as the Special Ed. Help Desk and Parent Mentor Partnership
- **Data Fact:** Georgia Parent Mentor Partnership demonstrated 99,521 contacts with families during FY19.
- We believe that home-school partnerships must prioritize communication, capacity-building and consensus decision making.

Keeping Georgia's Students First

Students FIRST	Teachers FIRST	Leaders FIRST	Families FIRST
▪ ASPIREPlus ▪ Transition Services ▪ Assistive Technology ▪ Georgia's Tiered System of Supports for Students ▪ Dyslexia Supports ▪ Georgia Instructional Materials Center (GIMC) ▪ State Systemic Improvement Plan (SSIP) ▪ Georgia Network for Educational and Therapeutic Supports (GNETS) ▪ Results-driven Accountability Monitoring and Oversight ▪ Check and Connect	▪ IDEAS Conference ▪ CEEDAR Partnership/High Leverage Practices for Special Education (Teachers) ▪ Special Education Content Integration Specialist ▪ Newsletter for Teachers of Students with Disabilities ▪ Teacher Resources for Students with Significant Cognitive Disabilities (GAA)	▪ Federal Programs Conference ▪ Part B Data Resources ▪ General Supervision and IDEA Implementation Trainings ▪ High Leverage Practices for Special Education (Leaders) ▪ Advancing Inclusive Leadership for Principals ▪ Georgia Learning Resources System (GLRS) ▪ Special Education Leadership Academy (SELDA) ▪ Georgia Online-IEP ▪ Fiscal/Consolidation of Funding ▪ School Completion Toolkit	▪ State Advisory Panel ▪ Georgia Parent Mentor Partnership ▪ Statewide Facilitated IEP Process ▪ Academic Parent Teacher Teams Partnership ▪ GaDOE Sped Help Desk ▪ Parent 2 Parent Partnership ▪ Dispute Resolution Supports

EVALUATION & REEVALUATION

Implementation Changes and Updates

Initial Evaluation

- 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.

Initial Evaluation

- 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).

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.

Evaluation Report(s)

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

Reevaluation, OSEP Letter 2007

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.

Reevaluation, OSEP Letter 2007

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.

Reevaluation, OSEP Letter 2007

Question 3: May a review of extant data alone, with the finding that no additional data are needed, constitute a reevaluation in toto?

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Page 2 - [redacted]

- 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.

Reevaluation Process Waiver

- No Review of Existing Data is Necessary

- "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."

- This option is now available in GO-IEP.

Reevaluation Data Review Process

Option	A
Option	B
Option	C

Option A Sample

3.0 RECOMMENDATIONS

The IEP Team recommends the following (select one option):

_____**Option A:**

Additional assessment is being requested. After completion of the evaluation, the committee will reconvene to determine eligibility and complete a new eligibility report to determine:

* Whether the student is eligible for special education

* Whether the student is in need of special education and related services

<u>Additional Assessment:</u>

A comprehensive evaluation should be completed for this student. While all areas must be assessed, team members are specifically concerned with the following areas:

_____
_____
_____
_____

Option B Sample

_____**Option B:**

Adequate data is available and has been reviewed above to determine continue eligibility. The reevaluation process has been completed. Committee members agree that the student remains eligible for the existing disabilities and no additional information is needed to determine:

- The student continues to be eligible for special education under the same disability category(ies)
- The student needs special education and related services
- The present levels of academic achievement and related developmental needs
- The special education and related services needed to meet the measurable annual goals
- The special education and related services needed to enable participation, as appropriate, in the general education curriculum

Adequate Data:

The student DOES continue to have educational needs that require the provision of special education and related services and continues to exhibit characteristics which support continued eligibility under category(ies) below:

_____
_____
_____
_____

Option C Sample

_____**Option C:**

Additional assessment is being requested to assist in the development of the IEP, not to reconsider eligibility. After completion of the evaluation reports(s), the committee will reconvene to review and use the results of the evaluation to develop a new IEP or to amend an existing IEP. The assessment is needed to determine:

The present levels of academic achievement and related developmental needs

Whether the student needs any additions or modifications to the special education and related services to meet the measurable annual goals set in the IEP

Whether the child needs any additions or modifications to the special education and related services to enable participation, as appropriate, in the general education curriculum

<u>Assessment to Assist in IEP Development:</u>

An evaluation is only needed in the areas indicated below.

_____
_____
_____
_____

Hearing & Vision

Hearing & Vision Screenings

Flow Chart for Referrals to Evaluation for Special Education
(Best Practice Guidance)

Below is a timeline for completion of the hearing and vision screenings once a student has been referred to special education and consent for evaluation has been received.

Step 1: Review previous vision and hearing screening results and follow-up recommendations. If a past request for follow-up has been made within one year, then the LEA should move to Step 3.

Step 2: If appropriate, conduct a hearing and vision screening. Rescreen the student, if needed.

Step 3: If additional actions are required, send home the 1st parent notification letter within **10 calendar days** of screening.
(See Sample Letter)

Step 4: If the parent actions (follow-up) are not completed, then the LEA should send a 2nd parent notification letter **within 5 calendar days** of the notification described in Step 3.

Step 5: If parent follow-up has not been completed, the LEA will provide a diagnostic evaluation (with informed parent consent) at no cost to the parent. The LEA should consider this action **within 5 calendar days** of the 2nd parent notifcation described in Step 4.

Note: If the diagnostic evaluation is not completed, the other academic testing may be invalid.

*If the student already has a diagnosis of hearing loss or vision impairment prior to the referral to evaluation, see "**Hearing & Vision Considerations**"

I heard that my child must have a passed hearing and vision-first! Is this correct?

Can the LEA proceed with eligibility without receiving a passed hearing and vision report?

Under IDEA Evaluation Procedures, if an assessment is administered to a **child with impaired sensory, manual, or speaking skills**, the assessment results should **accurately reflect the child's aptitude or achievement level** or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Children with impaired sensory, manual, or speaking skills can be grouped into two categories.

The students we know about…

AND

The students we don't know about yet…

While the Department continues to support the guidance below, the details are insufficient to describe a systemic, proactive response to identifying children with impaired sensory.

If problems with the child's hearing or vision need medical diagnosis or require the purchase of hearing aids or eyeglasses and the parents are unable to accomplish this, then the LEA must make sure that these devices and services are made available to the child.

What if a child requires a medical diagnosis?

If problems with the child's hearing or vision need medical diagnosis or require the purchase of hearing aids or eyeglasses and the parents are unable to accomplish this, then the LEA must make sure that these devices and services are made available to the child.

Hearing & Vision Screenings

The Challenge

- Research data shows that children with hearing or vision loss who are identified through mass hearing screenings and receive services earlier have better outcomes in language, literacy, and academics

→ However, there is shortage of services for follow-up identification, which can be a challenge for school districts

Facts about Hearing & Vision Screenings

- Hearing and vision screenings improve access to the general education curriculum and increase student success.
- Mass screenings do not require parent permission.
- The prevalence of vision loss in school-age children is one in four children.
- The prevalence of hearing loss in children ages birth to five is 3 in 1000, but it goes up to 9 in 1000 for school-aged children.
- Hearing and vision screenings are recommended by the American Academy of Pediatrics and the Georgia Department of Public Health for all school-aged children in Grades 1, 3, 5 and 8.
- Additionally, all students suspected of having a hearing or vision problem should be screened.

Facts about Hearing & Vision Screenings

- Georgia requires hearing and vision screenings in the following situations:
  - Upon school entry Certificate of Vision, Hearing, Dental, And Nutrition Screening (3300 Form)
  - During the special education comprehensive evaluation process if suspected of having a disability in this area

Mass Hearing & Vision Screenings

Flow Chart (Best Practice Guidance)

If a student requires follow-up per the 3300 Form upon school entry, begin with **Step 1** as a follow up (rescreening) if not completed already.

Step 1: Conduct a Hearing and Vision Screening for designated grade levels.

(completed by Oct 1st or within 30 school days upon school entry for new students)

Step 2: For students who need follow-up, the Local Education Agency (LEA) will complete rescreeening procedures between **10-14 school days**.

Mass Hearing & Vision Screenings

Flow Chart (Best Practice Guidance)

Step 3: If the student requires follow-up after the rescreening (**Step 2)**, send home a parent notification letter **(within 10 school days)** to recommend next steps. (See sample Letter)

→

Step 4: If the parent does not complete the follow-up from **Step 3**, send home a 2nd parent notification letter within **30 school days** of the 1st notification.

→

Step 5: If parent follow-up has not been completed within **15 school days** of the **2nd parent notification (Step 4)**, the LEA will provide the diagnostic evaluation for the student after obtaining informed parent consent.

Hearing & Vision Screenings

Flow Chart for Referrals to Evaluation for Special Education (Best Practice Guidance)

Step 1: Review previous vision and hearing screening results and follow-up recommendations. If a past request for follow-up has been made within one year, then the LEA should move to Step 3.

→

Step 2: If appropriate, conduct a hearing and vision screening. Rescreen the student, if needed.

→

Step 3: If additional actions are required, send home the 1st parent notification letter within **10 calendar days** of screening.

(see sample)

Hearing & Vision Screenings

Flow Chart for Referrals to Evaluation for Special Education (Best Practice Guidance)

Step 4: If the parent actions (follow-up) are not completed, then the LEA should send a 2nd parent notification letter **within 5 calendar days** of the notification described in Step 3.

↓

Step 5: If parent follow-up has not been completed, the LEA will provide a diagnostic evaluation (with informed parent consent) at no cost to the parent. The LEA should consider this action **within 5 calendar days** of the 2nd parent notifcation described in Step 4.

↓

Note: If the diagnostic evaluation is not completed, the other academic testing may be invalid.

Hearing & Vision Considerations

For Special Education Evaluations (Best Practice Guidance)

Step 1: Determine if the student has diagnosis of a hearing loss or vision impairment, level of hearing or vision loss, correction or treatment currently in place, and, if appropriate, current special education services and supports.

Step 2: If prescribed, determine if the corrective treatment is being utilized by the student consistently for a period of 30 days.

Hearing & Vision Considerations

For Special Education Evaluations (Best Practice Guidance)

Step 3: If student is not using corrective treatment or does not benefit from corrective treatment, determine if further testing or services are needed for hearing and vision.

Step 4: If corrective treatment and/or services are consistent and beneficial to the student, continue with the evaluation or reevaluation for Special Education. Ensure the student has his/her corrective treatment at the time of the evaluation.

Photo Credit: www.hearingfirst.org

Need More Help?

GA's New Mobile Audiology Program

Resources

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

Dyslexia Updates

What is Dyslexia?

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

Adopted by the IDA Board of Directors, Nov. 12, 2002.

Senate Bill 48

As of May 2019, Governor Kemp signed Senate Bill 48 into law. SB 48 (The Dyslexia Bill) provides for identification of and support for students in pre-kindergarten through second grade with dyslexia.

Where Do We Go From Here?

Dyslexia Activity Delivery Dates

Fall 2019
Draft Dyslexia Handbook
- internal draft (Aug 16)
- external review (Sept. 16)
- revisions (Oct. 07)

October - November 2019
Disseminate Request for Applications for dyslexia pilot study

December 2019
Dyslexia Handbook delivered

December 11-12 2019
Announce selected pilot districts

Spring 2020
Curate list of training opportunities

August 2020
Dyslexia pilot study begins

Need More Information?

https://www.gadoe.org/dyslexia

- The International Dyslexia Association
- The Yale Center for Dyslexia & Creativity
- OSEP Dyslexia Guidance Letter

Contact Information

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Resources

HOW TO GET TO FRIDAY EMAIL BLAST

IMPLEMENTATION LINK (FOR PAST TRAININGS)

OSEP LETTER 2007

GO-IEP VIDEO LINK (FOR RE-EVAL WAIVER)

HEARING/VISION DOCUMENTS

School Psychologist Listserv

- School Psychologist Stakeholder's Meeting – July 29, 2019
- Newsletter Coming, Fall 2019
- 2020 Support Staff Series
  - School Psychologist
  - Speech-Language Pathologists
  - Occupational Therapists/Physical Therapists

Next Steps…

What topics would you like included in a newsletter and/or webinar?

What are your current concerns?

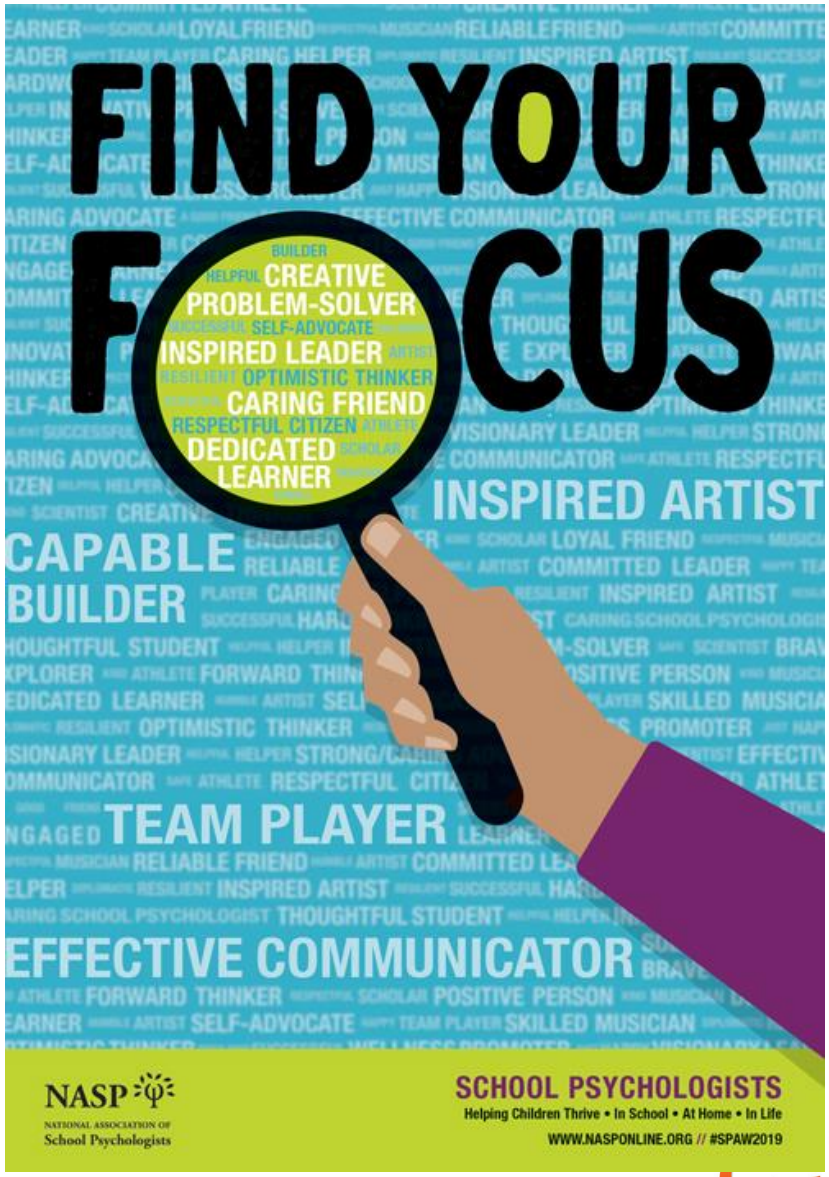
If you could share one thing, what one thing could make your job as a School Psychologist easier?

WE WANT
TO HEAR
FROM
YOU!

QUESTIONS?

School Psychologist Awareness Week

November 11-15, 2019



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