

THE BLACK & GOLD BOOK

A Guide for Special Education Teachers
and Other Personnel Serving Students with
Disabilities

COLQUITT COUNTY SCHOOL DISTRICT
(CCSD)

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Table of Contents

Preface

Section 1: Confidentiality- State Rule: 160-4-7-.08	1
A. Maintaining Confidential Information	
B. Job Responsibilities - Special Education IEP Team Leader /Department Head (DH)	
C. Job Responsibilities – Special Education Teacher	
D. Job Responsibilities – Paraprofessional	
Section 2: Free Appropriate Public Education: State rule 160-4-7-.02.....	9
Section 3: Child Find Procedures: State Rule: 160-4-7-.03	14
A. Child Find	
B. Pre-referral Procedures	
C. Student Support Team: State Rule: 160-4-2-.32	
D. Supervision and Monitoring Child Find	
Section 4: Evaluations and Reevaluations – State Rule 160-4-7--.04.....	22
A. Initial Evaluation Process	
B. Parent Requests	
C. Reevaluation	
D. Supervision and Monitoring Evaluations and Reevaluations	
Section 5: Eligibility Determination and Categories: State Rule: 160-4-7-.05....	32
A. Categories	
Section 6: Individual Education Plan (IEP): State rule 160-4-7-.06.....	43
A. Supervision and Monitoring IEPs	
B. Procedures for Monitoring Professional Learning	
Section 7: Least Restrictive Environment: State Rule 160-4-7-.07.....	55
Section 8: Discipline: State Rule 160-4-7-.10.....	57
A. Supervision and Monitoring Discipline	
Section 9: Personnel, Facilities, and Caseloads: State rule 160-4-7-.14.....	68
Section 10: Private School: State Rule 160-4-7-.13.....	71
Section 11: Ga. Network for Educational and Therapeutic Support (GNETS): State rule 160-4-7-.15.....	74
Section 12: Procedural Safeguards and Parent Rights: State rule 160-4-7-.09...	79

Section 13: Surrogate Parents: State rule 160-4-7-.11	83
Section 14: Dispute Resolutions: State rule 160-4-7-.12	84
Section 15: Bridge Law: State House Bill 400	86
Section 16: Service and Support Definitions	88
Section 17: Glossary of Terms: State rule 160-4-7-.21	91

Appendix:

A. Assistive Technology Manual	96
B. Discipline Referrals	112
C. Levels of Intervention for Behavior	113
D. When is a FBA/BIP Needed	114
E. Behavior Cheat Sheet	115
F. ESY Procedures	118
G. Guidelines for Field Trip	119
H. FTE Submission Guidelines	120
I. Parental Rights	121
Procedures for Initial Referral Checklist	141
J. Procedures for Re-evaluation Data Review	143
K. Procedures for Separate Class Referrals	145
L. Medicaid	146
M. Speech Screening	147
N. Procedures for Drop-Out	149
O. Filing Cabinet Access Information	150

PREFACE

PURPOSE

The purpose of this handbook is to provide a resource tool of current information and procedures for special education teachers and other staff members working with exceptional students. Periodically, additional information will be added to keep this handbook current.

PHILOSOPHY

Special Education services are an integral part of the educational system of the Colquitt County School System (CCSS). We believe that all students are capable of benefiting from, and have a right to, an educational program that is suitable to their needs. Special Education shares with regular education the basic responsibility of the public educational systems is to ensure that every student has the right to a free, appropriate education.

MISSION

The mission of the Colquitt County Program for Exceptional Children is to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services specifically designed to meet their unique needs and to prepare them for employment and independent living.

GOALS

The Colquitt County School System affirms the goal of the Georgia State Board of Education of providing full educational opportunities to all students with disabilities within Georgia. All students (3-21 years) with disabilities, as defined in the Individuals with Disabilities Education Act (IDEA), will be provided full educational opportunities in programs meeting the standards of the State Education Agency.

Section 1: Confidentiality

A. Maintaining Confidentiality

- All special education documentation is confidential.
- For all personnel in the school system, breaching confidentiality is a violation of ethics and may result in a reprimand or dismissal.
- The Family Educational Rights and Privacy Act of 1974 (PI-93-579) have several subparts that are listed below and are items we should keep in mind.

Student Rights – when a student attains age 18 he/she becomes an eligible student and all rights may be transferred from the parents to the student. (We must keep in mind age, type, and severity of disability.)

Annual Notification of Rights – Parents or guardians should be notified at each meeting of their rights. If parents do not attend, a copy of the IEP and Parents' Rights will be mailed or sent to the parent. Parents may also receive a copy of the rights at any time they request one.

Inspection and Review of Education Records – The parents or guardians have the right to inspect and review records. They may request explanation and interpretation from Colquitt County School System, and have the right to obtain copies for which a fee may be charged. The Colquitt County School System may presume either parent of the student has authority to review records unless there is evidence of a legally binding document, to the contrary.

Amendments – The parent/guardian may request information to be amended if they feel information in the records is inaccurate, misleading, or violates privacy rights of the student. The Colquitt County School System must amend the records within a reasonable amount of time or inform the parent if not amended and advise the parent of the right to a hearing.

Prior Consent for Disclosure Required – The Colquitt County School System shall obtain the written consent of the parent/guardian before disclosing personally identifiable information. The written consent must be signed and dated by parent and shall include: specification of records to be disclosed, purpose of disclosure, party to whom disclosure may be made. Parents of transfer students must be notified of requests to receive or send records.

Results of Hearing - If, as a result of the hearing, the Colquitt County School System decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and so inform the parents in writing. [34 C.F.R. §300.620(a)](b) If, as a result of the hearing, the agency decides the information is accurate and not misleading or otherwise in violation of the privacy or other rights of the student, it must inform the parents of their right to place in the records it maintains on the child, a statement commenting on the information and setting forth the reasons for disagreeing with the decision of the L EA.[34 C.F.R. § 300.620(b)](c) Any

explanation placed in the records of the student must be maintained by the CCSS as part of the records of the child as long as the record or contested portion thereof is maintained by the CCSS. If the records of the child, or the contested portion thereof, are disclosed by the CCSS to any party, the explanation must also be disclosed to the party

SAFEGUARDS - With technology advances creating new opportunities and methods for saving and transporting data, I would like to take this time to caution each of you and offer the following guidance and reminders. Remember that as educators we are responsible for maintaining student confidentiality.

1. No matter where you store confidential documents, either in filing cabinets, on computers, jump drives, or any yet to be named device, you are still responsible for the secure maintenance of student information.
2. Requirements for access to confidential student information continue to be defined under FERPA and it's regulations (34, CFR, Part 99).
3. Remember, access of unauthorized persons to personally identifiable information without the appropriate consent is forbidden.
4. Therefore, copying and/or pasting of confidential student information onto or into areas where public access is allowed due to lack of security (password protection) is prohibited.
5. Copies of active files are kept for all students currently in any special education program at the school while original active files are maintained at Program for Exceptional Children (PEC).
6. Copies of inactive files (i.e., files representing students whose services were terminated or who did not meet eligibility requirements) are kept at the local school for a period of 5 years in a locked filing cabinet with other special education active files are stored. At the end of this time, you will email the Student Data and Technology Manager at PEC and sign up for a time for original files to be checked for complete paperwork. The Student Data and Technology Manager will then send you an email that everything is complete and then case manager can destroy the files.
7. Each filing cabinet should have a list of the specific work titles of individuals who have access to the records. (Note: Individual names are not needed.) In addition, each folder should include a Record of Access form on the inside left cover of the folder.
8. All records should be kept in locked filing cabinets and should not be left out for easy access by unauthorized personnel.

9. Certified staff members (i.e., Dept.Head/Team Leaders/Teachers) may print records from GO-IEP. Non-certified staff (e.g., paraprofessional who serves as the special education clerk in a school) may print records at the request of a teacher.
10. Students who are 18 years old or older may have access to their records.
11. It is important to limit discussion about students with general education teachers to instructional matters. Information from the psychological evaluation and /or IEP may be shared on a need-to-know basis. General education teachers (and others not on the Record of Access list for the school's records) should sign the Record of Access form when information in the file is reviewed or discussed, unless the information is discussed in a documented meeting.
12. All special education personnel will receive training in confidentiality every year. This training may be included in Team Leader and School Department meetings and may include a review of the DOE State Rules regarding Confidentiality.
13. Paraprofessionals should also know about the importance of confidentiality. For example, if someone asks a paraprofessional about a student's performance, the paraprofessional should refer the person to the student's special education teacher.

B. Destruction of Data

1. The public agency shall establish a procedure for destruction of data, inform parent(s)/guardian(s) that personally-identifiable information collected, maintained or used in the provision of a free appropriate public education is no longer needed to provide educational services to the student. These procedures shall be in accordance with Family Educational Rights and Privacy Act (FERPA) and Georgia Records Act.

2. The information shall be destroyed at the request of the parent(s)/guardian(s). However, a permanent record of a student's name, address and telephone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation.

a) Student's Rights. Whenever a student with a disability has attained 18 years of age, all rights contained in this part shall be transferred from the parent(s)/guardian(s) of the student to the student upon taking into consideration the student's age and type and/or severity of disability.

b) Any inactive files should be forwarded to the Program for Exceptional Children. i.e. Past graduation date, Incarceration, Death Copies of inactive files (i.e., files representing students whose services were terminated or who did not meet eligibility requirements) are kept at the local school for a period of 5 years in a locked filing cabinet with other special education active files are stored. At the end of this time, you will email the Student Data and Technology Manager at PEC and sign up for a time for original files to be checked for complete paperwork. The Student Data and Technology

Manager will then send you an email that everything is complete and then case manager can destroy the files.

c) Student records will be maintained for five (5) years after graduation, incarceration at age eighteen (18), or death. The information will be destroyed after giving thirty (30) days prior notice to appropriate person(s). (i.e. next of kin, former student, etc.)

A. Job Responsibilities - Special Education IEP Team Leader/ Department Head (DH)

The IEP Team Leader is the Team Lead for special education within the school. In this role, the IEP Team Leader involves parents, general education teachers, and special education personnel in providing the most appropriate educational options for students with disabilities.

The Team Leader:

- a. Attends all SPED Team Leaders' or PEC Meetings and redelivers this information to SPED staff in a timely manner.
- b. Provides communication to administration of the school regarding information from PEC meetings in a timely manner.
- c. Can be a model of interventions and proper co-teaching strategies in a classroom
- d. IEPs
 - o Helps set up peer partners at school for sped teachers to review aspects of writing legally defensible IEPs that comply with state and federal laws and regulations by reviewing IEPs for:
 - amendments
 - matching goals to needs in PLOP
 - measurable annual goals
 - progress monitoring goals
- e. Helps support administration in providing documentation of accurate and timely completion of all SPED paperwork of all special education teachers
 - o Annual reviews
 - o Initial referrals
 - o Reevaluations
- f. Ensures confidentiality in all communication, oral and written
- g. Works with school administrators in scheduling students for classes to reflect IEP requirements
- h. Works with School Testing Admin to ensure that students with disabilities receive testing accommodations according to their IEPs
- i. Mentors (or assigns another special education teacher to mentor) new special education teachers.
- j. Acts as a liaison between the Response to Intervention/Student Support Team and Special Education staff.
- k. Ensures that all teachers are trained in using the Special Education Black & Gold Handbook. (Include paraprofessionals as appropriate, especially regarding confidentiality.)

- l. Performs other duties as assigned by school administration.

The Department Head supervises all SPED services at the school level under the leadership of the principal. This supervision includes:

- a. Supervises/coordinates all SPED clerical with SPED Para/Records Clerk.
- b. Supervises/coordinates all SPED paraprofessionals to ensure students with disabilities are receiving maximum benefit.
- c. Coordinates Special Education transportation with the Special Education Director or designee.
- d. Checks scheduling to ensure maximization of FTE earnings
- e. Coordinates/monitors any change in placement due to Hospital/Homebound
- f. Discipline
 - o Tracking number of OSS days
 - o Conducting Manifestation Determination Reviews
 - o Coordinating provision of FAPE when student's OSS results in excess of 10.
- g. Attends all SPED Team Leaders' Meetings and redelivers this information to SPED staff in a timely manner.
- h. Provides communication to administration of the school regarding information from PEC meetings in a timely manner.
- i. Can be a model of interventions and proper co-teaching strategies in a classroom
- j. IEPs
 - o Ensures to review aspects of writing legally defensible IEPs that comply with state and federal laws and regulations by reviewing IEPS for:
 - amendments
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- m. Works with school administrators in scheduling students for classes to reflect IEP requirements
- n. Works with School Testing Admin to ensure that students with disabilities receive testing accommodations according to their IEPs
- o. Mentors (or assigns another special education teacher to mentor) new special education teachers.
- p. Acts as a liaison between the Response to Intervention/Student Support Team and Special Education staff.
- q. Ensures that all teachers are trained in using the Special Education Black & Gold Handbook. (Include paraprofessionals as appropriate, especially regarding confidentiality.)
- r. Performs other duties as assigned by school administration.

B. Job Responsibilities-Special Education Teacher

The role of the Special Education Teacher encompasses a broad range of responsibilities, extending from the individual student, to the classroom, to the school as a faculty member, to the central office, and into the community at large. The responsibilities of the Special Education Teacher include:

- 1) Developing and Maintaining IEPs
 - Follow procedures in GOIEP for writing IEPs
 - Review IEPs on an on-going basis
 - Report progress on annual goals at the end of each grading period
 - Maintain a current IEP for each child on teacher's caseload
- 2) Maintaining Student Records/Reporting Student Data
 - Maintain student records in a uniform order (review the guidelines for organization Individual Student Files)
 - Report student data as requested by Records specialist at PEC or Special Education Director (FTE)
 - Provide a Schedule Verification/Student Report Form to
- 3) Documenting Parent/Guardian/Surrogate Contacts
 - Contacts with parent(s)/guardian(s)/surrogate(s) for due process meetings should be documented in the IEP (document phone calls, home or work site visits, written notice, e-mail, etc.)
 - Other contacts with parent(s)/guardian(s)/surrogate(s) should be recorded in GOIEP under the parent contact tab
- 4) Evaluating Student Progress
 - Uses progress monitoring to report progress on the student's IEP goals.
 - Reports progress on IEP goals when Report Cards are issued (i.e., typically every 6 weeks for CACray & HS, 9 weeks for all other schools in system).
 - Reminder: Progress Monitoring is a DUE PROCESS requirement.
- 5) Completing Referrals for Reevaluation
 - Teachers are responsible for gathering the needed referral information for all students reported on their Caseload Reports.
 - Referral information should be reviewed by the Dept. Head and forwarded to PEC to IEP specialist.
- 6) Attending Due Process Meetings
 - Attendance is required at all IEP Meetings for students on your caseload
 - Work with the Dept. Head to schedule IEP Meetings
 - Bring appropriate paperwork
- 7) Beginning of Every School Term
 - Inform general education teachers of their responsibilities relating to the IEP (accommodations and modifications, BIP, etc.) necessary for the students with disabilities located in their IEP by accessing SLDS.

- Inform other school personnel, such as bus drivers, of Modifications/Accommodations and/or Behavior Intervention Plan when necessary to meet the needs of the student.
 - Provide information to new teachers when the student's schedule changes.
- 8) Attending Special Education Meetings:
- All special education teachers are expected to attend building departmental meetings and system-wide special education meetings.
 - These meetings are scheduled to explain rules, regulations, local procedures, etc.
 - Teachers will be notified in advance so that they can make plans to attend.
- 9) Performs other duties as assigned by school administration or central office administration.

C. Job Responsibilities-Special Education Paraprofessional

The role of the Special Education Paraprofessional is vital to the overall functioning of the special education program in the classroom, school, and in the school district. The responsibilities of the Special Education Professional include:

- 1) Supportive of Instruction
- Support whole group instruction
 - i) Monitors students and redirects off-task students
 - ii) Provides individual assistance to students when needed
 - Assist with individualized instruction
 - Tutor individual and/or small groups of students
 - Prepare student-specific materials and adapt as necessary, according to the Special Education teacher's guidelines.
 - Implement and reinforce teacher-developed instruction
 - Implement AT interventions under direction of Special Education Teacher or AT Specialist
 - Provide acceleration or remediation of instruction
 - Support implementation of accommodations
- 2) Interacting with Students
- Exhibits patience and kindness toward students.
 - Models appropriate communication skills for students.
 - Treats students with respect
 - Disciplines students with fairness and equity, according to the Special Education teacher's guidelines.
 - Assists students with toileting, feeding, and/or other physical care.
- 3) Interacting with Adults
- Participates in team meetings when requested.
 - Responds respectfully and tactfully to others.
 - Maintains a professional attitude & works cooperatively with others.
 - Follows directions of supervisor.

- 4) Improving knowledge base
 - Attends and participates in assigned workshops and training.
 - Applies information learned in training to the job.
 - Demonstrates initiative in learning new tasks.
- 5) Monitoring students
 - Observes, records, and charts student's behavioral responses in the classroom.
 - Reports unusual changes in student behavior to supervisor.
- 6) Ethics
 - Confidentiality is maintained at all times.
 - Complies with all local, state, and federal regulations and policies.
- 7) Additional expectations:
 - Maintains prompt and regular attendance.
 - Uses appropriate communication skills, both written and oral.
 - Limits taking care of personal business during work hours..
 - Maintains a professional appearance in dress and grooming.
 - Assists in routine classroom housekeeping duties.
 - Exhibits time on task and hardworking attitude.
 - Exhibits flexibility and a cooperative attitude.
- 8) For a variety of reasons, Paraprofessionals **should not** perform the following tasks:
 - Design or develop instruction
 - Develop lesson plans
 - Determine student grades
 - Conduct formal assessments
- 9) Performs other duties as assigned by school administration or central office administration.

Section 2: Free Appropriate Public Education (FAPE)

Introduction

Definition of FAPE All children with an Individualized Education Program (IEP) are entitled to a free appropriate public education (FAPE). This includes children who are eligible for special education from the ages of three (3) through twenty-one (21). The special education and related services that make up a FAPE are provided to children identified with disabilities and who have an IEP, and the services are provided at no cost to the parent.

Special education and related services, including special education at the preschool, elementary, and secondary levels, are services that are provided so eligible children can make progress toward and/or meet the Georgia Standards of Excellence (GSE). All eligible children will be provided an education that includes access to the Georgia curriculum and addresses the unique needs of the individual child and his or her disability.

Children Entitled to a FAPE

- Children are entitled to a FAPE when they are determined eligible for special education and related services. This can be as early as three years of age.
- If a child is receiving services prior to age three through the Babies Can't Wait (BCW) program, then both the BCW program and CCSS have an obligation to work together to transition the child to the public school program by the child's third birthday. Children who have previously received services through BCW must be determined eligible for special education services and have an IEP in place by age three. This means that the IEP Team meeting must be held by the third birthday and services should be implemented within a reasonable time period. Services are not required to begin when school is not normally in session.

Suspensions and Expulsions

- This right includes students with disabilities who have been suspended and expelled from school.

Promotions

- Advancing from grade to grade does not restrict FAPE.

Regular High School Diploma

- When a student with an IEP graduates with a regular high school diploma or ages out of school (i.e., turns 22 years of age), he or she must be provided with a summary of his or her academic and functional needs. The Summary of Performance (SOP) also includes strategies to assist the student in achieving his or her desired postsecondary goals. Although not required for students who receive a special education diploma or other exit document, such as a high school certificate of attendance, best practice is to provide the SOP to ALL students with IEPs who are exiting public school. Those students who do not earn a regular high school diploma or transition to a specific job are those who will most likely need all the assistance available to develop positive postschool outcomes. The SOP is a tool that can assist with this.

Students aged 22

- Children are entitled to continue to receive special education and related services through their 21st year (or until they turn 22), if they remain eligible for special

education and they have not graduated with a regular high school diploma. Entitlement to a FAPE ends upon reaching age 22 (the end of the semester of which they turn 22) or graduating with a regular high school diploma, whichever comes first.

Incarcerated Students

- Students eligible for special education services and who have an IEP and who are in a facility operated by the Department of Juvenile Justice (DJJ) or the Department of Corrections (DOC) must receive their educational programs. Each of those agencies provides the services to students within their facilities in Georgia. Each agency has the responsibility to identify, evaluate, determine eligibility, and provide special education and related services to students. These agencies will contact the most recent public school to obtain copies of educational records so that FAPE can be provided. DJJ and DOC are public schools and should be treated as other public schools when providing records in an expeditious manner.
- The exception may be adult students who are between the ages of 18 and 21 who, prior to being in the correctional facility (jail) did not have an IEP the last time they attended school. These students do not have an entitlement to FAPE.

Nonacademic and Extracurricular Activities

- FAPE also includes nonacademic and extracurricular services. CCSS must consider supplementary aids and services determined appropriate and necessary by the child's IEP Team to provide children with disabilities the equal opportunity to participate in nonacademic and extracurricular activities. This may include, but is not limited to, participation in clubs, referral to agencies that provide services, special interest groups, employment assistance, counseling, health services, or athletics. An IEP may define the supports or services a child needs to participate in desired nonacademic and extracurricular activities but does not change the nonacademic and extracurricular eligibility requirements.

Charter Schools

- Children who attend public charter schools and their parents retain all the rights given to them under the IDEA, including FAPE. In general, two types of charter schools are present in the state: (1) locally approved charter schools that operate according to the terms of a charter or contract that has been approved by a local board of education; and (2) LEA charter schools that operate according to the terms of a charter or contract that has been approved by the State Charter Schools Commission.
- The ultimate responsibility to provide FAPE to children attending locally approved charter schools resides with the LEA that approved the charter or contract.
- For LEA charter schools, they are their own LEA and each individual LEA charter school has the responsibility to provide FAPE to children attending the LEA charter school.

Program Options

- SWD's will have the same options of educational programs and services available to them as are available to nondisabled students. This will include, but not limited to, Art, Music, and Career, Technical, and Agricultural Education.

Medication

- CCSS may not require medication as a condition of attending school, receiving an evaluation, or receiving services. Parents make the decisions regarding their children and any medication they administer or do not administer. CCSS should not make medical recommendations or decisions involving medication.
- Nothing prohibits a CCSS from sharing classroom observations regarding the academic, behavioral, or functional performance of a child with the parents in order to better inform the parents of their child's behavior and academic performance.
- If a CCSS believes a child is not receiving medication that is essential for his or her health or education, it may refer the family to the Georgia Division of Family and Children Services for assistance.

Methods and Payments

- Delay of Services Not Allowed - CCSS and states may use whatever federal, state, private, or other sources of funds that are available to provide a FAPE to eligible children. If private or public insurance will be used, this requires parental consent. CCSS must not delay the delivery of services required by an IEP until the funding source is located or secured.
- Medicaid payment allowances and limitations -Public insurance such as Medicaid or private insurance may also be used to support the services if such use is at no cost to the parents and does not decrease the lifetime coverage available, nor result in an increase in premiums.
- Residential placement - If placement in a residential facility, either public or private, is necessary for the child to receive a FAPE, then the placement is at public expense and paid for by the CCSS.

Assistive Technology

- CCSS must also consider each child's need for assistive technology devices and services in the development, review, and revision of the child's IEPs. This includes the purchase of technology and training for staff, the parent and child.
- The CCSS Assistive Technology team is available to assess students for possible assistive technology, work with teachers to find appropriate solutions, train teachers on how to use the technology, and teach students how to use the appropriate technology. A detailed written report will be sent for the student's IEP once the student has been evaluated by the AT Team. The report will include observations/findings and suggestions regarding: motor aspects of writing, computer access, composing written material, communication, reading, learning/studying, math, activities of daily living, mobility/positioning/seating, vision/hearing, and environmental control. If you have a student in need of an assistive technology observation or evaluation, please email assistive technology supervisor at PEC. When discussing the student, please include the following information:
 - School/Grade
 - Case Manager's name (Case manager can go ahead and add me as a team member so I can view the current information.)
 - Best time to observe the student

- Brief description of the student’s needs and any technology he/she currently uses.
- Additional information on assistive technology is located in Colquitt County’s Assistive Technology Resources Manual located on the U drive and on PEC website.
- Home use of Assistive Technology – parents and students are allowed to check out assistive technology materials. There is a form that they sign that states: Parent Responsibilities and Permission - I am authorizing the checkout of a Nook, iPod, or other assistive/ school technology equipment to my student. I understand that it is to be used as a tool for reading and/or learning and that my child will comply with the Colquitt County Schools Acceptable Use Policy. I will help ensure the safe and timely return of the technology within the loan period; I also understand that I am financially responsible for any willful, malicious, or ACCIDENTAL damage to the equipment as well as any charges resulting from content downloaded to the equipment without written permission from the school staff I understand that my child may lose future loan privileges of the device if it is either damaged or not returned in a timely manner.

Accessible Materials

- CCSS must provide instructional materials in an accessible format to children who are blind or other print disabled in a timely manner as part of the provision of a FAPE. Accessible formats include braille, audio, digital text, or large print, but do not include the altering or modifying of the content.
- Additional information on the provision of a FAPE for children who are blind or print disabled can be located in Georgia Rule 160-4-7-.02. Information on accessible instructional materials can be found at the Georgia Instructional Materials Center website.

Routine Checking of Hearing Aids/Other Components

- CCSS has procedures and practices in place that ensure the proper functioning of hearing aids for children with hearing impairments, including deafness. Regular inspection of hearing aids should be documented. This also applies to external components of surgically implanted medical devices such as cochlear implants. However, CCSS is not responsible for programming such devices or for providing post-surgery maintenance.

Extended School Year

- CCSS must provide extended school year (ESY) services to children who need such services to receive FAPE. ESY services are those services a child requires beyond the normal school year of the CCSS, are not limited to only the summer months or other breaks and are provided at no cost to the parent.
- The IEP Team makes the determination regarding whether a child needs ESY and, if so, what services will be provided. This includes determining the details of ESY, such as what services will be provided, when and where the services will take place, the frequency and the duration of the services, and the selected goals. Any services provided as ESY must meet the requirements of FAPE. CCSS must not state that ESY is only for certain groups of students.

Related Services

- Related services are those services that are required to assist a child with a disability in benefiting from special education. The IEP Team determines the related services needed for each individual child. Related services may include transportation, speech-language pathology, audiology, interpreting, psychological services, physical and occupational therapy, recreation, counseling, rehabilitation counseling, orientation and mobility services, medical services (diagnostic or evaluation services only) school health services, school nursing services, school social work, and parent counseling and training. Related services do not include optimization, maintenance, or replacement of surgically implanted devices, including cochlear implants.

Access to Physical Education and Specially Designed Physical Education

- Physical Education services, specifically designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- **Adapted PE** - A diversified program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and needs of students with disabilities who may not successfully engage in a regular physical education program.

Section 3: Child Find

Child Find is mandated by special education law. It is a process that systems use to identify, locate, and evaluate all children, birth through age 21, in the system who are suspected of having disabilities. Federal Law requires that systems must have policies and procedures in place to ensure the identification, location, and evaluation of these children.

For children in kindergarten through 12th grade enrolled in public schools, Child Find is accomplished through the Georgia Student Achievement Pyramid of Interventions. The Colquitt County School System has developed a Multi-Tier Systems of Support (MTSS) to meet the academic and behavioral intervention needs of students.

The Child Find process is facilitated by the MTSS. All students in Colquitt County participate in evidence-based instruction, which is developed based on grade level Georgia Performance Standards. When students struggle in the general education curriculum, Tier 2 and, if needed, Tier 3(SST) interventions are provided. Data is collected at all tier levels to determine the students' Responses to Interventions (RTI) that have been implemented. Students who do not make progress with the individual interventions provided at Tier 3 may be referred for an evaluation to determine eligibility for special education and related services.

Tier 3 serves a Child Find responsibility for students who may need special education and related services. Parentally placed private school children, including religious, elementary and secondary schools who are referred for special education services should also have documentation of these prior interventions to assist in the determination of eligibility for special education services. Child Find is a critical part of the special education process for all children suspected of having disabilities. With the implementation of MTSS and the focus on progress monitoring and RTI, only those students who are not making progress, despite evidence-based instruction, will be referred to special education to determine their eligibility.

A. Child Find

- Process used to identify, locate, and evaluate children who are suspected of having disabilities, including those who are homeless, are wards of the state, or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.
- Screening to determine appropriate strategies for a child is not considered to be an evaluation for determining eligibility
- Prior interventions
 - Research-based, scientific, or evidence based interventions to reduce academic, social, or behavioral problems must be documented prior to referral for an evaluation to determine eligibility

- Exceptions to interventions should be made where a significant disability precludes access to instruction
- The district publishes annual notice on the district website of meetings or any significant activity and the district places flyers at the doctor's offices that is designed to identify, locate, or evaluate the following:
 - Children birth through age 3
 - Preschool Children, ages 3-5
 - Children enrolled in the Colquitt County School System including public charter schools
 - Children who are suspected of being children of disabilities and in need of special education, even though they are progressing from grade to grade.
 - Highly mobile children, including migrant children.
 - Children who are detained or incarcerated in city/county operated jails or correctional facilities.
 - Children who reside in the Colquitt County School System and are enrolled in home school/study programs.
 - Parentally-placed private school children.
 - Children enrolled by their parents in private, including religious, elementary, and secondary schools located in the Colquitt County School System's jurisdiction.
- The district uses supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices monthly by utilizing the following:
 - a. Have a review committee check data collected from PK SST
 - b. Review a PK referral analysis chart by school
 - c. Maintain a referral log for PK and 0-3 yr children

GaDOE Implementation Manual: Child Find

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Implementation%20Manual%202018-19/Child%20Find%20Implementation%20Manual.pdf>

Instructions for Transition from BCW to COLQUITT COUNTY SCHOOL SYSTEM

1. The child is referred to the Colquitt County School System at 2 years, 6 months of age (or sooner), with parental consent. The BCW service coordinator sends IFSP, current evaluation results, and other program records to the following address:

Colquitt County Pre-K
 Attn: Katie Cato
 P.O. Box 2708
 Moultrie, GA 31776
 Fax: 229-785-8146

2. BCW service coordinator contacts Katie Cato (890-6194) to schedule a Transition Planning Meeting with the Colquitt County School System. Ideally, this meeting should take place when the child is 30 months, but no later than 33 months old. BCW will arrange for any other

agencies involved (Culbertson Head Start, Telamon Migrant Head Start, church preschools, etc.) to be at the Transition Meeting.

3. The BCW service coordinator will provide a referral packet for Special Needs Preschool that parents should complete and bring to the transition meeting. This packet includes:

- Special Needs Preschool Referral Process cover sheet
- Preschool Parent Questionnaire (Social and Developmental history)
- Regular Education Screening Consent

Parents should also be instructed bring the following documents to the transition meeting:

- _____a. Certified Birth Certificate
- _____b. Immunization Record Form 3231
- _____c. Social Security Card
- _____d. Proof of Residence

5. If applicable, parents will also be asked to complete and sign Authorization to Release form so that relevant records such as medical records or private evaluations may be requested.

6. Hearing and Vision Screening will be provided by Suzanne Sumner or Katie Cato at the transition meeting if the child is present. If not present, Katie Cato will arrange for the hearing and vision screening to be done as soon as possible. If screenings indicate that follow-up is needed, the parent must complete all necessary follow-up before the referral is complete and evaluation can occur. Katie Cato will assist with referrals, as needed.

7. All required documents will be reviewed by Katie Cato and scanned to the registrar to enter in Infinite Campus and pull GTID number. The Due Process Coordinator will generate Consent to Evaluate.

8. As the third birthday approaches, the parents will be contacted by Katie Cato or School Psychologist, to schedule the evaluation. Evaluations will consist of the following: Parent Interview, Speech and Language Evaluation, and Psychological Evaluation. Evaluations will typically be completed in two sessions.

8. The eligibility determination and initial IEP will occur on or before the child's third birthday.

More information can be obtained re: BCW Fact Sheet from Parent to Parent:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parent%20Fact%20Sheets/Transition%20from%20early%20intervention%2010-30-12.pdf>

B. Prereferral process for Special Education

Prior to referral for evaluation students in the Colquitt County School System go through various levels or tiers in the school's Multi-Tier Support System. Tier I includes evidence-based instruction which is based on the Georgia Performance Standards. It includes effective school-wide behavior supports and differentiated instruction to promote higher levels of student engagement and achievement. Tier II interventions serve as standard intervention protocols for students in the school who require extended learning opportunities or students who are not making adequate progress and need additional interventions. If students are not making the expected levels of progress in Tier II, they are referred to the school's Student Support Team which comprises Tier III. **Prevention through intervention is stressed in all tiers.** Intensive interventions for increasing the student's academic, social, and behavioral performance are identified, reviewed, and implemented.

School level data review teams meet regularly to review the progress of students who are referred for interventions. When a student does not make the progress required to meet age or grade level standards, the school data review team meets to determine whether a referral for evaluation is needed. The school data team then completes a SST Rubric form as a compliance form for SSTs. Then, the student's RtI folder is sent to the Program for Exceptional Children for a system-level RTI Team to review the information in the student's folder prior to referral for comprehensive evaluation. **Evaluations usually occur after scientific, research based academic and/or behavioral interventions in general education class have been unsuccessful.**

Exceptions to the use of the SST Process

A student who is found to have an obvious and serious disability may bypass the SST process and be referred directly to special education. The System RTI Director and the Director of Special Education must approve this exception.

Parent Request

- If the referral is made by parental request, the district can either grant or refuse the request. If the district refuses to evaluate, it must give the parent prior written notice. Parents are entitled to use any dispute resolution processes if they disagree with Colquitt County School System's decision. 160-4-7-.12 Dispute Resolution
- If the referral results from a parent request instead of the SST process, the intervention data must be collected during the evaluation process.

C. STUDENT SUPPORT TEAM

The Superintendent shall require each school to establish a Student Support Team. The Student Support Team is a building level committee consisting of two or more persons established to identify and plan interventions for children prior to or in lieu of referral to special education programs. The interventions provided through general education are in addition to the

traditional instruction that all students receive and may vary in duration and intensity of support. Data must be analyzed to determine the amount of progress the child is making with the evidence-based interventions. The team may be comprised of principals, assistant principals, classroom teachers, special education teachers, counselors, school social workers, school psychologists, central office personnel, the student, and the student's parents. The Student Support Team is a regular education activity and will be carried out according to procedures established by the local school system.

Prior to referring a student for consideration for eligibility for special education and related services, a student must have received scientific, research or evidence based interventions selected to correct or reduce the academic, social or behavioral problem(s) the student is having.

Purpose

- The Student Support Team Process was mandated by the Ollie Marshal v. McDaniel Decision (August, 1984). The Student Support Team was developed by the Georgia Department of Education as a result of this ruling. The SST was established as the responsibility of general education to identify and plan alternative instructional strategies for children prior to or in lieu of special education program. As a general rule, all students must go through the Student Support Team process.
- Section 504 of P.L. 94-142 legally binds educators to make modifications for all students in order to provide an appropriate education. Students may not be discriminated against for any disability. Large categories of students who are protected by this law are those with Attention Deficit Disorder with or without hyperactivity. The law covers major life activities including functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.
- Each principal is responsible for the implementation of the Student Support Team process.

Procedures

1. Student problems must be discussed with principal or designated regular education person.
2. Teacher will complete SST documentation and return to designated person.
3. Principal or regular education person should check school records and contact the records clerk at PEC to see if there is any available information on file in order to eliminate duplication.
4. The principal or designated general education person at each school schedules the SST meetings every 4-6 weeks.
 - a. The SST may be comprised of principals, assistant principals, classroom teachers (former and present), special education

- teachers, school psychologists, central office personnel, the student's parents/guardians/surrogants or other appropriated individuals.
- b. The SST must be chaired by general education personnel.
 - c. A recorder should be appointed to record minutes of the discussion of the SST meeting(s).
 - d. Administration of school or designated general education person will be responsible for coordination of SST.
6. The SST reviews information presented by concerned personnel. This information may include dated work samples, discipline records, progress monitoring of interventions, anecdotal records, permanent folder, benchmarks for reading and math, reading unit tests, math unit tests, observations, behavior logs, charts, and/or interventions attempted prior to SST meeting.
7. The SST makes recommendations and takes needed action.
- a. Observations may be made at any time during SST phase and recorded on Student Observation form. The observation(s) should be relevant to the area(s) of concern – reading, behavior, speech, emotional, hearing, etc. (These observations may be used for consideration of placement if referral to special education due process is made at a later time.)
 - b. The SST may recommend various screenings. If so, the Colquitt County Parental Consent for Educational Screening must be obtained.
 - c. Responsibilities of follow-up of SST recommendations should be clearly assigned. This may also include who will notify other personnel such as school nurse, social worker, school psychologist, etc.
8. For each SST meeting on an individual student, continue to document information on SST forms as needed.
- a. Documentation is the key to effectiveness of the SST process.
 - b. Recommendations of SST must be attempted and documented in order that resulting information may be used to make future decisions.
 - c. Sufficient time should be allowed to determine the effect of recommendations. Record results on SST form.(located on the X Drive)
 - d. More than one SST meeting must be held for each student before considering referral to special education due process. Any exceptions should be discussed with the PEC director.
 - e. Once sufficient data is collected (for SLD, there must be a **minimum** of 4 data points collected from the progress monitoring over a **minimum** of 12 weeks of interventions or the period of time indicated by intervention), the team will analyze the information to determine next steps to support the child to succeed in the general education curriculum.
 - f. After interventions in regular education programs have been exhausted, the SST may recommend a referral to special education due process.
 - g. SST forms should be maintained as part of school records even if special

education due process is not recommended at this time.

9. If a referral to special education due process is recommended, all SST forms must be included with Special Education Referral Form. A Special Education Initial Referral packet could be completed at this time to expedite due process. Ensure that student has a hearing and vision screening completed as part of the referral packet.

10. If Student Support Team procedures are not followed or are not adequate/appropriate, a referral to Special Education due process will not be accepted.

11. The RTI Director provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist them with the implementation of SSTs.

12. The district uses the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in SSTs by using a monthly SST committee calendar and the district utilizes the data to analyze student referrals.

How to Complete an FBA/BIP for SST/Tier 3

*Forms: X: RTI>Behavior>Tier 3 FBA BIP

Contact district behavior specialist to review Tier 2 data and begin process for FBA if needed.

1. Make sure Reg. Ed. Consent for Screening is signed and a SST is started.
2. Teacher Survey/Interview
3. 10 day ABC Data Collected
4. Student Survey (as appropriate)
5. Send data to District Behavior Specialist for analyzing and set up a SST meeting with parents to write/review the BIP (give at least 2 weeks for analyzing)
6. Data sheets will be discussed and continued data will be collected and entered on the Tier 3 spreadsheet.
7. Monitoring of students with BIPS will be on the google drive.
8. Behavior Tech can help with data collection, observations, and intervention support. Please contact behavior specialist to set this up if needed.

D. Supervision and Monitoring Child Find

1. The district provides sustained supervision to monitor the implementation of compliant Child Find practices:
 - a. K-12 SST Sped Referral committee meeting monthly to review referrals for evaluation
 - b. BCW referral log updated by PreK Transition Coordinator and reviewed monthly by Director.
 - c. School level SST meetings held every 6 weeks. Psychologists, Intervention Specialists collaborate with SST coordinators, as needed.
 - d. SST sped referral log is updated and monitored by Director monthly.

2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with Child Find Implementation
 - a. Monthly trainings for new teachers
 - b. Monthly Newsletter for teachers, administrators, paraprofessionals
 - c. Entire sped staff training at the beginning of the year for review of procedures
 - d. Monthly meetings designated for Elementary Team Leaders and Department Heads
 - e. Child Find procedures are provided to teachers on the special education shared drive.
 - f. Copies of training materials are provided to teachers on the special education shared drive.

3. Personnel who exhibit an inability to follow district procedures are provided additional individualized feedback and support by PEC staff
 - a. Feedback and support are provided on an individual basis (in writing, by phone, in person)
 - b. School level administrators are notified of continual failure to comply with district procedures
 - c. Director of Special Education is notified of continual failure to comply with district procedures

Section 4: Evaluations and Reevaluations

A. Initial Evaluation Process

Timelines for Initial Evaluations

- All initial referrals must be completed within 60 calendar days of receiving parental consent for evaluation. Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods except:
 - Any summer vacation period in which the majority of a Colquitt County's teachers are not under contract shall not be included in the 60 day timeline for evaluation. However, Colquitt County is not prohibited from conducting evaluations over a summer vacation period.
 - Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe.
 - Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday. The evaluation must contain information that can be used to determine if the child is a child with a disability and to determine the educational needs of the child.
 - EXCEPTIONS: The timeline described above does not apply to the CCSS if: the parent of a child repeatedly fails or refuses to produce the child for the evaluation. The timeline does not apply if a child enrolls in a school of another LEA after the relevant timeline in this Rule has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability. The timeline exception applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation and the parent and subsequent LEA have agreed to a specific time when the evaluation will be completed. Finally, if extenuating circumstances, e.g., illness, unusual evaluation needs, or revocation of parent's consent for evaluation affect this timeline, the CCSS shall document the exceptions.
- Remember that all **evaluations are comprehensive** in nature which includes:
 - A variety of evaluation tools and strategies to gather relevant academic, cognitive, emotional and behavioral factors, and functional and physical/developmental information about the child.
 - informally and formally assess all areas related to any suspected disability, including, if appropriate, vision and hearing, health, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
 - Use valid and reliable instruments (less than 10 years old) that is age appropriate and culturally sound to not discriminate based on race/ethnicity in their native language or other mode of communication.
 - Use technically sound instruments to assess children in all areas,

including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

- Administered by trained and knowledgeable personnel in accordance with the instruction provided by those who developed such assessments.
- Psychologists and speech therapists will update/review assessment and evaluation materials twice a year to ensure measures are current.

Parent Rights

Whenever the parent requests an evaluation or when a child has been referred for an initial comprehensive evaluation, the Colquitt County School System must give the parent a copy of “Your Rights as Parents -Special Education” document and provide an explanation to ensure that the parent understands these rights. If a parent’s primary language is not English, a translated copy in his or her language must be given to the parent whenever feasible. Translations may be accessed online at the Parents’ Rights link on the Special Education webpage of the GaDOE website.

Parental Consent for Initial Evaluations

Before an evaluation can begin, the Colquitt County School System must obtain a signed, informed parental consent for evaluation. The CCSS 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). CCSS is not required to make the eligibility determination during the 60-day initial evaluation timeline. However, the eligibility decision should be made within a reasonable period of time following the completion of the evaluation. As a matter of best practice, within 10 calendar days of completion of the evaluation report(s), an eligibility meeting should be held. Development of the Individualized Education Program (IEP) can take up to 30 additional days.

If the **parent refuses to give consent** for the evaluation, the district may, but is not required to, pursue the evaluation through mediation or a due process hearing. If the child is home schooled or placed by the parents in a private school at their expense, the CCSS cannot use the mediation or due process hearing procedures to override the parents’ refusal for evaluation.

Evaluation process:

1. A psych educational evaluation will be scheduled once the Special Education Office (PEC) receives a complete special education referral packet and parental consent to evaluate. The IEP specialist will develop an evaluation to sign out packets in order of due date.
2. When a referral for special education evaluation is made due to a concern that the child may have a disability and be in need of special education and related services, the comprehensive evaluation will be conducted by a multidisciplinary team. This team may consist of the CCSS’s psychologist, educational diagnostician, speech-language pathologist, occupational therapist, physical therapist, the child’s teacher(s), and others as appropriate to the evaluation. The child’s parents are considered members of this team. The child should be evaluated in any area which committee members have determined to be an area of weakness. The team is responsible for formally or informally assessing the child in all areas related to a suspected disability. Formal assessments may include standardized, criterion-

- referenced tests, and norm-referenced tests, while informal assessments may include teacher-made assessments, naturalistic observations, and interviews. The child's parents will be asked to provide input during the evaluation process. Their information is valuable in developing the total picture of the child.
3. The evaluation process for each program for exceptional students is different. Evaluations often use many of the following: -Individually administered tests and tools-Academic achievement -Cognitive ability -Social/Emotional/Behavioral - Speech/Language-Parent/Teacher/Child Questionnaires-Social/Emotional/Behavioral -Adaptive behavior-Parent information and input-Teacher input (verbal or written descriptions/analyzed classroom work samples)-Schoolwide standardized testing results-Medical information, as appropriate-Classroom observations-Prior testing done in private settings-Prior testing done in other school settings, such as formative assessments from classroom progress monitoring.
 4. The psychologist will document all the evaluation results in a Psychological Report and an Eligibility Determination report.
 5. The Special Education Teacher will send the eligibility/placement meeting notice to the parent. Notice will indicate the purpose of the meeting, the time, location, and who will be in attendance. The Special Education Teacher, who has been assigned the case, should follow up with the parents to verify that they received the notice. This should be documented on the school copy of the notice.
 6. The IEP team will meet at the designated time to review the evaluation results and make a decision as to whether or not the student is eligible for special education services. The team will complete an eligibility report and meeting minutes. If it is determined that the student is eligible for special education, an IEP will be developed by the team and a placement recommendation made. Parental consent for placement is obtained.
 7. If the student does not qualify for special education services at this time, the Special Education Teacher shall send the referral packet back to the System SST Coordinator and keep a copy for the Special Education files. Reminder: Parental Rights are explained and a copy offered to the parents at the beginning of the meeting.
 8. The IEP Team reviews the IEP annually to determine whether or not the student needs continued special education services and to develop new goals and objectives.
 9. Every three years, the IEP team must consider whether or not additional testing is needed to determine if the student still meets eligibility for special education services.
 10. All contacts during the referral/placement/review process (phone calls, conferences, letters, home visits, etc.) concerning special education students must be documented.
 11. Copies of evaluations, eligibilities, determinations, etc. will be provided to parents/guardians either at the meeting or sent home via mail or student.

Important: An IEP and parental consent for placement must be on file before any special education services may be provided.

Colquitt County Preparation of Initial Referral Packet

- All forms are available on school server U: Drive and Administrative Google Classroom.
- Complete packet according to Referral for Initial Testing Checklist and Referral to Special Education Form.
- Double check to make sure there is a current (within one year) vision and hearing screening. If not, update the vision/hearing screening before Parental Consent for Evaluation and the Consent to Evaluate Attachment are sent home.
- Include all SST documentation and data, and any other MTSS data.

Procedures for Initial Referral/ Packet

(Completed by General Education Teacher/SST Committee/Speech)

1. Complete packet using Information Needed for Request for Initial Testing Checklist.
2. Make a copy of packet.
3. Bring Copy of Packet to SPED REFERRAL Committee meeting (PEC) for review.

Turn into PEC:

1. If packet meets Compliance, then Due Process Coordinator will log and file the packet at PEC.
2. If packet does not meet compliance, then Due Process Coordinator will return the packet and/or email the SST coordinator at the school for corrections. If the packet is returned to the school, the RTI Director will provide coaching and support, as needed.
3. Due Process Coordinator will generate Parental Consent for Evaluation for Special Education Services and email it to the Dept. Head/AP to get it signed by a parent/guardian as listed in Infinite Campus.
4. School will bring/send the signed consent to Due Process Coordinator at PEC.
5. When received at PEC, Due Process Coordinator will sign and stamp date received and due process begins. (Stamped date is the consent date that is put in the Eligibility in GO-IEP)
6. IEP Coordinator will notify psychologists when packets are ready at PEC. Psychologists will notify SLPs.
7. Psychologist will contact Dept. Head/Team Leader/AP to determine case manager.

B. Parent Requests

Independent Educational Evaluation (IEE)

When a parent of a student with a disability disagrees with an evaluation conducted by Colquitt County Schools, the parent has the right to request that Colquitt County Schools fund an independent educational evaluation (IEE). An IEE is an evaluation conducted by a qualified examiner who is not an employee of the School System. Any results obtained through an IEE must be considered by the School System in any eligibility or placement decision. A parent does not have the right to an IEE at public expense until he or she has allowed the CCSS to conduct its own evaluation.

The Director of Special Education should be notified IMMEDIATELY upon request of an IEE by a parent. The School System is under strict time constraints once a parent makes this request.

Parental Request for Evaluation

The MTSS framework is the same if the parent/legal guardian of a public school student requests evaluation to determine eligibility for the Program for Exceptional Children services.

1. If a parent requests evaluation (verbal or written), notify the following: **school psychologist**, student's teacher, school administration, PEC Director.
2. **The school administrator schedules a meeting within 10 days to discuss the request.** Invite the parent, **school psychologist**, student's teacher, anyone who has worked with the student, and other potential evaluators: SLP, OT, PT. The purpose of the meeting is to address parent concerns, explain the evaluation process, and discuss student progress. Continue SST documentation. **If the student does not have a SST, one should be opened at this meeting to begin documentation of interventions and data.**
3. If the conference outcome is to proceed with parent request for an evaluation/reevaluation, contact Director of PEC to inform them of the parent conference. Then complete the following:
 - a. Use the Initial Testing Checklist to complete the referral packet.
 - b. Assistant Principal sends packet to PEC for review.

**** If the parent insists on immediate evaluation and wants to sign consent the day they make the request or the day of the meeting, call the Director of PEC and consent will be created immediately and sent to the AP. Remind parents that we must implement 2 interventions and collect data for 12 weeks before SLD eligibility can be established. Continue SST documentation. If the student does not have a SST, one should be opened the day the parent requests evaluation. Complete the referral packet as stated above. **General Education interventions are completed concurrently with the evaluation but prior to the determination of eligibility.****

C.Reevaluation

Reevaluation Consideration

- As part of the reevaluation process, the IEP Team, including the parent and other qualified professionals must review evaluation data, including but not limited to the current full eligibility on the child that is already available.
- Reevaluations are due three years from the date of the student's last evaluation report. Your school psychologist will meet with you and develop a reevaluation schedule for the school year. The referral packet for reevaluation should be sent in within two weeks of requesting reevaluation. Also, anytime there are concerns that new information may be needed for a particular student, it is important to talk with the psychologist to discuss and decide upon an appropriate time frame. At the beginning of each year, refer all students, who are under consideration for a reevaluation, to the nurse for vision and hearing screenings. This screening is good for one year.

- After reviewing the existing data on the child using the reevaluation data review in GOIEP, 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 CCSS 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, this completes the reevaluation process and the date of this determination is the child's reevaluation date.

Parent Requests Reevaluation:

If the child's parent or teacher requests a reevaluation:

- Limitation: A reevaluation may not occur more than once a year, unless the parent and the CCSS agree otherwise; and must occur in CCSS once every 3 years, unless the parent and the CCSS agree that a re-evaluation is unnecessary through the reevaluation data review.

Parents Consent for Reevaluation:

- CCSS shall obtain informed parental consent prior to conducting any reevaluation of a child with a disability, except that such informed parental consent need not be obtained if the CCSS can demonstrate that it has taken reasonable measures to obtain consent and parent(s) has failed to respond.
- If parent(s) refuse to consent to reevaluation, the CCSS may 1) pursue the reevaluation by using the consent override procedures, 2) decline to pursue the reevaluation
- The CCSS can decide to discontinue the provision of special education services and supports, if CCSS believes based on a review of existing evaluation data, that the child does not continue to have a disability or does not continue to need special education and related service. If the CCSS discontinues the provision of special education services, it must provide prior written notice of its proposal.

Procedures for Reevaluation

- All forms are available on school server.
- Vision and Hearing Screening completed within last year
- Case manager completes Referral for Reevaluation Checklist/Packet. It should be signed by teacher.
- Send home Parent Consent for Evaluation, Parent Rights, and Consent to Evaluate Attachment (i.e., Description of Types of Evaluations).
- Send the completed referral packet to the Due Process Coordinator at the Program for Exceptional Children and then the student is placed on the Psychological Services' Log for evaluation.

- The psychologist will document all the evaluation results in a Psychological Report and an Eligibility Determination report. Psychologist will coordinate with the case manager. An IEP meeting should be scheduled.

Evaluation before Termination of Eligibility

- The CCSS must comprehensively reevaluate a child with a disability before determining that the child is no longer a child with a disability who requires special education services. However, reevaluation is not needed:

1. When the child graduates from high school with a regular education diploma, or
2. When the child has exceeded the age of eligibility (22nd birthday) for a FAPE. The CCSS must, however, provide the child with a summary of academic and functional performance that includes recommendations for meeting postsecondary goals when the child is graduating with a regular diploma or aging out of school through the Summary of Performance. The IEP services will cease at the end of the semester that the student turns 22.

Special Education Eligibility Team

No student shall be placed in a special education program until that student is the subject of an Eligibility Team meeting. Members would include any or all of the following:

- the Special Education Director,
- parents,
- student (**must** be a part of a transition meeting),
- principal and/or assistant principal,
- school psychologist,
- System/school SST Coordinator
- counselor,
- Speech Language Pathologist
- classroom/general education teacher(s) (at least one general education teacher **must** be a part of the team),
- any special education teachers presently serving or one who may be assigned to serve the student,
- related service personnel (ex. nurse, OT/PT),
- and any other personnel whose knowledge and/or expertise would assist in determining the best placement for the student.

Initial Eligibility Team outcomes:

- If the student is found to be **eligible** for special education services they may begin as soon as the parent signs the **Consent for Placement**. Eligibility shall be determined based on the documented results of at least two measures, at least one of which must be formal, administered in the area of impairment and documented of the adverse effect on educational performance (academic, functional and/or developmental).
- If the parent refuses consent, services **MAY NOT** be given to the student. The original forms

are sent to the Program for Exceptional Children to the Due Process Coordinator.

- The exclusionary factors have been considered and appropriately documented within the eligibility. Exclusionary factors include:
 - Lack of appropriate instruction in reading, math or writing
 - Limited English Proficiency
 - Atypical educational history Environmental or economic disadvantage
 - Cultural factors
 - For example, a child is not determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading.

Students found ineligible for special education services

- If the student is found **ineligible** for sped services, recommendations from the evaluation will be provided to the teachers and accommodations /interventions will be made accordingly by the school SST. The school should continue SST and develop alternative strategies and interventions that are successful with a student, naturally the student should not be referred for further evaluation. The SST must have data to support the decision that interventions are successful at Tier III and that the student is successful without further evaluation. The SST may have attempted reasonable strategies at the school level in Tiers II and III and have physical/emotional/academic questions that might be answered by an evaluation.
- Remember: The SST is not an Eligibility/Placement Team; therefore, SST should never make decisions on special education eligibility or placement.
- A copy of the Evaluation Report and Eligibility determination will be provided to parents.

Procedures for Dismissing a Student from one Category of Eligibility

- Discuss the referral with the psychologist assigned to the school and specialist who serve the student.
- Psychologist will review the information and determine if the most recent evaluation results remain applicable for the student.
- Specialists (Speech, OT, PT, VI, etc.) will review information in their respective fields to determine needs for updated evaluation results in those areas. Speech therapist will document evaluation in Speech Evaluation Report and Eligibility Report.
- Have a reevaluation conference with parent to request an evaluation.
- Bring progress monitoring on all goals and objectives to eligibility meeting and make sure progress is noted on progress report.
- The psychologist will document all the evaluation results in a Psychological Report and an Eligibility Determination report. Complete eligibility report with typed minutes in rationale under the eligibility determination heading.

- Within 24 hours after the meeting (preferably the same day), give the registrar at your school the student report form, informing her of the student's change in status. This step is critical when an FTE count day is near.
- A copy of the Evaluation Report and Eligibility determination will be provided to parents.
- *Note: If there are changes in the eligibility category, the IEP should reflect these changes within 30 days through a new IEP or an Amendment.*

Procedures for Adding an Eligibility Category

- Discuss the referral with the psychologist assigned to the school and with specialists who serve the student.
- Psychologist will review the information and determine if the most recent evaluation results remain applicable for the student.
- Specialists (OT, PT, Speech, VI, etc.) will review information in their respective fields to determine needs for updated evaluation results in those areas.
- Complete reevaluation data review.
- The psychologist will document all the evaluation results in a Psychological Report and an Eligibility Determination report with new areas addressed.
- Please Note: Clearly indicate in the Eligibility summary the rationale for adding or not adding the category under consideration. Include a note indicating continued eligibility for other categories.
- Within 24 hours after the meeting (preferably the same day), give the registrar at your school the student report form, informing her of the student's change in status. This step is critical when an FTE count day is near.
- A copy of the Evaluation Report and Eligibility determination will be provided to parents.
- *If there are changes in the eligibility category, the IEP should reflect these changes within 30 days through a new IEP or an Amendment.*

Dismissal per Parent Request (Revocation):

- A. Written document from parent indicating request.
 - a. Director/Due Process Coordinator will bring written revocation form for parent to sign to the meeting.
- B. Contact and Invite Director/Due Process Coordinator of Program for Exceptional Children to the meeting and they will bring revocation form for parent to sign.
- C. Take minutes on the Meeting Minutes page on the Udrive.
- D. Notify School Registrar of changes using SPED Student Report form.
- E. Send original signature page with entire documents to PEC to Due Process Coordinator.
 - a. Revocation signature page
 - b. Meeting minutes signature page

Supervision and Monitoring Initial Evaluations and Reevaluations

1. The district provides sustained supervision to monitor the implementation of compliant evaluations and reevaluations practices:
 - a. PEC monitors GO-IEP dashboard for Evaluation Due Dates
 - b. Teachers/administrators review GO-IEP dashboard for Evaluation Due Dates
 - c. Monthly evaluation logs kept at PEC by IEP specialist
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with implementation of evaluations and reevaluations.
 - a. Monthly trainings for new teachers
 - b. Monthly Newsletter for teachers, administrators, etc
 - c. Entire sped staff training at the beginning of the year for review of procedures
 - d. Monthly meetings designated for SLPs and Psychologists
 - e. Monthly meetings designated for Elementary Team Leaders and Department Heads
 - f. Copies of training materials are provided to psychologists, slps, and teachers on the special education shared drive.
 - g. Referral packets checked monthly with specific checklist of items needed for eligibilities are implemented in the LEA to ensure we are meeting the requirements of documentation for disabilities per state rule.
3. Personnel who exhibit an inability to follow district procedures are provided additional individualized feedback and support by PEC staff
 - a. Feedback and support are provided on an individual basis (in writing, by phone, in person)
 - b. School level administrators are notified of continual failure to comply with district procedures
 - c. Director of Special Education is notified of continual failure to comply with district procedures

Section 5: Eligibility Determination and Categories

Special Education Eligibility Team

No student shall be placed in a special education program until that student is the subject of an Eligibility Team meeting. Members would include any or all of the following:

- the Special Education Director,
- parents,
- student (**must** be a part of a transition meeting),
- principal and/or assistant principal,
- school psychologist,
- System SST Coordinator
- counselor,
- Speech Language Pathologist
- classroom/general education teacher(s) (at least one general education teacher **must** be a part of the team),
- any special education teachers presently serving or one who may be assigned to serve the student,
- related service personnel (ex. nurse, OT/PT),
- and any other personnel whose knowledge and/or expertise would assist in determining the best placement for the student.

Initial Eligibility Team outcomes:

- If the student is found to be **eligible** for special education services they may begin as soon as the parent signs the **Consent for Placement**. Eligibility shall be determined based on the documented results of at least two measures, at least one of which must be formal, administered in the area of impairment and documented of the adverse effect on educational performance (academic, functional and/or developmental).
- If the parent refuses consent, services **MAY NOT** be given to the student. The original forms are sent to the Program for Exceptional Children to the Due Process Coordinator.
- The exclusionary factors have been considered and appropriately documented within the eligibility. Exclusionary factors include:
 - Lack of appropriate instruction in reading, math or writing
 - Limited English Proficiency
 - Atypical educational history Environmental or economic disadvantage
 - Cultural factors
 - For example, a child is not determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading

Students found ineligible for special education services

- If the student is found **ineligible** for sped services, recommendations from the evaluation will be provided to the teachers and accommodations /interventions will be made accordingly by the school SST. The school should continue SST and develop alternative strategies and interventions that are successful with a student, naturally the student should not be referred

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- Psychologist will review the information and determine if the most recent evaluation results remain applicable for the student.
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- Complete reevaluation data review.

- The psychologist will document all the evaluation results in a Psychological Report and an Eligibility Determination report with new areas addressed.
- Please Note: Clearly indicate in the Eligibility summary the rationale for adding or not adding the category under consideration. Include a note indicating continued eligibility for other categories.
- Within 24 hours after the meeting (preferably the same day), give the registrar at your school the student report form, informing her of the student's change in status. This step is critical when an FTE count day is near.
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- Contact and Invite Director or Due Process Coordinator of Program for Exceptional Children to the meeting and they will bring revocation form for parent to sign.
- Take minutes on the Meeting Minutes page on the Udrive.

Within 5 days after meeting:

- Notify School Registrar of changes using SPED Student Report form.
- Send original signature page with entire documents to PEC to Due Process Coordinator.
 - o Revocation signature page
 - o Meeting minutes signature page
- Personnel who demonstrate an inability to follow district procedures will be provided with additional individualized support by PEC staff.

A. Areas of Eligibility and Requirements

Autism

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Autism.aspx>

- o Comprehensive evaluation required to include the following:
 - Formal assessment of IQ
 - Adaptive behavior
 - Educational evaluation
 - Communication (verbal/nonverbal, prosody, and pragmatics)
 - Behavioral, including social interactions
 - Developmental history

- o Five characteristics of Autism:
 - Differences in developmental rates and sequences
 - Difficulty interacting with people and participating in events
 - Deficits in communication
 - Over- or under-react to sensory stimuli
 - Restricted or unusual repertoire of activities and interests

Deafblind

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Deaf-Blind.aspx>

- o Concomitant Hearing and Visual impairment that causes severe communication and educational needs that cannot be accommodated in programs solely for children with deafness or blindness
- o Current optometric or ophthalmological examination and audiological evaluations required
- o Written Audiological evaluation should include dates, results of evaluation, and recommendations for classroom environmental modifications

Deaf/Hard of Hearing

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Deaf-and-Hard-of-Hearing.aspx>

- o Absence of measurable hearing such that
 - primary sensory input for communication is other than auditory OR the ability to communicate is adversely affected, even though the child usually relies on listening for communication
- o Requires the following reports or evaluations for initial placements:
 - Audiological
 - Otological
 - Comprehensive evaluation
 - Academic/achievement level
 - Receptive/expressive language abilities
 - Social and emotional adjustment
 - Classroom observational data
 - Psychological evaluation
- o Unilateral hearing loss may be considered if academic or communicative deficits secondary to loss are documented
- o Hearing loss may be permanent or fluctuating

Emotional Behavioral Disorder

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Emotional-and-Behavioral-Disorder.aspx>

Exhibits one or more of the following characteristics of sufficient duration, frequency, and intensity that interferes significantly with educational performance to the degree special education is necessary:

- o Inability to build or maintain satisfactory interpersonal relationships
- o Inability to learn that is not explained by intellectual, sensory, or health

factors

- o Consistent or chronic inappropriate behavior or feelings under normal circumstances
- o Displayed pervasive mood of unhappiness or depression
- o Displayed tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems

Required Documentation:

- o Comprehensive prior extension of services including counseling, modifications of the regular program, or alternative placement
- o Data-based progress monitoring of the results of the interventions
- o Psychological and educational evaluations
- o Report of behavioral observations over a significant period of time
- o Social history, including interventions offered outside the school
- o Written analysis of the duration, frequency, and intensity of one or more of the five characteristics of EBD

Possible exclusions (in addition to those listed on page 1)

- Visual, hearing, or motor disabilities
- Intellectual disabilities

Social Maladjustment

- Does not automatically make a child eligible
- Classroom behavior problems and social problems . . . do not indicate automatic eligibility for placement.

Intellectual Disability (Mild)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Intellectual-Disabilities.aspx>

- o Intellectual functioning based on multiple sources of information documenting IQ scores between approximately 55 and 70 (use range of scores +/- one standard error of measurement for interpretation)
- o Consider impact of communication, motor, and/or sensory deficits
- o Significant limitations in child's effectiveness in meeting standards of maturation, learning, personal, independence, or social responsibility
- o Adaptive behavior
 - two measures required, one must be formal (i.e., standardized instrument such as the ABAS-II or Vineland-II)
 - formal measure from someone at the school and informal assessment from someone outside the school, such as a parent
 - a composite score that is two standard deviations below the mean
 - OR a score that is at least two standard deviations below the mean in one of three areas:
 - conceptual,
 - social, or
 - practical OR
- o Deficits in intellectual functioning and adaptive behavior existed prior to age 18
- o Classroom observation demonstrating child's inability to progress in a typical, age appropriate manner, considering cultural, medical, and educational history
- o Possible Exclusions (in addition to those listed on page 1)

Visual, hearing, or motor disability
Emotional disturbances

Intellectual Disability (Moderate, Severe, Profound)

http://archives.gadoe.org/DMGetDocument.aspx/160-4-7-.05_ID_Eligibility_3-31-10.pdf?p=6CC6799F8C1371F60491518A7964E3637EAB863F5EFC1DEFA52C6DE25E2059CC&Type=D

- o Intellectual functioning based on multiple sources of information documenting IQ scores between approximately 40 and 55 (Moderate); approximately 25 and 40 (Severe); and below approximately 25 (Profound) [use range of scores +/- one standard error of measurement for interpretation]
- o Consider impact of communication, motor, and/or sensory deficits
- o Significant limitations in child's effectiveness in meeting standards of maturation, learning, personal, independence, or social responsibilities.
- o Adaptive behavior
 - o two measures required, one must be formal (i.e., standardized instrument such as the ABAS-II or Vineland-II)
 - formal measure from someone at the school and informal assessment from someone outside the school, such as a parent
 - o A composite score that is two standard deviations below the mean or a score that is at least two standard deviations below the mean in one of three areas:
 - conceptual,
 - social, or
 - practical, or
- o Deficits in intellectual functional and adaptive behavior existed prior to age 18
- o Classroom observation demonstrating child's inability to progress in a typical, age appropriate manner, considering cultural, medical, and educational history
- o Possible Exclusions (in addition to those listed on page 1)
Visual, hearing, or motor disability, emotional disturbances

Orthopedic Impairment

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education/Services/Pages/Orthopedic-Impairment.aspx>

- o Impairment may be due to
 - Congenital abnormalities
 - Disease
 - Other causes resulting in contractures
- o Secondary disabilities may be present
- o For initials, current medical report indicating diagnosis and prognosis
- o Comprehensive educational assessment documenting adverse affects of OI on child's educational performance by documenting deficits in at least one of the following:
 - Pre-academic/academic functioning
 - Social/emotional development

- Adaptive behavior
- Motor development
- Communication abilities
- o Psychological evaluation required when significant deficits are present in cognitive/academic functioning
- o Exclusions (in addition to those on page 1)
 - IQ must fall above approximately 55
 - IQ no lower than criteria expected for MID services.

Other Health Impairment

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Other-Health-Impairment.aspx>

- o Chronic or acute health problems that limits in strength, vitality, or alertness (i.e., ADHD, diabetes, asthma, etc.)
- o Deficits in pre-academic or academic functioning, adaptive behavior, social/emotional development, motor or communication skills as a result of the health impairment
- o Current (less than one year old) medical report required for initials
- o Possible Exclusions (in addition to those on page 1)
 - Visual, hearing, or motor disability
 - Intellectual disabilities
 - Emotional disturbances

Significant Developmental Delay

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Significant-Developmental-Delay.aspx>

- o Standard scores fall two standard deviations below the mean in one of these areas: adaptive development, cognition, communication, motor skills, or emotional development OR
- o Standard scores fall 1.5 standard deviations below the mean in at least two of these areas: adaptive development, cognition, communication, motor skills, or emotional development
- o Applies to ages 3 through 9 only
 - Reevaluate no later than the school year in which the child turns 9
- o Must be placed by age 7
- o Exclusions beginning at Kindergarten (in addition to those on page 1)
 - Visual, hearing, or motor disability
 - Emotional disturbances

Specific Learning Disability

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Specific-Learning-Disability.aspx>

- o Eligibility team members must include:
 - Special education teacher (highly qualified & certified)
 - Regular Education teacher
 - Individual qualified to conduct diagnostic assessments
 - Parent

- o Deficits in basic psychological processes (e.g., attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological).
- o Child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, and intellectual development.
- o Progress monitoring over a period of 12 weeks (or for the length of time recommended by the instructional strategy used) that shows the child is not expected to make progress toward the benchmark
- o Current analyzed classroom work samples
- o Classroom observation (by a group member responsible for determining SLD)
- o Teacher Report required reflecting child's academic performance and behavior in area(s) of underachievement
- o Two current assessments (e.g., Ga. Milestones) required to document area(s) of underachievement
- o Underachievement in at least one of the following areas:
 - Oral expression
 - Listening Comprehension
 - Written Expression
 - Basic Reading skills
 - Reading Comprehension
 - Reading Fluency
 - Mathematical Calculation
 - Mathematical Problem Solving
- o Exclusions (in addition to those on page 1)
 - SLD does not apply to children who have learning problems that are primarily the result of sensory impairments, motor or intellectual disabilities, or emotional or behavioral disorders
 - Children whose classroom performance shows evidence of pervasive weaknesses that do not reflect a pattern of strengths and weaknesses

Speech-Language Impairment

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Speech-Language-Impairment.aspx>

- o Impairment in one of the following areas:
 - Articulation
 - Fluency
 - Voice
 - Language
- o Evaluation must be sufficient to identify all of the child's special education and related services needs, regardless of the reason for referral
- o Documentation of adverse affect on educational performance
- o Nonverbal/verbally-limited, children with autism, and those with sensory or motor impairments
 - Eligibility determined by team members who have expertise in the appropriate area(s) through a functional assessment

- o Medical evaluation required for voice/resonance impairment
- o Exclusions
 - Rule out environmental, cultural, or economic disadvantage as primary factors causing impairment
 - Inconsistent, situational, or developmentally appropriate speech- language difficulties
- o Refer to link above and the Colquitt County Speech-Language Handbook for more information

Traumatic Brain Injury

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Traumatic-Brain-Injury.aspx>

- o Deficits in cognitive, social, or motor skills due to acquired brain injury that adversely impact educational performance
- o Verification of TBI through:
 - Medical records OR
 - Other source, such as social services, medical bills, etc.
- o Summary of pre-injury functioning
- o Evaluation addresses impact of TBI on following areas:
 - Cognitive
 - Social/Behavioral
 - Physical/Motor

Visual Impairment and Blindness

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Visual-Impairment-and-Blindness.aspx>

- o Current examination from an eye specialist (or from neurologist if child has blindness due to cortical vision impairment)
- o Comprehensive educational evaluation
 - Cognitive levels
 - Academic achievement
 - Reading ability
 - Educational assessments related to vision must be completed by appropriately certified teacher
- o Functional vision assessment rather than low vision evaluation may be used for children who
 - Are under the age of 8 or
 - Have a severe cognitive and/or physical disability
- o Additional information
 - Low vision evaluation needs to be completed by age 10 unless student has severe cognitive and/or physical disability
 - Low vision evaluation may not be available within 60-day timeline- in these cases, continue with eligibility decision and document date of upcoming evaluation

Update eligibility, and possibly the IEP, after receiving the vision report (must occur within 120 days of Consent to Evaluate)

o Braille instruction

Evaluate the child to determine the need for braille

Evaluation should review present and future needs for braille

If braille is determined to be a need then in the IEP

- Document results of evaluation
- Explain how braille will be implemented and integrated
- Provide date braille instruction will begin and end, including the frequency and duration of each instructional session
- Expected level of competency in braille & measures used to determine competency

If braille is determined NOT to be a need, then in the IEP

- Provide a statement indicating that braille instruction will not be needed in order for the child to read and write effectively

Eligibility for Special Education Services and Placement

- Georgia DOE requires a multi-disciplinary eligibility report
- Determined by team members on the eligibility team (members of team defined above in evaluation section)
- Determined through review of formal and informal sources of information
- Presence of a disability and need for services must be established; presence of a disability alone is insufficient for placement
- Disability must adversely impact educational performance (even with correction for sensory impairments)
- Progress monitoring data required for all areas except sensory impairments and, in some cases, TBI & Autism placements

Possible Exclusions

- Lack of appropriate instruction in reading, math or writing
- Limited English Proficiency
- Atypical educational history
- Environmental or economic disadvantage
- Cultural factors

Related Services

- Physical and Occupational therapies are related services
- They are not areas of eligibility
- These services require a prescription from a physician
- Assessment information needed for IEP development but not for eligibility determination
- Adaptive P.E.

SAMPLE Eligibility Meeting Agenda

1. Introduction of members of committee

2. Parental Rights given and explained (see Parental Rights at a Glance Appendix A)
3. Statement of purpose of the meeting (i.e., determine eligibility for special education services)
4. Review rationale for referral
 - Case history
 - Summary of interventions
 - RTI data
 - Benchmark, Ga. Milestones, & other district- and state-wide test scores
5. Review other information required to determine eligibility (sequence determined by individual referral)
 - Information from the parent
 - Information from the classroom teacher
 - Information from a co-teacher (if the student has one)
 - Information, including formal reports, from staff members who may have provided intervention, observed, reviewed medical records, or evaluated the child (SLP, Autism specialist, Principal, School Psychologist, Counselor, Social Worker, etc.)
6. Review exclusionary factors
 - Attendance
 - Vision/hearing
 - Atypical educational history
 - Cultural differences or economic disadvantage
7. Summarize findings
 - Determine eligibility for services
 - Consider areas for possible placement
 - Provide explanation in summary for the reason the student is eligible for the placement chosen by the Eligibility Team
8. All members sign the form
 - For SLD, members must indicate agreement or non-agreement
 - For SLD, any member who disagrees with the decision of the team must provide an explanation in writing
9. Adjourn and dismiss, or team members may opt to move into IEP Meeting if student is eligible (IEP meeting must be held within 30 days).
10. Provide and document date in which copies of eligibility and evaluation were given to parents/guardians after the meeting.

Section 6: Individual Education Program (IEP)

General Information

- Following an Eligibility Team Meeting and the determination that a student is a child with a disability and needs Special Education services, an Individualized Education Program (IEP) is developed for the student.
- A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. The lead special education teacher must ensure the student's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation. Each teacher and provider must be informed of his or her specific responsibilities related to implementing the student's IEP; and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. The IEP must be current within a year and updated at least annually.
- The IEP details in writing the student's current performance, the student's needs that result from the disability, as well as the goals, accommodations, modifications, supports, and services that are required in order for the student to be involved in and make progress in the general education curriculum. The IEP is a result of a collaborative effort between parents, educational professionals, and, in most cases, the student. In developing the IEP, the team must look at the student's strengths, not just at his or her weaknesses, and design a challenging program that provides involvement and progress in the general curriculum. In Georgia, the Georgia Performance Standards are the curriculum for all students, even those with the most significant cognitive disabilities.

File Organization

Organize in the order below.

1. Access Sheet (stapled to left side)
2. Most Recent IEP, signed minutes and meeting notice
3. Most Recent Consent for Placement
4. Most Recent Eligibility Information
 - o Full Eligibility Report OR
 - o Reevaluation Data Review with the full Eligibility Report it is updating
5. Most Recent Psychological Evaluation
6. Most Recent Speech Evaluation, if applicable
7. Initial Referral to Special Education form and Initial Parental Consent for Evaluation Signatures (Separate #1-7 from 8 with binder clip, cardstock, etc.)
8. Other SPED documents, newest to oldest, no duplicates.
 - o Include all Eligibility Reports and Psychological Evaluations regardless of age.
 - o Do not include old referral packets, work samples, or additional documents older than 5 years.
 - o If you come across any original signature pages, please send them to the IEP Specialist at PEC.

Notice of IEP Team Meeting

- The parent must be notified of the proposed date, time, and location of an IEP Team meeting to give him or her sufficient time to make arrangements to attend or to contact the school to schedule an alternative date for the meeting.
- This notice should include the purpose of the meeting; the proposed date, time, and location of the meeting; as well as who will be in attendance. The IEP Team meeting should be scheduled for a time, date, and location that is mutually agreeable to the parent and the CCSS. The parent may request to reschedule the IEP Team meeting or to participate by telephone or videoconference if attending in person is not possible.

Members of the IEP Team

- 1) The parent(s) of the child (or the person acting as the parent under the IDEA);
- 2) A special education teacher or service provider: not less than one of the child's special education teachers or special education providers;
- 3) A general education teacher: not less than one of the child's regular education teachers, if the child is or may be participating in the regular education environment (for preschool children, this representative is someone who is currently providing preschool services to nondisabled preschool children);
- 4) An individual who is able to interpret the instructional implications of evaluations;
- 5) A representative of the local educational agency (CCSS): a CCSS representative who meets the following requirements: is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the child; is knowledgeable of the general education curriculum; and is knowledgeable about the availability of resources in the CCSS;
- 6) The child with a disability, when the transition services plan is being discussed, or earlier as appropriate; or a representative of any agency that is likely to provide or pay for any transition services, if appropriate, and with consent of the parent or student (if he or she has reached the age of 18).
- 7) And (at the discretion of the parent or school) other individuals that have knowledge or special expertise about the child, including related services personnel (based on the discretion of the parent or CCSS).

Parents should be involved in every part of the development of the annual IEP that should include:

- a description of the child's academic, developmental, and functional performance;
- a description of how the child will be included in the general education curriculum;
- the annual goals for the child along with a description of how those goals will be measured;
- a statement of what special education and related services the child needs;
- a discussion of how the child will participate in district and statewide assessments or why an alternate assessment is appropriate;
- the accommodations and/or modifications that are appropriate for instruction and assessment; and
- a discussion of the transition services, when appropriate.

Special Parent Requirements

The CCSS must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. See 34 C.F.R. §300.322(e). In the event that a parent requires a translator or interpreter, it is the responsibility of the CCSS to ensure that an appropriate and qualified adult is available to serve in that capacity.

The Role of the Regular Education Teacher

- A regular education teacher of the child must be invited and should attend the meeting if the child is currently or may be participating in regular education environment unless the parent agrees, in writing, to excuse the teacher.
- At the IEP Team meeting, the regular education teacher is present to participate in the development, review, and revision of the IEP. The regular education teacher supports the determination of appropriate accommodations, supplemental aids and services, program modifications, and support for CCSS personnel that will be provided to assist the student. The regular education teacher also supports the development of a Behavior Intervention Plan, if appropriate, and positive behavioral interventions, supports, and other strategies that the child needs. See 34 C.F.R §300.324(a)(3).
- The regular education teacher is also critical in determining the least restrictive environment and access to the general education curriculum.

Excusal from the Meeting

Two circumstances may allow a required member of the IEP Team to be excused:

1. When an IEP Team member's area of curriculum or related services is not being changed or discussed at that IEP Team meeting, the parent and the CCSS may agree to excuse an IEP Team member from all or part of a meeting if the parent consents, in writing, to this excusal.
2. When the IEP Team member's area of curriculum or related services is being discussed at the meeting, the parent and the CCSS may excuse an IEP Team member from all or part of a meeting if the parent consents, in writing, to the excusal and the excused person submits relevant, written input into the development of the IEP prior to the meeting.

Present Levels of Academic Achievement and Functional Performance

- The present levels of academic achievement and functional performance section establishes the starting point or baseline that is used to develop the entire IEP.
- It includes a description of the child's current academic, developmental, and/or functional strengths and needs; results of the initial or most recent evaluation; the results of district or statewide assessments; an explanation of how the disability affects the child's participation in the regular education curriculum; any concerns of the parent; and, for preschool children, the impact of the disability on participation in age-appropriate activities.
- The remainder of the IEP, including goals and objectives, accommodations, transition services, and placement decisions, should be directly linked to the information contained in the present levels of academic achievement and functional performance, which include the following:

- The results of the initial or most recent (within 2 years) evaluation of the child: This should include a summary of the relevant information from the child's evaluation (not just a listing of scores). This section does not have to include only the results and recommendations of formal evaluation measures performed on a child. It should also include additional formative and summative assessments used for instructional purposes that are often more recent than the formal evaluation measures.
- The results of district or statewide assessments: This information is automatically uploaded into GOIEP.
- A description of academic, developmental, and/or functional strengths and needs:
 - Areas of strength may refer to academic subjects such as: reading, language arts, math, etc.;
 - developmental areas such as: communication, motor, cognitive, social/emotional, etc.;
 - functional areas such as: self-care, social skills, daily living, communication, social/emotional, executive functioning, etc. This area should describe specific needs that impact performance and achievement in academic, developmental, and functional areas and must be addressed through the IEP goals and/or objectives or through accommodations.

Parental concerns regarding the child's education: What is written in this section should be the result of ongoing communication with the parent regarding the child's academics, behavior, performance on goals, and/or future plans. The parent should be provided an opportunity for specific input. Even if the parent does not attend the meeting or does not provide input at the time of the meeting, the information entered should be drawn from communication that has occurred over the previous school year with the parent.

Impact of the disability on involvement and progress in the general education curriculum: This section should describe individual characteristics of the child's disability that affect his or her classroom performance. Examples of specific characteristics for a specific learning disability may include short term memory problems, poor organizational skills, and auditory processing problems, etc. This section must indicate how classroom instruction is impacted by the specific characteristics or deficits of the disability. Merely stating the child's eligibility category does not adequately describe the impact on involvement and progress in the general education curriculum. Statements should reflect individual needs and not be applicable to a large group of children.

Consideration of Special Factors

The factors to consider are: behavior, limited English proficiency, visual impairments, communication needs, assistive technology, and alternative format instructional materials. Needs should be clearly described in an individualized manner. If needs are determined in any of these areas, the IEP must include a description of the supports and/or services that will be provided to the child.

Transition Service Plan

- The successful transition of children with disabilities from school to post-school environments should be a priority of every IEP Team. The purpose of a Transition Service Plan is to assist children in building the skills and supports they need to reach

their post-school goals. Transition requires support from multiple sources so the child and his or her family can make choices, develop connections, and access services. Beginning not later than the IEP to be in effect when the child begins ninth grade or turns 16 (or younger if determined appropriate by the IEP Team), and updated annually thereafter, the IEP must include:

- appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
- the transition services (including courses of study) needed to assist the child in reaching those goals. A course of study should focus on instructional and educational classes and experiences that will assist the child in preparing for transition from secondary education to postsecondary life. This should relate directly to the child's postsecondary outcome goals and should show how a planned course of study is linked to these goals. The course of study should be meaningful to the child's future and should motivate the child to reach successful post-school outcomes.

Desired Measurable Postsecondary Outcome/Completion Goals

- Goals should be measurable and related to what the child wants to achieve after graduation. Postsecondary outcomes should reflect "major life accomplishments" or "completion goals."
- Goals should be written in the areas of education/training, employment, and independent living (if appropriate). They should be clear and understandable, positively stated, and based on academic achievement and functional performance. They must be based on age-appropriate assessments and be practical and relevant to transition needs.
- Postsecondary outcome/completion goals can change and become more refined as the child has more experience and gets closer to graduation.
- Preferences, Strengths, Interests, and Course of Study Based on Present Levels of Performance and Age-appropriate Transition Assessments Age-appropriate transition assessments should be conducted to provide an assessment of the skills and interests related to education, employment, training, and independent living skills (as appropriate) and should be conducted in conjunction with the development of the transition components. The initial transition assessment may be prior to the eighth grade and may occur when a reevaluation consideration is conducted. As a best practice, transition assessments should also be ongoing and fluid. Assessment tools that clearly describe a child's strengths and weaknesses and document a child's interests and

Persons and Agency Involved in Transition Plans

The individuals, agencies, and groups identified should include those who will help the child achieve the goals stated. They may be individuals who will likely provide or pay for transition services. Documentation that these persons were invited to the Transition IEP Team meeting and that the parent and student (if over 18) were notified of their possible attendance must be kept. When a participating agency does not attend, the IEP Team should document actions to assist the child and his/her family to support contact and communication with the agency. If the child does not attend the IEP Team meeting, the CCSS must take other steps, including verbal and written input, to ensure that the child's preferences and interests are considered before developing the transition goals of the IEP.

Transfer of Rights at 18 Years of Age

At least one year before the student turns 18, a statement that the student has been informed of his or her rights under IDEA and that the IDEA rights will transfer to the student upon reaching the age of 18 must be included in the IEP. The IEP must document at age 18 that

the rights have been transferred. Once the rights have transferred to the student at age 18, the CCSS must provide any IDEA required notices to both the student and the parent. All rights given to the parent transfer to the student.

The Summary of Performance (SOP)

For a student whose eligibility terminates due to graduation with a regular diploma or to exceeding the age requirements under IDEA, the CCSS must provide the student with a summary of his or her academic achievements and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals. Although not required, it is good practice to provide the SOP for students who graduate with a certificate of attendance or a special education diploma as well. The purpose of the SOP is to provide strategies for successful transition with needed supports. The SOP and directions for completing the SOP are available on the GaDOE Special Education web page.

Annual Goals

- IEP annual goals are written to address an individual child's needs/deficits in order to enable that child to be involved in and make progress in grade level standards. All children are expected to be working toward grade level standards, so it is not necessary to list those standards in the IEP.
- The annual goals should address the needs described in the present levels of academic achievement and functional performance that will enable the child to progress in the grade level standards-based curriculum and meet the child's other educational needs that result from the identified disability.
- The goals should be written in measurable form and should describe what the child can be reasonably expected to accomplish within twelve months.

Example: The child is not making progress in the general education curriculum because of his/her inability to follow directions from the teacher, and often completes assignments incorrectly. Goal: When given oral directions by the teacher, the child will comply after the first time by listening, clarifying, and verbally agreeing to do as asked four out of five times for three consecutive weeks by December 20, 2019.

- Short-term objectives are not required for all children. Only those children who participate in the Georgia Alternate Assessment (GAA) are required to have either benchmarks or short-term objectives. However, nothing prohibits a CCSS from recommending short-term objectives for all children.
- At times, a parent or Team member may request short-term objectives for a particular area of the IEP even though they may not be required, this is an IEP Team decision.

Progress Reports

- Parents/guardians will be notified of student's progress of the goals every 9 weeks, which is as often as the general education students receive their progress reports.

Services

- The IDEA requires each IEP to include a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
 - to advance appropriately toward attaining the annual goals;
 - to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
 - to be educated and participate with other children with disabilities and nondisabled children in the academic, nonacademic, and extracurricular activities.
- Types of services (outside general education, related services, inside general education) will be outlined in the IEP with frequency, location, and duration of services.

Student Supports

- consist of accommodations for instruction and testing, supplemental aids and services, and/or supports for CCSS personnel. These may be provided to assist children in advancing toward attaining annual goals, in being involved and making progress in the general curriculum, and/or in being educated and participating with other nondisabled children in academic, nonacademic, or extracurricular activities.
- Instructional accommodations may include how instruction is provided, how the child is expected to respond instructionally, how the child participates in classroom activities, and the kinds of instructional materials used. Accommodations provide children with disabilities a variety of ways to access the Georgia Standards of Excellence so their disabilities are not barriers to achievement.
- Classroom testing accommodations should be individualized, determined by subject area, and be as specific as possible. For example, if a child requires additional time to complete tests, it is recommended that the amount of time is specified such as, "50% more time." Other examples of testing accommodations are the use of a text reader or calculator, special seating, etc.
- Supplemental aids and services should include supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate as well as participate in nonacademic and extracurricular activities as determined by the IEP Team. Examples include: tutoring, adult assistance, note-taking, peer helper, pre-teaching/reteaching or reinforcing concepts, behavior intervention plan, point sheet, assigned seating, etc. Some accommodations used for instruction may also be considered a supplemental aid and service.
- Supports for school personnel should be included when training or other supports are being provided to school staff regarding a specific child's need. Examples may include: training on an assistive technology device, a workshop on a content area or disability area, crisis prevention training, etc.

Assessment

- Georgia requires all children to participate in grade level district and statewide assessment programs. For any grade where all children are assessed, children with disabilities must participate in the regular assessment or the Georgia Alternate Assessment (GAA).

- The Georgia Department of Education, Assessment and Accountability Division, has an extensive assessment manual that addresses all aspects of testing including accommodations for each standardized assessment. Only a small number of children with disabilities will take the GAA. Georgia Rule 160-3-1-.07 requires that consistency exist between accommodations utilized in the classroom and those used for state administered tests. Children with disabilities must have access to and practice with accommodations utilized on state administered tests before the time of test administration. However, certain accommodations may be appropriate for use in classroom instruction that are not appropriate or allowable on state administered tests. IEP Team members must understand the difference between allowable accommodations for state administered tests and those for classroom instruction and assessments.
- For more information, please see Accommodations Manual and Accommodations FAQ on the GaDOE Assessment and Accountability webpage for Educators.

Placement Options

Special education is a service and not a place. After the IEP Team has reviewed all required information and developed an IEP, it must make the decision as to where services need to be delivered in order to enable the child to receive a FAPE in the LRE.

Extended School Year (ESY)

- The IEP Team shall consider each child's need for ESY services annually. The individual needs of the child shall be considered and may include such factors as:
 - the severity of the disability;
 - the age of the child;
 - any transitional needs;
 - the rate of progress or regression that may limit the child's ability to achieve IEP goals/objectives;
 - the relative importance of IEP goals at issue;
 - whether the child is at a critical point of instruction, such as emerging skills; and
 - whether any delays or interruptions in services occurred during the school year.
- If the need for ESY is determined, the IEP Team must identify which goals in the current IEP are being extended or modified. ESY is not the same thing as summer school; however, ESY services may be provided during the school year as well as during the summer.

Related services

- are required to assist a child with a disability in benefiting from and accessing educational services. The term "related services" means developmental, corrective, and other supportive services including, but not limited to the following:
 - speech-language pathology;
 - audiological services;
 - psychological services;
 - physical and occupational therapy;
 - social work services;
 - counseling services, including rehabilitation services;
 - orientation and mobility services;
 - interpreting services;
 - school health or school nurse services;
 - medical services;
 - parent training;
 - recreation, including therapeutic recreation; and
 - transportation.

Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) – See Discipline Section for more information re: FBA, BIPs

Distribution of Accommodations and/or Behavior Intervention Plans

It is the case manager's responsibility to make sure all teachers, paraprofessionals, bus drivers, and other appropriate school staff get the accommodations and /or behavior intervention plan for each student. Use your discretion about those that need access to this information.

- All teachers may sign the same form.
- Retain these forms at school.
- Forms may be placed in the student's folder or in a separate notebook.
- Forms should be maintained for the same length as other forms related to special education services.

Taping of IEP Meetings

- Teachers need to be prepared to tape all IEP meetings.
- Taping a meeting is unnecessary unless the parent is taping.
- When you know a parent will likely want to tape a meeting, you should make plans to tape, also.

Lack of IEP Team Consensus

- Anytime an IEP meeting reaches a point in which a consensus is unlikely, adjourn the meeting and notify the Director of Special Education.

Presence of Attorneys or other Advocates in IEP meetings

- If a parent comes to a meeting with an advocate, the meeting may proceed as scheduled.
- If a parent comes to any IEP meeting with an attorney and without notifying the teacher or director in advance, adjourn the meeting and notify the Director of Special Education. The meeting will be rescheduled when the director and the attorney representing Colquitt County Schools can attend; however, give the parent the opportunity to continue the meeting without the attorney present.

Dismissal per Parent Request (Revocation):

1. Written document from parent indicating request. Director or Due Process Coordinator will bring revocation form for parent to sign, which will be used as written document.
2. Contact and Invite Director or Due Process Coordinator of special education to the meeting.
3. Take minutes on the Meeting Minutes page on the Udrive.
4. Notify School Registrar of changes using SPED Student Report form.
5. Send original signature page with entire documents to PEC to Due Process Coordinator.
 - Revocation signature page
 - Meeting minutes signature page

Amendments of IEP

- The amendment is a copy of the full active IEP. Anything within the IEP can be changed as needed.
- Parents/guardians can request a meeting anytime throughout the year to discuss updates or changes regarding student's IEP.
- Exception: Per state and federal regulations, the end date of an amendment cannot exceed the allowable end date for the parent IEP. An IEP cannot be "EXTENDED" through the amendment.
- The IEP amendment will be Audited and Finalized like any other IEP. Once finalized, the amendment becomes the active IEP and feeds to all reports. An amendment can be later amended as needed.

In District Transfers

- Central Enrollment will enroll student in Infinite Campus –
- Central Enrollment will email Principal, AP, and Dept. Head/Team Leader regarding Flags in Infinite Campus.
- Give/Send student IEP folder paperwork to Case Manager at receiving school.
- All records are reviewed by AP and Case Manager. A Student Report Form will be completed by the Case Manager and turned in to the Registrar for a Schedule Change.

In-State and Out-of-State Transfers

1. All students new to CCSS enroll at central office instead of individual schools.
2. Central Enrollment requests records from prior school.
 - a. If SPED and transferring from out of state, central enrollment gets Consent for the Provision of Special Education and Related Services signed by parent or guardian.
3. Central enrollment emails all special education records received, including signed Consent for the Provision of Special Education and Related Services for out-of-state transfers, to PEC IEP Specialist and cc's special education department head at WJW, CAG, and CCHS as applicable.
4. PEC IEP Specialist completes the Timelines Override in GO-IEP for all transfer SWDs.
 - a. Reviews all transfer special education documents received.
 - i. Best case scenario is to receive a current IEP, current Eligibility Documentation, and for out-of-state transfers, a prior Consent for the Provision of Special Education and Related Services. If the current Eligibility Documentation is a Reevaluation Data Review that updates a prior Full Eligibility Report, then the Full Eligibility Report is also needed.
 - ii. Records received determine entry dates for special education events for Student Records

- b. Initiate communication with prior school for additional special education records needed in order to complete the Timelines Override (task shared with PEC Technology Specialist).
 - c. Review any additional records received and determine dates available for special education events as applicable. Complete Timelines Override process with available dates and documents.
5. For every transfer student, following the completion of the Timelines Override, PEC IEP Specialist creates a plan for the receiving school and new case manager for moving forward with serving the student and scheduling IEP meetings. Documents received determine plan to move forward and whether or not additional testing is required to determine eligibility status.

Supervision and Monitoring IEPS

1. The district provides sustained supervision to monitor the implementation of compliant IEP practices:
 - a. PEC monitors GO-IEP dashboard for IEP Due Dates
 - b. Teachers/administrators review GO-IEP dashboard for IEP Due Dates
 - c. IEP Specialist reviews and finalizes meetings for several of the district's elementary schools.
 - i. IEP Specialist monitors meeting documents for compliance.
 - ii. IEP Specialist cross-checks IEP services and student schedule to ensure students are receiving services
 - d. Department Heads review and finalize meetings for the middle school, junior high school, and high school.
 - i. Monitors meeting documents for compliance.
 - ii. Cross-checks IEP services and student schedule to ensure students are receiving services
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with IEP implementation
 - a. Monthly trainings for new teachers
 - b. Monthly Newsletter for teachers, administrators, etc
 - c. Entire sped staff training at the beginning of the year for review of procedures
 - d. Monthly meetings designated for SLPs and Psychologists
 - e. Monthly meetings designated for Elementary Team Leaders and Department Heads
 - f. Copies of IEP procedures are provided to teachers on the special education shared drive.
 - g. Copies of training materials are provided to teachers on the special education shared drive.
3. Personnel who exhibit an inability to follow district procedures are provided additional individualized feedback and support by PEC staff

- a. Feedback and support are provided on an individual basis (in writing, by phone, in person)
- b. School level administrators are notified of continual failure to comply with district procedures
- c. Director of Special Education is notified of continual failure to comply with district procedures

Procedures for Monitoring Professional Learning Implementation

1. Monitor data and fidelity of delivery at the individual school site level to determine next steps or needs for staff by sped intervention specialist and behavior specialist.
2. Provide ongoing coaching, lesson modeling with teachers by sped intervention specialist, behavior tech, and behavior specialist.
3. Lesson progression and data are reviewed monthly with interventions by sped intervention specialist, behavior tech, and behavior specialist.
4. Guidance and professional development on service delivery models and flexible grouping by sped intervention specialist and Director with teachers and administration.
5. Surveys are provided to staff to determine needs for professional development.
6. PEC gathers input from administrators regarding school level professional development needs.
7. Exit tickets given during trainings to determine next steps for professional development.
8. PEC gathers input from school level observations held monthly by behavior specialist, behavior tech, sped intervention specialist, and Director.

Section 7: Least Restrictive Environment (LRE)

One of the most significant requirements of the Individuals with Disabilities Education Act (IDEA) is that children with disabilities be educated in the least restrictive environment (LRE) to the maximum extent appropriate. Special education and related services are designed to help meet the unique needs of children with disabilities in the LRE. To effectively meet the standards of instruction, children with disabilities in Georgia must be exposed to and held accountable for the Georgia Standards of Excellence (GSE).

IEP Placement Determination

- The IEP Team always begins by considering how the goals can be met in the regular education setting. The Team should determine the education services, related services, supplementary aids and services, and assistive technology that are necessary for the child to stay in the regular education setting, continue to have access to the GSE, and meet the goals in the IEP. Examples might include use of an assistive technology device, a behavior intervention plan, support from a paraprofessional or sign language interpreter, or changes in the physical environment such as use of positioning devices for a child with an orthopedic impairment.
- The IEP Team determines the child's needs, services, supports, and/or accommodations that are required to make progress in regular education settings. The IEP Team can consider placing the child outside of regular education settings only when the IEP Team has evidence that even with the use of supplemental aids and services, education in regular education settings will not be successful. If the child is placed in a setting other than regular education settings for a portion of the school day, high expectations for achievement on the GSE and a plan for moving back into less restrictive settings should continue to be in place.
- The IEP Team may not make placement decisions based only on the category of the child's disability, the severity of the disability, the placement options currently available, the availability of educational or related services, space availability, or administrative convenience. The law is also clear that children with disabilities have a right to an equal opportunity to participate in nonacademic and extracurricular services and activities.

Continuum of alternative placements

The continuum of alternative placements includes options that must be available such as instruction in regular classes, special classes (small group), special schools, home instruction, and instruction in hospitals and institutions. Supplementary services and supports can be provided in any setting to children whose IEP requires such supports. For instance, children may receive small group in conjunction with regular class placement for the same subject area.

A continuum of placements will be considered by the IEP Team for school-aged students with disabilities:

- Support in regular education settings with age appropriate non-disabled peers
 - Supportive Instruction examples: paraprofessional and job coach

- Direct special education services: Consultative services, Collaborative services, Co-teaching services
- Other placement options: Special education small group classes, Special schools, Private schools, Home-based instruction, Hospital/homebound, Residential services

A continuum of placements will be considered by the IEP Team for preschool students with disabilities:

- Participation in regular education early childhood programs in the public school or in the community, Head Start, Bright from the Start Pre-Kindergarten, public or private child care/day care, and preschool programs;
- Placement in a separate special education program housed in the public school or in a community-based setting; and/or
- Services in the home as the natural environment for a young child.

Section 8: Discipline

Colquitt County General Code of Conduct

The Colquitt County School System (CCSS) has a Code of Conduct, and all students are expected to follow these rules. This Code is included in the Handbook that each student is given when he or she enrolls in school. All students are expected to know and follow these rules. Parents and students return a signed form to school acknowledging that they have read and discussed these rules. Students with disabilities are expected to follow the rules, just like all of the students in the school. Disciplinary information contained in this Section pertains to all students with disabilities in any category of eligibility who violate the code of student conduct.

In most cases, disciplining students who have IEPs is no different than disciplining other students. However, IEPs afford these students some protection. One protection includes the right to continuation of services indicated by the IEP if the student is removed from school for more than 10 cumulative days within a school year. This protection is extended due to the requirement for FAPE and evolved from a court case involving the Office of Civil Rights.

In addition to the right to continue special education services, students with IEPs may receive a consequence different from that of other students if the IEP team decides that the student's misbehavior was substantially related to or caused by the student's disability. This team also examines the student's IEP and BIP, and it reviews details of the misconduct. In this same meeting, the IEP team decides if the school system implemented the student's IEP/BIP correctly.

Within 10 school days from the beginning of a disciplinary action that either constitutes a change in placement, the student's IEP team must meet to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct was a result of the district's failure to implement the student's IEP. These steps are referred to as a "Manifestation Determination."

Bullying and Students with Disabilities

Colquitt County Schools is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect and will follow the CCSS's policy re: bullying. In accordance with federal, state, and local policies, procedures and practices, CCSS expressly prohibits the bullying, harassment or intimidation of any person, by any means or method, which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. Students who witness bullying or who are victims of bullying behaviors should make a report to a teacher or school administrator so that an appropriate investigation can take place. If, after an investigation, the student with disability is being bullied, the IEP team will convene to discuss procedures for keeping child safe while at school. For more information on the Colquitt County School System's policies on the district website.

Colquitt County Schoolwide Positive Behavior Supports

In order for Colquitt County Schools to address problem behaviors successfully, best practice dictates placing an increased emphasis on proactive approaches rather than reactive behavior management.

Proactive approaches to discipline for all children include expectations of more socially acceptable behaviors that are directly taught, skills that are regularly practiced in the school environment by staff and children, and frequent recognition of everyone in the school environment in the performance of these behaviors.

Functional Behavior Assessment

A functional behavioral assessment (FBA) is the process of gathering information in order to determine the cause or function of a behavior prior to developing a behavior intervention plan. There are many tools and assessments that can be used for functional behavioral assessment. These should be individually selected on a case-by-case basis. Data for functional behavioral assessments should be derived from the student's school setting in order for accurate conclusions to be made.

Components of a Functional Behavior Assessment (FBA)

- Parental consent of FBA will be obtained before beginning FBA (Located on the U drive)
- FBA team members work collaboratively through the process and document the results.
- Team members use the antecedent-behavior-consequence model as the basis for behavior.
- The team develops a description/operational definition of the target/problem behavior that clearly describes what the student is doing and is stated in observable, objective, and measurable terms.
- Team members select FBA direct measurement data systems that are appropriate for the target behaviors (e.g., frequency, duration, latency, interval recording, time sampling, and permanent product recording).
- Team based decision making should include manageable strategies for sampling behavior during relevant times and contexts.
- Direct data collection team planning should include how the raw data will be converted into a standardized format (e.g., rate, percent).
- In addition to direct observation of behavior, FBA information sources can include multi-element assessments, documentation of student, teacher, and parent interviews (including student preferences), indirect data collection (checklists, questionnaires), previous interventions tried, educational impact of the behavior, and record review.
- The team's analysis of the comprehensive FBA assessments should identify patterns and result in summative information that should include:
 - time of day and settings where the behavior typically occurs
 - subject/activity when the behavior most often occurs
 - frequency/duration/intensity of the behavior
 - people present during the behavior
 - antecedents/events or conditions that immediately precede/trigger the behavior
 - consequences that maintain the problem behavior
- Through the collaborative team based decision making process, the team agrees on a hypothesis/summary statement as to the function/purpose of the target behavior.

Behavior Intervention Plan

A behavioral intervention plan (BIP) is positive interventions, strategies and supports designed to address the behavior in question. A team approach that includes relevant system staff and the

parent is critical to developing a successful BIP. The BIP is a fluid plan that should be modified as necessary.

- Target/problem behavior, the hypothesized function of the behavior, and a summary of data collected that led to the hypothesis are included in the plan
- Behavior intervention plans are driven by the hypotheses and the FBA data collected. They are individualized for the student and include:
 - positive (preventive) strategies to avoid the target behavior (e.g., antecedent modifications) that can include instructional modifications, behavioral precursors as signals, modification of routines, opportunities for choice/control, learner expectations, pre-correction, errorless learning, etc
 - select new skills that replace problem behaviors that can be as or more effective than the problem behavior (replacement behaviors may include communication skills, social skills, self-management/monitoring skills, choice making, etc)
 - instructional methods to teach replacement behaviors that can include pre- instruction, modeling, rehearsal, social stories, incidental teaching, peer buddy, meeting sensory needs, direct instruction, verbal, physical, and/or visual prompting, etc
 - consequences that promote the learning of the replacement behavior that are based on student preferences
 - consequences that address the occurrence of the target behavior
 - the desired outcomes of the behavioral intervention plan for the student
 - A goal for each behavior that is addressed in the behavior intervention plan should be developed in the IEP
 - If necessary, a crisis intervention plan is developed when the safety of the student or of others is a concern

Does a Behavior Intervention Plan (BIP) have to be based on a Functional Behavior Assessment (FBA)? Is a FBA required before a BIP can be done? If the IEP team has adequate information to develop a Behavior Intervention Plan, a Functional Behavior Assessment may not be required. Although not required, it would be considered to be best practice to conduct a FBA prior to the development of a BIP. In the case of a required FBA and BIP due to discipline procedures and the determination that the behavior in question was a manifestation of the student's disability, both a FBA and a BIP must be developed. If already completed, the FBA and BIP must be reviewed and revised as necessary.

What happens if a FBA/BIP needs to be completed or updated before/during evaluation and you need to go ahead and hold eligibility meeting due to timeline constraints? Go ahead and complete eligibility meeting, not the IEP (you will have 30 days to complete IEP). Complete the FBA, write BIP, then schedule the IEP meeting. If SST has FBA and BIP completed, then go ahead and hold both eligibility and IEP meeting.

Defining "Removal from School"

- Bus Suspension
 - will count as a removal from school if one of the following is met:

- transportation is a related service in the IEP
- if the student has no alternate way to get to school.
- If any SWD has multiple bus suspensions, there is a need to conduct a Functional Behavior Assessment (FBA)
- If SWD student is on general education bus, administrator is to check to see if they have a Behavior Intervention Plan and to determine if it has been correctly implemented before suspending a student.
- In-School Suspension (ISS)
 - ISS counts as "removal" if the student does not receive the special education services indicated in the IEP
 - If student is removed for less than 4 hours this should be coded as OR not ISS.
- Out-of-School Suspension (OSS)
 - OSS counts as "removal" from school
 - When a student has accumulated 5 or more days of removal, school personnel discuss contingencies for possible future discipline referrals.
 - Manifestation Determinations (MD) are held anytime a discipline action might result in a change of placement.

Defining "Change of Placement"

- Removal for More than 10 Days
 - A change of placement occurs when a student is removed from the classroom for more than 10 days.
 - Parents are notified and provided Parental Rights.
 - The school system is responsible for the student's educational progress and IEP services must be continued.
 - If the BIP has been followed with fidelity and there has been a series of disruptions or disrespect that has continuously caused major disruptions of school, then the administrator may determine an interim change of placement is needed. However, a manifestation determination meeting will still need to be held.
- Serving Students who have been removed for more than 10 days
 - The Principal and Special Education Team Leader or Department Head will work with the IEP team to determining an appropriate response to students who may be removed for more than 10 cumulative days within the school year.
 - Special Education Director maintains a log of services provided to students who have been removed for more than 10 cumulative days.

Monitoring Behavior Including ISS & OSS

- Special Education case managers should make sure administrators and all teachers and bus drivers are aware of all students with disabilities and that they have a copy of the BIP.

- The administrator responsible for discipline should monitor the days of removal for students with disabilities.
- The teacher responsible for the student's IEP (case manager) should monitor the discipline of students on their caseloads.
- County administrators review a monthly report to look out for student/school trends.
- The Discipline Rule addresses cumulative days by referring to school days in the same school year. Systems may suspend a student with disabilities for up to 10 (cumulative) school days total in a school year without providing special education and related services unless the system would provide services to a student without disabilities who has been similarly removed.

Special Offenses

Serious Violations

- Serious behavior problems can result in removal to an Interim Alternative Educational Setting (IAES) for up to 45 school days.
- This can happen even if the conduct is determined to be a manifestation of the student's disability.
- Removing the student for these offenses does not require parent consent or agreement, nor does it require a tribunal hearing.
- In these cases, system officials must: notify the parent immediately of this decision & provide Parental Rights.

These offenses involve:

Weapons—If a child carries or possesses a weapon as defined in 18 U.S.C. § 930(g)(2) – (a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocket knife with a blade of less than 2 ½ inches in length);

Drugs—If the child knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substances (illegal drugs are a controlled substance not legally possessed or used under the supervision of a licensed health care professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. § 1812) or under any other provision of federal law. A controlled substance is a drug or other substance identified under Schedule I, II, III, IV, or V in the Controlled Substances Act); and

Serious bodily injury—If a child has inflicted serious bodily injury upon another person (injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 U.S.C. § 1365(3)(h))).

Additional Considerations

- System personnel may take into account all the circumstances when deciding if a change in placement is the right action to take for a student with a disability.
- System personnel may consider various forms of information such as the following:

4. student's disciplinary history,
5. ability to understand the consequences,
6. expression of remorse, and
7. supports that were provided to the student prior to the behavioral violation.
8. If student has committed a felony and has been apprehended by law enforcement, and the felony is a threat to the school environment, the school may consider a change of placement, therefore, must conduct a manifestation review.

Manifestation Determination

- The determination is made by: the system; relevant members of the IEP Team, as determined by the system and the parent; and the parent.
- Systems conduct a tribunal to determine guilt or innocence when a student is accused of a serious or repeated violation of the code of conduct. Is the manifestation determination conducted before or after the tribunal? The manifestation determination should be conducted before the tribunal.
- What must occur if the determination is made that the behavior in question was a manifestation of the student's disability? The student must be returned to the placement from which the student was removed, except in the cases involving weapons, serious bodily injury or illegal drugs or controlled substances, unless the parent and the system agree to a change in placement.
- If a BIP is not in place: IEP Team must conduct a functional behavioral assessment (FBA), unless the system had conducted one prior to the behavior; and implement a behavioral intervention plan (BIP).
- If a BIP is already in place: the IEP Team must review the existing BIP; and the IEP Team must make changes needed in the BIP to address the behavior.

What occurs if the determination is made that the behavior in question was not a manifestation of the student's disability?

For disciplinary removals that would exceed 10 consecutive school days, system personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that the student must:

- continue to receive educational services so as to enable the student to participate in the general education setting, although in another setting and to progress toward meeting IEP goals, and
- receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur.

If the Manifestation Determination decides that student's behavior was not a manifestation of the disability and the tribunal decides that the student is to be served in an alternative educational setting, must the LSS provide transportation?

First, the tribunal does not determine the placement, the IEP determines the placement of the student so that he or she may continue progress toward meeting the IEP goals and accessing the

general education curriculum. Whether or not transportation must be required will depend on whether specialized transportation was required in the IEP. If it was in the IEP, then it must be provided for alternative school. In other circumstances, the team must consider whether not having transportation results in removing the student from services. If so, the IEP team should consider an alternative.

Attendance Manifestation Determination Meetings

Colquitt County System Attendance Procedure:

1. Special education manifestation Hearing along with School Based Hearing – when a student reaches 5 unexcused days – Hearing will consist of Admin., Social worker, Parent, Student. – Attendance support team contract will be signed. Copy of Attendance Law will be given to family and explained. If the absences are a manifestation of the disability, then no DA Hearing will be held nor further punishment. Parent will be required to continue to provide doctors excuses.
2. DA Hearing
3. When a student reaches 7 unexcused days
4. Regular DA contract will be signed by all at the hearing
5. DFCS will have a representative at the monthly hearing.
6. Home visit at 8 unexcused days by Social Worker and Sheriff Deputy.
7. Referral will be made to DFCS for students reaching 10 unexcused days.
8. When a student reaches 12 unexcused days, Social worker will consult with the assigned District Attorney of the DA's office to inform him of the intent to complete a form 90 on the student if 12 years of age or older; or consult with DA to have all paperwork given to assigned Lt. of Colquitt County Sheriff's Office(CCSO) for a warrant to be obtained. He will gather the paperwork and obtain a warrant on behalf of the Sherriff's office. NO SOCIAL WORKER WILL SIGN FOR A WARRANT.

****Application for Violation of School Attendance Law****

Form as well as copies from both School and DA Hearing, updated attendance, grades, behavior, and other supporting paperwork will be submitted to assigned Lt. from CCSO with Form 90 for a warrant to be taken.

SAMPLE Manifestation Determination Meeting Agenda

- Introduction of members of committee
- Parental Rights given and explained (see Parental Rights at a Glance)
- Statement of purpose of the meeting (i.e., manifestation determination)
 - o Explain that team members plan to review the information from various sources
 - o The team members have two purposes
 - ii. Determine if the student's misbehavior was substantially related to the student's disability for which he or she is being served in special education
 - iii. Determine if the school properly implemented the IEP and BIP
- Review information about the misconduct
 - o Information from the student
 - o Information from the parent
 - o Information from administrators and other staff members who have knowledge about

the event

- Review the student's special education categorical placement
 - o Team members determine whether or not the misconduct engaged in by the student is or is not substantially related to the child's disability
- Review IEP and BIP
 - o Team members determine whether or not the personnel in the school system implemented the IEP and BIP appropriately
 - o Depending upon the student's behavior, a new FBA and BIP may be recommended by the team
- If the student's behavior is not substantially related to the disability, and if the school system implemented the IEP/BIP appropriately, one of following may occur:
 - o The IEP team may return the student to his/her previous placement
 - o If the incident resulting in the suspension was of a serious nature, the student will be referred to the School administrator for appropriate disciplinary action
- If the student's behavior is related to the disability, OR if the school system failed to implement the IEP or the BIP, the student remains in his/her current placement and is not subject to the usual disciplinary ladder
- Review the findings, seek clarification if it is needed, sign documentation and adjourn the meeting

Note:

1. Always inform the Special Education Director about these meetings as soon as possible. The Director will let you know whether or not he/she needs to be invited to the meeting.
2. Thoroughly review the student's IEP, BIP, and placement prior to the meeting. For example, the BIP should be written based on individual student's needs and should not reiterate the school's discipline ladder. Let the Director know if you have any concerns well in advance of the meeting. Do not wait until the last minute to do this review.
3. Manifestation Determination meetings may be highly charged emotionally for the parent, student, and sometimes the staff. Practice use of de-escalation techniques or be sure to have someone on the team who is able to defuse emotions in case anyone in the meeting needs support.

Appeals

Decisions about discipline that parents can appeal

- the manifestation determination
- the selection of an interim alternative educational setting regarding the issues of weapons, illegal drugs or controlled substances, or serious bodily injury

Can the system appeal any decisions related to discipline?

Yes, the system may appeal if it believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

What occurs if the parent or the system wants to appeal?

An expedited due process hearing occurs within 20 school days of the date the hearing is requested. A determination must be made by the administrative law judge within 10 school days after the hearing.

May the hearing officer's decision on an expedited due process hearing be appealed?

Yes. The parent or the system may appeal the administrative law judge's opinion consistent with Rule 160-4-7:10 Dispute Resolution.

Placement During Appeals

When the parent disagrees and appeals, the student will remain in the interim alternative educational setting (IAES) pending the hearing decision or until the expiration of the 45 school day time period if the infraction involved illegal drugs, controlled substances, weapons or serious bodily injury, unless the parent and the system agree otherwise. The student does not stay put in his or her special education placement that was in place prior to the IAES.

Protections for Students Not Yet Eligible

What protections are in place for a student who has not been determined to be eligible for special education and related services and who has violated the code of student conduct?

A student may assert protections under the Discipline Rule if the system had knowledge that the student was a student with a disability.

How is it determined that the system had knowledge that the student was a student with a disability?

A system is deemed to have knowledge that a student was a student with a disability if any of the following occurred prior to the behavior that precipitated the disciplinary action:

- the parent expressed concern that the student was in need of special education and related services (This concern must have been expressed in writing to supervisory or administrative personnel in the system, or to a teacher of the student)
- the parent requested an evaluation of the student (consistent with Rule 160-4-7.04 Evaluation & Reevaluations)
- the teacher of the student, or other system personnel, expressed specific concerns about a pattern of behavior of the student (these concerns must have been expressed directly to the local special education director or other system supervisory personnel)

If a student becomes involved in a disciplinary action and has been previously evaluated and determined ineligible for services, what is the system's responsibility? In addition, if a parent requests an additional evaluation, what is the system's responsibility?

- The system is not deemed to have knowledge that a student is a student with a disability if the parent has refused services or the student has been evaluated and found ineligible for services.
- If a parent requests an evaluation of a student during the time in which a student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
- Until the evaluation is completed, the student remains in the educational placement determined by system authorities, which can include suspension or expulsion without educational services. If the student is determined to be a student with a disability, the system must provide special education and related services.

Referral to and Action by Law Enforcement and Judicial Authorities

- Can law enforcement officials be informed of suspected criminal activity of a student with a disability?
Yes. The system may report criminal acts committed by a student with a disability. Nothing in the Discipline Rule prohibits system officials from reporting criminal activity allegedly committed by a student with a disability.
- What happens when the system or other agency reports a crime committed by a student with a disability?
Copies of the student's special education and disciplinary records, if appropriate, are sent to the agency to which the crime was reported.

Seclusions/Restraints

- Seclusion may not be used for students under any circumstances.
- Annual Mindset Training for school based teams for proper restraint and de-escalation.
- Restraint forms completed and sent home within 24 hours and documented in Infinite Campus under referral behavior tab.

Supervision and Monitoring Discipline

1. The district provides sustained supervision to monitor the implementation of compliant Discipline practices:
 - a. Behavior specialist has a google document that administrators can post information regarding discipline concerns for students
 - b. PEC send bi-weekly discipline reports to Dept. Heads, Behavior Specialists, and Director of PEC for monitoring
 - c. Director contacts administrators monthly with concerns.
2. The district provides high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with discipline implementation
 - a. Monthly trainings for new teachers

- b. Monthly Newsletter for teachers, administrators, paraprofessionals with Social/Emotional/Behavior section
 - c. Entire sped staff training at the beginning of the year for review of procedures
 - d. Sped staff mindset trainings, FBA/BIPS trainings, Autism trainings, and classroom management
 - e. Monthly meetings designated for Elementary Team Leaders and Department Heads
 - f. Copies of Discipline procedures are provided to teachers on the special education shared drive.
 - g. Copies of training materials are provided to teachers on the special education shared drive.
3. Personnel who exhibit an inability to follow district procedures are provided additional individualized feedback and support by PEC staff
- a. Feedback and support/training are provided on an individual basis (in writing, by phone, in person) by the behavior specialist
 - b. School level administrators are notified of continual failure to comply with district procedures by behavior specialist
 - c. Director of Special Education is notified of continual failure to comply with district procedures

Section 9: Personnel, Facilities, and Caseloads

Colquitt County Board of Education PROGRAM FOR EXCEPTIONAL CHILDREN

APPENDIX A – CLASS SIZE AND CASELOADS

PROGRAM AREA	DELIVERY Self-contained (S-C) Resource (R)	MAXIMUM CLASS SIZE		CASELOAD
		W/O Para	With Para*	
INTELLECTUAL DISABILITIES				
Mild	SC	10	13	14
	R	10	13	26
Moderate	SC	NA	11	11
Severe	SC	NA	7	7
Profound	SC	NA	6	6
EMOTIONAL AND BEHAVIORAL DISORDERS				
	SC	8	11	12
	R	7	10	26
SPECIFIC LEARNING DISABILITIES				
	SC	12	16	16
	R	8	10	26
VISUAL IMPAIRMENTS				
	SC	NA	6	7
	R	3	4	13
DEAF/HARD OF HEARING				
	SC	6	8	8
	R	3	4	11
DEAF-BLIND				
	SC	NA	6	7
SPEECH-LANGUAGE IMPAIRMENTS				
	SC	11	15	15
	R	7	NA	29/55
ORTHOPEDIC IMPAIRMENTS				
	SC	NA	11	11
	R	4	5	15

See Rule 160-5-1-08 (Class Size) for specifics.

Note: Each *paraprofessional (para) is equivalent to 1/3 teacher and affects individual class size, caseload and system average proportionately. Three paras are the maximum number that can be used to increase the maximum class size for any special education class.

Note: If students from different programs/delivery models are within the same segment, the class size shall be determined by the program/delivery model with the smallest class size. The caseloads shall be determined by averaging the respective caseloads.

Note: The placement of students with autism, traumatic brain injury, or other health impairments, and significant developmental delays (grades K and above) in the above program areas will not change class sized.

Note: Students, with an IEP designating the service location for the delivery of goals and objectives to be the regular classroom environment, shall be reported in their special education program category if instruction is provided in a:

- A. Team/Collaborative Model; or
- B. Consultative Model

Code: IDDF(11)

160-4-7.11 PERSONNEL, FACILITIES, EQUIPMENT, MATERIALS AND CLASS SIZE.

(1) Unless otherwise specified under program areas, the following guidelines shall apply:

(a) Maintenance of current credentials shall be the ongoing responsibility of any professional employed by or under contract with a local school system/state-operated program (LSS/SOP). Maintenance of records of current credentials shall be the ongoing responsibility of the LSS/SOP.

(b) The school system shall recruit and maintain an adequate supply of qualified (certified or licensed) personnel, including special education, related services and leadership personnel, to meet the needs of students with disabilities. [Refer to CFR 300.23]

1. Effective as of the 2003-2004 school year, the required standard credential for all related service personnel providing educational interpreting for students who are deaf or hard of hearing in local school systems (LLSs) or state-operated school programs (SOPs) shall be a current Georgia Quality Assurance Screening (GQAS) rating of Level III or higher in both interpreting and transliterating, as approved and maintained by the Georgia Department of Labor, Vocational Rehabilitation Program, and/or documentation of advanced interpreting skills and qualifications through current national certification from the Registry of Interpreters for the Deaf (RID), and/or documentation of advanced interpreting skills and qualifications through current national certification from the National Association of the Deaf (NAD) Levels III, IV, or V.

2. Maintenance of current credentials shall be the ongoing responsibility of any educational interpreter employed by a LSS/SOP for purposes of educational interpreting for students who are deaf or hard of hearing. Maintenance of records of current credentials shall be the ongoing responsibility of the LSS/SOP, and current credentials of educational interpreters must be filed with other personnel records (e.g., teacher certification credentials).

3. Educational interpreters currently employed by a LSS/SOP, or those hired in subsequent school years, must have a GQAS rating of Level I or II, and have a place a professional plan of development leading to a GQAS rating of Level III or higher, within a period not to exceed two school years. The two-year professional plan of development may not be extended or renewed. These plans shall be filed with the LSS/SOP employing the educational interpreter.

(c) The school system shall provide a classroom of suitable size in a distraction-free area, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual students to be served.

(d) For a self-contained class or a resource program, 38 square feet shall be provided for each student in the class with a variance of 10 percent depending upon the total number of personnel in the class at any time, the type of students and class, the kind and amount of furniture and equipment required and the necessity for

storage capabilities. Special circumstances shall be reviewed by the Facilities Section of the department and shall be addressed in the approved local facility plan.

(2) Information about class size and caseloads for students with disabilities is contained in Appendix A.

(a) The following are recommended class sizes and caseloads for personnel providing services for children, ages 3 through 5, in Community (C), (Full Day Self-Contained (SC), and Part Day Resource (R) classes. All numbers shown for Maximum Class Size are with a Paraprofessional.

	Maximum Class Size	Caseload
SC (full day)	8	16
R (part day)	12	32
C	-	32

Authority O.C.G.A. § 20-2-240.

Adopted: June 12, 2003

Effective: July 6, 2003

Section 10: Private Schools

Children with Disabilities Placed in Private Schools by the Colquitt County School System (CCSS)

When the Individualized Education Program (IEP) Team decides that the most appropriate placement for a child is in a private school, the local educational agency (CCSS) that places the child in the private school continues to be responsible for making sure that the child receives the special education and related services included in the child's IEP and that those services are provided at no cost to the parent. The CCSS should make sure that the education provided at the private school meets the standards that apply to other children with disabilities and that the child and parent continue to have all the same rights that other children with disabilities and their parents have. CCSS should monitor compliance with the Individuals with Disabilities Education Act (IDEA) for these children through procedures such as written reports, on-site visits, and parent surveys. Ultimately, the CCSS remains responsible for ensuring a free appropriate public education (FAPE) is provided when a child is placed in a private school by the CCSS.

Children with Disabilities Placed in Private Schools by the Parent

Parents have the right to enroll their child in a private school of their choice; however, they are not guaranteed the same rights as when eligible children are enrolled in public school or when placed in private school by the CCSS. Children who are home-schooled within the boundaries of the traditional LEA are considered parentally-placed private school children for the purposes of special education.

Child Find

The CCSS is required to carry out child find activities to locate, identify, and evaluate children attending the private schools within the jurisdiction of the CCSS. The CCSS must consult with representatives of the private school to complete child find activities. These child find activities must be similar to activities undertaken for the children in the CCSS and must be completed in a time period comparable to that for other children enrolled in the CCSS. Child find activities include any parentally-placed private school children who attend a private school within the jurisdiction of the CCSS, even if the child resides in a different CCSS or in a state other than Georgia.

Service Plans

A services plan will be developed and implemented for each private school child with disabilities who will receive special education and related services from the CCSS. The services plan must:(1) contain a statement of the special education and related services, and supplementary aids and services, to be provided to the child;(2) be in effect at the beginning of each school year; and (3) be developed, reviewed, and revised periodically, but not less than annually, in accordance with IEP requirements in IDEA and Georgia Rules. The CCSS will initiate and conduct the meetings to develop, review, and revise a services plan and ensure that a representative of the private school attends each meeting. As with IEPs, in-person participation in the meeting is encouraged, but participation may be through conference call or other means. Services provided to private school children must be provided by personnel who meet the same standards as personnel providing the services in the CCSS, except private school teachers do not have to meet the special education teacher qualifications.

Determination of Equitable Services

The regulations state that children with disabilities enrolled in private schools by a parent do not have an individual right to receive some or all of the special education and related services they would receive if enrolled in the public schools. CCSS only has an obligation to provide parentally-placed private school children with disabilities an opportunity for equitable participation in the services funded with Federal Part B dollars that the CCSS has determined, after consultation, to make available to its population of parentally-placed private school children with disabilities. The consultation process is important to ensure the provision of equitable services, which must be provided in accordance with a services plan.

Proportionate Share/Private School,Home School

To meet the requirements for provision of services to parentally-placed private school or home school children, the CCSS must follow these guidelines:

- For children ages 3-21, the CCSS must expend an amount that is the same proportion of the CCSS's total Part B of the IDEA flow-through funding as the number of private school children with disabilities, ages 3-21, attending private and home schools in its jurisdiction is to the total number of children with disabilities in its jurisdiction.
- For children ages 3-5, the CCSS must expend an amount that is the same proportion of the CCSS's preschool funding as the number of private school children and home-schooled children with disabilities, ages 3-5, attending private and home schools in its jurisdiction is to the total number of children with disabilities, ages 3-5, in its jurisdiction.
- Once an CCSS expends all of the proportionate share funds for a fiscal year, there is no requirement for the CCSS to provide additional funds or continue services.
- If the CCSS has not expended all of the funds required by the end of the fiscal year, the CCSS must carry over funds for a period of one additional year to be used for proportionate share.

Consultation Process

- CCSS must obtain a written Private/Home School Participation and Private School Affirmation signed by the representatives of the participating private schools as documentation of the consultation process and must be prepared to submit this documentation to the GaDOE upon request.

Determination of Equitable Services

- No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in the LEA.
- However, CCSS has an obligation to provide parentally-placed private school children an opportunity for equitable participation to receive services funded with Federal IDEA Part B dollars that the traditional LEA has determined, after consultation, to make available to its population of parentally-placed private school children with disabilities.
- These children with disabilities may receive a different amount of services than children in public schools. Some children will not receive any services.

- CCSS will make the final decisions regarding services to be provided prior to the start of the school year.

Services Plans

- A service plan will be developed and implemented for each private school child with disabilities who will receive special education and related services from CCSS.
- The services plan must:
 - o (1) contain a statement of the special education and related services, and supplementary aids and services, to be provided to the child; (2) be in effect at the beginning of each school year; and (3) be developed, reviewed, and revised periodically, but not less than annually, in accordance with IEP requirements in IDEA and Georgia Rules.
- CCSS will initiate and conduct the meetings to develop, review, and revise a services plan and ensure that a representative of the private school attends each meeting.
- As with IEPs, in-person participation in the meeting is encouraged, but participation may be through conference call or other means.
- Services provided to private school children must be provided by personnel who meet the same standards as personnel providing the services in the CCSS, except private school teachers do not have to meet the special education teacher qualifications.
- Services may be provided at the private school, or children may be transported to the public school or community setting to receive services. If necessary for the child to benefit from or participate in services, transportation must be provided by the CCSS, but the CCSS is not required to transport the child from their home to the private school.
- Transportation costs will be included in calculating whether the CCSS has met the requirements of proportionate funding.
- The traditional LEA may provide materials, equipment, and property purchased to implement the services to children with disabilities in the private school. These must be used only for those purposes and must be returned when no longer needed. It is also permissible to use funds for indirect services such as consultation and private school staff training.

Provisions of Property, Equipment and Supplies to Private Schools

- CCSS must control and administer the funds used to provide special education and related services and hold title to and administer materials, equipment and property purchased with those funds. Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment must be secular, neutral, and nonideological. CCSS may place equipment and supplies in a private school for the period of time needed for the program. CCSS must ensure that the equipment and supplies placed in a private school are used only for special education purposes and can be removed from the private school without remodeling the private school facility. CCSS shall remove equipment and supplies from a private school if they are no longer needed for special education purposes or the removal is necessary to avoid their unauthorized use for other than special education purposes. No funds under IDEA Part B may be used for repairs, minor remodeling, or construction of private school facilities.

Section 11: Georgia Network for Educational Therapeutic Support (GNETS)

GNETS PURPOSE AND SERVICES

- The Georgia Network for Educational and Therapeutic Support (GNETS) is a service available within the continuum of supports for CCSS to consider when determining the least restrictive environment for students with disabilities, ages 5-21.
- GNETS services is an option in the continuum of supports that prevents children from requiring residential or more restrictive placement. Specifically, GNETS provides comprehensive educational and therapeutic support services to students who exhibit intense social, emotional and/or behavioral challenges with a severity, frequency or duration such that the provision of education and related services in the general education environment has not enabled him or her to benefit educationally based on the IEP.
- GNETS services aim to support students with social, emotional and/or behavioral challenges. These students' behaviors may include but are not limited to, significant, aggressive, self-destructive, atypical, and withdrawal behaviors. Children receiving GNETS services are taught coping skills, behavior regulation, and adaptive behaviors, with a keen focus on developing positive interpersonal relationships with others.
- GNETS services are implemented with greater intensity and frequency than what is typically delivered in a general education school environment. The supplemental aids and services available at GNETS must be appropriate and necessary in order for the child's IEP team to consider GNETS services.
- GNETS will be staffed to meet the needs of a unique population of students requiring intensive individualized supports, including providing appropriate therapeutic services identified in the IEP. The staff receive specialized training in skills designed to deescalate major disruptive behaviors and assist students with meeting their IEP goals.
- GNETS staff will collaborate with professionals from a variety of agencies to enhance students' social, emotional, behavioral and academic development based on their IEPs.
- The IEP team will assess at least annually whether the student with disabilities is ready to transition to a less restrictive setting. Progress monitoring data aligned with IEP goals should be reviewed to determine if the student is ready to receive a free appropriate education (FAPE) in the lesser restrictive environment.

CONSIDERATION FOR GNETS SERVICES

- Consideration for GNETS services is determined by the student's Individualized Education Program (IEP) team using the criteria set forth in SBOE Rule 160-4-7-.06.
- IEP teams considering recommendation of GNETS services will follow the notice requirements of SBOE Rule 160-4-7-.06. The IEP meeting will include a GNETS director or his/her designee.
- An individual student is considered for GNETS services only if his or her IEP team recommends GNETS services based on the existence of all of the following, which will be documented in the student's education record:
 1. Documentation that indicates evidence of annual IEP reviews, progress monitoring data aligned with IEP goals, documentation indicating prior services were delivered in a lesser restrictive environment and the student's inability to receive FAPE in that environment.
 2. A Functional Behavioral Assessment (FBA) and/or Behavior Intervention Plan (BIP) administered within the past year.

3. Documentation that a comprehensive reevaluation has been completed within the last 3 years.

CONTINUUM OF GNETS SERVICE DELIVERY AND ENVIRONMENTS

- The IEP team must determine that GNETS services are necessary for students to receive FAPE. Removal from the general education setting will occur only when the nature or severity of students' social, emotional and/or behavioral challenges are such that education in a general education setting with the use of supplementary services and intensive individualized interventions cannot be achieved.
- The IEP team will consider the various setting in which GNETS services may be delivered and determine whether the individual student is likely to receive FAPE in each environment, beginning with the least restrictive setting.
- The GNETS continuum of services by environment may be delivered as follows:
 1. Services provided in the general education setting in the student's Zoned School or other public school.
 2. Services provided in the student's Zoned School or other public school setting by way of a "pull out" from the general education setting for part of the school day.
 3. Services provided in the student's Zoned School or other public school for part of the school day in a setting dedicated to GNETS.
 4. Services provided in the student's Zoned School or other public school for the full school day, in a setting dedicated to GNETS.
 5. Services provided in a facility dedicated to GNETS for part of the school day.
 6. Services provided in a facility dedicated to GNETS for the full school day.

DUTIES AND RESPONSIBILITIES

- The SEA shall:
 1. Receive and disburse funds appropriated by the Georgia General Assembly to support GNETS services.
 2. Administer the grant funds by performing the following in collaboration with the GaDOE:
 - (i) Develop rules and procedures regulating the operation of the GNETS grant, including the application process;
 - (ii) Notify the fiscal agents regarding each fiscal year's allocation and approve GNETS services budgets; and
 - (iii) Monitor GNETS to ensure compliance with Federal and state policies, procedures, rules, and the delivery of appropriate instructional and therapeutic services.
- CCSS shall:
 1. Ensure that FAPE is delivered to students recommended for GNETS services in the least restrictive environment (LRE).
 2. Convene IEP team meetings as required by State Board of Education Rule 160-4-7-.06.3. Conduct FBAs/BIPs for any student considered for GNETS services in accordance with (3)(c)(2) of this rule.
 3. Collaborate with the GNETS to determine opportunities for students to have access to general education activities.
 4. Provide transportation to and from a GNETS, as required, including transportation to and from home/school for students receiving GNETS services for part of the school day and for students participating in extracurricular activities.
 5. Maintain and report student record data in accordance with the State Board of Education Rule 160-5-1-.07 and GaDOE guidance.

6. Provide student outcome assessments and other relevant data to GNETS director or designee.
7. Monitor student IEP goals annually to determine students' progress and access to services in a lesser restrictive environment.
8. Provide ongoing professional learning opportunities and best practices for teachers to support students who exhibit social, emotional and/or behavioral challenges.
9. Allocate supports and resources, which may include in-kind services to GNETS to facilitate flexible models of service delivery and best practices for equitable educational support as appropriate.
10. To the maximum extent possible, collaborate with community service providers to deliver mental health services and/or family support in students' Zoned schools.
11. Collaborate with GNETS to examine student records and discuss the coordination of service provisions for students being considered for GNETS in accordance with 34 CFR §300.501(2)(3).
12. Provide GNETS staff access to longitudinal data for all students receiving GNETS services to ensure teachers can access records for students included on their rosters.
13. Submit student schedules to the GaDOE with the GNETS code.
14. Monitor facilities for safety and accessibility for students served by GNETS and report identified concerns to all key stakeholders such as fiscal agents, GNETS directors and any other appropriate parties.

- The GNETS shall:

1. Collaborate with CCSS to ensure that special education related services are provided to all students receiving GNETS services.]
2. Collaborate with GaDOE to implement activities outlined in the GNETS strategic plan to improve GNETS practices and student services.
3. Complete the annual needs assessment embedded in the GNETS strategic plan.
4. Submit application for grant funds annually.
5. Submit budget request to support program operations to fiscal agents.'
6. Collaborate with the fiscal agent to ensure appropriate expenditure of funds.
7. Submit student and program data as requested by the GaDOE.
8. Collaborate with LEAs to provide access to general education activities.
9. Collaborate with LEAs to ensure that students receiving GNETS services are provided access to general education classes and general education activities to the fullest extent possible based on the student's most recent IEP.
10. Conduct FBAs/BIPs for any student considered for GNETS services in accordance with (3)(c)(2) of this rule.
11. Monitor student IEP goals annually to determine students' progress and access to services in a lesser restrictive environment.
12. Collaborate with LEAs on building capacity for professional learning opportunities, flexible models of service delivery, and determining best practices for educational support.
13. To the maximum extent possible, collaborate with community service providers to coordinate the delivery of mental health services and/or family support.
14. Collaborate with CCSS to examine student records and discuss the coordination of service provisions for students being considered for GNETS in accordance with 34 CFR §300.501(2)(3).

15. Collaborate with CCSS to convene IEP team meetings as required by State Board of Education Rule 160-4-7-.06.
16. Collaborate with LEAs in the service area to determine a calendar that is best suited to provide GNETS services for students.
17. Provide valid teacher identification to LEAs to ensure teachers can access longitudinal records for students included on their rosters.
18. Monitor facilities for safety and accessibility for students served by GNETS and report identified concerns to all key stakeholders including, LEAs, fiscal agents and any other appropriate parties.

Horizon (GNETS) Services of Colquitt County

Horizon Educational Program serves students:

- starting at 5 years of age through 21 years of age.
- who have severe emotional disorders.
- who have not been successful in the regular school environment with Sp. Education support.
- from 5 school systems in southwest GA.

We use a variety of methods and models, each supporting the other, to help students learn appropriate behavioral responses.

- Our behavior management plan is the Student Achievement Model (SAM).

A variety of staff (teachers, support teachers, crisis interventionists, social workers, behavior specialist, and administrators) all work together using SAM to help our students be more successful and return to a regular school setting.

Horizon Academy Placement and Referring Behaviors Progress Report

Referring Behaviors or goals for returning to a less restrictive setting were developed as part of the IEP process upon entry into the GNETS program. Referring behaviors were based upon the behaviors which necessitated more intense services than the regular school setting and the data supporting the placement.

Students served by Horizon Academy have been receiving instruction and support on his/her specific goals. Progress is regularly monitored and instruction adjusted if progress is not being made. Progress will be reported biannually to the home school, special education director, and parent/guardian. As a student approaches mastery of referring behaviors, an IEP meeting will be held to discuss possible transition to a less restrictive setting.

Guidance and Planning Document for Student Reintegration from GNETS to an CCSS Setting

Reintegration Process:

- The purpose of the student level reintegration process is to ensure:
 1. Appropriate academic and therapeutic interventions are implemented for the student upon return to a less restrictive setting.
 2. Timely transfer of all appropriate student records occurs between GNETS and CCSS.
 3. Joint responsibility for planning IEP goals and reintegration interventions.

- When the student successfully meets their IEP goals, the CCSS would need to convene the IEP team meeting to discuss next steps and complete the reintegration plan.
- The reintegration plan should align with the student's IEP goals and objectives to make reintegration more successful for student.

Reintegration Plan

- The purpose of the reintegration plan is to:
 1. Discuss the services that the student received from GNETS
 2. Assess the student's reintegration needs
 3. Identify and document supportive interventions that will be provided for the student upon return to a less restrictive setting.
- The reintegration plan will focus on multiple areas of support and collaboration between GNETS, CCSS and other stakeholders.

Before First Day of Reintegration

- Contact Behavior Specialist at PEC when reintegration is being considered.
- Share necessary documents and records from GNETS with teachers to ensure academic accommodations and resources are in place by the first day of reintegration.

Within First 10 days of Reintegration

- Assign the student to meet with a student services personnel (school counselor, social worker, psychologist, etc. for support with behavioral interventions and crisis planning.
- If necessary, inform community agencies/mental health providers of the student's transition into a less restrictive setting to ensure there is no gap in mental health services.
- On-going communication and collaboration between the CCSS and GNETS staff will need to continue to support the student with being successful in a less restrictive setting.

Section 12: Procedural Safeguards and Parent Rights

Parents and Student Rights

- Parents and children have many rights under the special education law, Individuals with Disabilities Education Act (IDEA). It is important that parents and children understand their rights to a free appropriate public education (FAPE). The term "appropriate" is based on the educational needs of the individual child that are outlined in the Individualized Education Program (IEP).
- The IEP is deemed a working document created by a team of educators and the family that establishes individual goals for a child to achieve and succeed. It is the responsibility of the Colquitt County School System (CCSS) to provide parents with notice of their parental rights (also called procedural safeguards) in an understandable language.
- Parent Training - Parents may be provided assistance: to understand the special needs of their child and information about child development; and to acquire the necessary skills to support the implementation of their child's IEP if determined by the IEP Team as a related service.

Definition of Parent

- "Parent" means a biological parent, an adoptive parent, a person acting as a parent, a legal guardian, a surrogate parent, or a foster parent.
- "Person acting in the place of a parent" means a person such as a grandparent, a stepparent or other relative with whom the child lives, or a person other than a parent who is legally responsible for the welfare of a child.
- "Surrogate Parent" means an individual appointed by the CCSS to make educational decisions regarding a FAPE of a child with a disability.
- "Guardian" means a person authorized to act as the child's parent and/or to make educational decisions, but it does not mean the State if the child is a ward of the State.

Parent Participation (See Georgia Rules: 160-4-7-.04, 160-4-7-.05, 160-4-7-.06)

- Parents are to be included as members of any decision-making team for their child. Parent participation includes decisions about eligibility, initial evaluation, reevaluation, development, review, and revision of the IEP, the provision of a FAPE, and educational placement.
- This requirement does not include informal or unscheduled meetings involving CCSS personnel or meetings on issues such as teaching methods, lesson plans, or coordination of service provision, as long as those issues are not addressed in the child's IEP. Nor does it include meetings involving the preparation of a proposal or response to a parent proposal that will be discussed at a later meeting.

Procedural Safeguards/Parent Rights Document (Georgia Rule 160-4-7-.09)

- The Parent Rights in Special Education (Parent Rights) notice provides the foundation for ensuring that a child with a disability has access to a FAPE. The Parent Rights notice, also called procedural safeguards notice, provides parents with the opportunity to understand their

rights, the rights of their child, and the procedures for resolving differences. This document should also help facilitate communication between parents and CCSS.

- The Parent Rights notice outlines the rights and safeguards available to parents of children with disabilities and students who have reached the age of majority (age 18) and are decision makers.
- A copy of the Parent Rights notice must be given to the parents (and students 18 or older) at least once in a school year.
- Additionally, a copy of the Parent Rights notification must also be given upon:
 - initial referral or parental request for evaluation;
 - receipt of the first state complaint in a school year;
 - receipt of the first due process hearing request in a school year;
 - notification by the CCSS to the parent of a disciplinary removal of a child from school that would constitute a change of placement;
 - prior to accessing a child's or parent's public benefits or insurance for the first time;and
 - parental request.

Access/Opportunity to Examine Records (See 34 C.F.R. § 300.501)

- CCSS must maintain the confidentiality of information in children's educational records. The CCSS can assume that both parents of a child have authority to inspect and review the child's records unless the CCSS has been advised that a parent's rights to see the records have been terminated by a court order.
- Parents of a child with a disability must be allowed an opportunity to inspect and review all education records with respect to:
 - Identification - Process to determine eligibility
 - Evaluation - Nature and scope of assessment procedures
 - Placement - Educational placement of the child
 - FAPE - Provision of a free appropriate public education

Prior Written Notice by the District (Georgia Rule 160-4-.09; 34 C.F.R. § 300.503)

- CCSS must inform the parents in writing and within a reasonable time of any actions being proposed or actions the CCSS refuses to initiate.
- These include any of the following:
 - identification (process to determine eligibility),
 - evaluation (nature and scope of assessment procedures),
 - educational placement (educational placement of children including graduation), or
 - FAPE (the provision of a free appropriate public education to children).
- Prior Written Notice is often contained within the IEP document, as outlined below, when the discussion occurred during an IEP Team meeting.
- At other times, the parent will request an action and the CCSS will respond in writing. Regardless of the way the CCSS decides to provide prior written notice, the notice must contain:
 - a description of the action refused or proposed by the CCSS;

- an explanation of why the CCSS refuses or proposes to take the action;
- a description of the evaluation procedure, assessment, records, or report used as a basis for the proposed or refused action; a statement that the parents have the protections of the procedural safeguards and if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained;
- sources for the parents to contact to understand the procedural safeguards;
- a description of other options the IEP Team considered and the reasons why those options were rejected; and
- a description of other factors that are relevant to the CCSS's proposal or refusal.

Parental Consent (Georgia Rule 160-4-.09; 34 C.F.R. § 300.300)

- The CCSS is required to obtain informed written consent for each action requested, as outlined below. Parental consent is voluntary and may be revoked at any time.
- Consent is required for each of the following actions:
 - to conduct an initial evaluation;
 - to conduct a reevaluation;
 - for the initial provision of special education and related services; and
 - before disclosure of personally identifiable information that is subject to confidentiality
- If a parent has questions about any proposed actions or changes to the IEP, it is recommended that he or she discuss the questions with the special education teacher or administrator or request an IEP Team meeting for further discussion.
- Consent for the initial evaluation does not provide consent for initial provision of special education and related services.

Parent Revocation

- Consent for the initial evaluation does not provide consent for initial provision of special education and related services. A parent may revoke consent for the receipt of special education and related services once the child is initially provided special education and related services. This revocation of consent must be made in writing and is for all special education and related services, not for individual services. When a parent revokes consent for special education and related services, the CCSS must provide the parent prior written notice including all required components.

Independent Educational Evaluation (IEE) (Georgia Rule 160-4-.09, 34 C.F.R. § 300.502)

- The parents of a child with a disability have the right to obtain an independent educational evaluation (IEE), at their own expense and sometimes at public expense. CCSS must provide to the parent, upon request, information about where to obtain an IEE and the agency criteria for such evaluations. When the evaluation meets the requirements of CCSS, the results of the evaluation must be considered by the IEP Team in any decision related to the provision of a FAPE for the child, no matter who paid for the evaluation, may be presented by either party as evidence in a due process hearing.
- Parents are not entitled to an IEE at public expense before they allow CCSS to conduct its own evaluation. Once CCSS evaluation occurs, and the parents disagree with the evaluation, they can request an IEE at public expense. CCSS may ask the parent why they disagree with

CCSS evaluation, but CCSS cannot require an explanation. If CCSS agrees to provide an IEE, CCSS will provide the parents with a list of qualified examiners from which to choose for the IEE. CCSS should work with the parents to find a mutually agreeable evaluator.

Section 13: Surrogate Parents

Surrogate Parents (Georgia Rule 160-4-7-.11)

- All children with disabilities are entitled to a FAPE under state rules and federal special education laws and regulations. Included in these laws is a mandate that the parents of children with disabilities have the opportunity to participate actively in the educational decision-making process. However, some children with disabilities do not have parents (as defined in the previous section) who can fulfill this very important role. The IDEA and Georgia Rules require that, in certain cases, an individual must be appointed by the CCSS or a judge as a surrogate parent to make decisions regarding the FAPE of a child with a disability.
- A surrogate parent is needed when: no parent (as defined by the IDEA) can be identified; the CCSS, after reasonable efforts, cannot locate a parent; the child is a ward of the State; or the child is an unaccompanied, homeless youth as defined by the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).
- For a child who is a ward of the State, a judge overseeing the child's case may appoint a surrogate parent.
- The surrogate parent has no financial responsibility or other responsibility for the day to-day care of the child. The surrogate parent must:
 - protect the child's rights in the educational and decision-making processes, including the identification, evaluation, and placement of the child and the provision of a FAPE to the child;
 - follow confidentiality requirements of Georgia Rules and federal law;
 - participate in developing, reviewing, and revising the child's IEP;
 - exercise other rights as needed given to parents under the IDEA and Georgia Rules;
 - not be an employee of the GaDOE, the CCSS, or any other agency* that is involved in the education or care of the child;
 - have no personal or professional interest that conflicts with the child he or she represents; and
 - have the knowledge and skills that ensure adequate representation of the child.
- **Surrogate List** - If a surrogate parent is needed, contact the special education department for the assignment. Colquitt County PEC will maintain the surrogate parent list.

Section 14: DISPUTE RESOLUTION

Dispute Resolution

- The quickest and most efficient method is to contact the special education Director at PEC in the Colquitt County School System. The special education director can often assist a family in working out the differences with minimal time and conflict.
- When a resolution cannot be worked out locally, specific processes are guaranteed to families of students with disabilities under the Individuals with Disabilities Education Act (IDEA). These include: (1) mediation, (2) formal complaints, and/or (3) a due process hearing.
- Please refer to the Dispute Prevention and Resolution chapter for a full description of the dispute resolution processes, including some dispute prevention processes such as the Special Education Help Desk and IEP Facilitation.

Mediation (Georgia Rule 160-4-7-.12; 34 C.F.R. § 300.506)

- Definition: Mediation is a way to discuss and resolve disagreements between the parent and the CCSS with the help of a trained, impartial third person.
- Either the parent or the CCSS can request mediation to resolve disputes. Since this process is voluntary for each party, both parties must agree to mediation.
- All discussions during the mediation process are confidential and may not be used as evidence in any due process hearings or civil proceedings.
- The Georgia Department of Education (GaDOE) contracts with a number of qualified mediators and will assign a mediator when mediation is requested.
- If an agreement is reached during mediation, the written agreement is legally binding in a State or District Court. The failure to carry out a written agreement may also be the subject of a formal complaint. For more information on mediation, refer to the Dispute Resolution chapter.

Formal Complaint Process (Georgia Rule 160-4-7-.12, 34 C.F.R. § § 300. 151300.153)

- Definition: Parents (as well as any individual or organization) may file a formal complaint with the GaDOE when they believe a violation of the IDEA or state special education rules has occurred.
- A formal complaint investigation is a procedure to determine whether the CCSS is complying with federal or Georgia laws and/or regulations regarding the provision of special education and related services to children with disabilities.
- The formal complaint investigation is conducted by the GaDOE through the use of qualified, contracted investigators.
- In addition to filing a complaint with the GaDOE, the party filing the complaint must forward a copy of the complaint to the CCSS who serves or served the child. The CCSS is required to respond to the complaint, and the response is requested within 10 business days. A parent who files a complaint will have an opportunity to engage voluntarily in mediation with the CCSS to resolve the dispute.

Impartial Due Process Hearing (Georgia Rule 160-4-7-.12; 34 C.F.R. §§ 300.507300.518)

- Definition: In addition to mediation and the state complaint process, certain disagreements between the parent and the CCSS may be resolved through a due process hearing. Parents or the CCSS may request an impartial due process hearing regarding any matter related to the identification, evaluation, placement, or the provision of FAPE to the child.
- When an impartial due process hearing request is filed, the CCSS must offer and convene a resolution meeting with the parent and the relevant members of the IEP Team within 15 days unless the parties agree to waive the meeting or participate in mediation instead of a resolution meeting.
- When the resolution meeting (or the alternate mediation) does not result in agreement, the impartial due process hearing will be held within 45 days after the 30-day resolution period. An impartial due process hearing is conducted as an administrative hearing.
 - The parent did not notify the CCSS in writing, at least 10 days prior to removing the child from the CCSS, that he/she disagrees with the IEP and placement and wants the CCSS to reimburse them for the private school tuition. If the CCSS asks to evaluate the child during the 10-day period and the parent refuses, then reimbursement may be denied. The parent may agree that CCSS provided FAPE and still choose to enroll their child in a private school instead of the CCSS at the parent's expense.
 - When the child is in private school by parent choice, the child and the parent lose their individual rights to special education services.
 - When children are placed in private or home school, CCSS must expend proportionate share of funds on services for children enrolled in private schools through a services plan. The chapter on Private Schools contains more details.
- If a parent disagrees with the decision of a manifestation determination, he or she may appeal by requesting a due process hearing. An expedited hearing must occur within 20 school days. The child will remain in the setting decided by the discipline process until the hearing occurs.

Child's Status During the Hearing

- When a hearing has been requested by either party, the child shall remain in his or her current educational placement unless the parent and the LEA agree to an alternate placement. This is commonly referred to as "stay put."
- If the hearing request is filed as an expedited hearing request, the child shall remain in the interim alternative educational setting pending the decision of the ALJ unless the parent and LEA agree otherwise.
- If the hearing is the result of an initial admission to public school, the child shall be placed, with the consent of the parent, in the school program until completion of the hearing proceedings.

Section 15: Bridge Law

School counselors and educators will still be mandated to complete the following checklist for each student enrolled in their middle school, per BRIDGE law.

- 6th graders who take a career assessment or interest inventory and save the results in their portfolio
- 7th graders who take a career assessment or interest inventory and save the results in their portfolio
- 7th graders who explore at least three careers concentrations/clusters and save the career clusters/concentrations in their portfolios
- 8th graders who explore at least three occupations and save the occupational information in their portfolios prior to the transitional parent/student conference or student led conference
- 8th graders who complete an Individual Graduation Plan to utilize during the face-to-face transitional conference between middle and high school
- 8th graders made aware of "Move On When Ready" program (dual enrollment opportunities) by February 1

As students finish their career inventories and get ready to transition to high school, the last step to complete is their Individual Graduation Plan. Below are links to plans for students to reference that closely match their chosen career pathway.

Agriculture, Food, and Natural Resources

[Forest Management Systems pathway](#)

Education and Teaching

[Early Childhood Care and Education pathway](#)

Health Science

[Therapeutic Services - Patient Care pathway](#)

Information Technology

[Computer Science pathway](#)

Manufacturing

[Mechatronics pathway](#)

Pathways offered at CCHS

Agriculture:

Ag Mechanics, Forestry/Natural Resources, Animal Science, Plant Science/Horticulture, Agriscience, Agribusiness Management

Business and Computer Science:

Small Business Development, Interactive Media, Administrative/Information Support

Family and Consumer Science:

Nutrition and Food Science, Education

Healthcare Science:

Therapeutic Services-Nursing, Therapeutic Services-Medical Services, Health Informatics Pathway

Construction, Communications and Transportation:

Transportation Logistical Support, Construction, Metals Technology, Broadcast/Video Production

Government and Public Safety:

ROTC

Arts and Humanities:

Modern Language, Journalism, Performing Arts, Visual Arts

SECTION 16: Services and Support Programs

Adaptive P.E.

- Designed for children with significant cognitive delays or gross motor impairment
- Students must be unable to participate in a regular P.E. class
- Must be indicated on the IEP for child to receive services
- Goals & objectives must be developed
- Setting determined by individual needs

Assistive Technology

- A.T. devices & services sometimes required by a child with a disability to increase, maintain, or improve his or her functional capabilities
- Complete form in Infinite Campus to determine child's need for A.T.
- Must be indicated on IEP for child to receive services
- Support provided through Colquitt County's Assistive Technology Team
- School system is exempt from provision of surgically implanted devices, such as cochlear implants

Autism Services

- See Section 6: Eligibility for requirements for placement
- Refer to Section 2: Procedures if student needs to be referred
- Complete form from Director to refer to Autism Specialist
 - Observation
 - Assistance with eligibility or IEP
 - Support for teachers to assist with implementation of modifications and accommodations

Deaf/Hard of Hearing (formerly Hearing Impaired)

- See Section 6: Eligibilities for requirements for placement
- Refer to Section 2: Procedures if student needs to be referred
- Always seek input from SLP in addition to D/HH Teacher

Extended School Year

- Services typically offered beyond the 180-day school calendar (i.e., during lengthy breaks, such as summer or winter holidays)
- Must be considered annually and must be documented in the IEP
- Provided at no cost to parents
- Need for ESY determined by IEP team
 - Must be related to a current goal/objective on the IEP
 - The following must be indicated on the IEP
 - Amount of time and location for services
 - Title of service provider

Beginning and ending dates

- IEP team may consider
 - Progress on the IEP
 - Emerging or critical skills
 - Degree of impairment
 - Interfering behavior
- Special Education Director must be consulted prior to meetings where ESY is likely to be recommended

Occupational Therapy

- Colquitt County has two full-time Occupational Therapists
- O.T. provides intervention & support for:
 - Functional life skills, such as dressing, grooming, eating, toileting, etc.
 - Sensory processing disorders
 - Handwriting
- Impairment must be related to an educational need (i.e., negatively impact the child's functional abilities at school)

Physical Therapy

- Colquitt County has one full-time Physical Therapist
- P.T. provides intervention & support for:
 - Restoring function, improving mobility, and relieving pain
 - Improving balance, range of motion, coordination, and strength
- P.T. typically provides direct services to students with
 - Cerebral palsy, head injury, and/or fractures
 - Assists with developing safety plans for students
- Impairment must be related to an educational need (i.e., negatively impact the child's functional abilities at school)

Preschool Services

- Ages 3 through 5
- Offered to all disabled children throughout the county
- Home-based, facility-based, and consultative services provided

Psychological Services

- Colquitt County Schools employs four full-time School Psychologists
- Administer and interpret formal and informal psychological tests with individual students
- Participate in the eligibility determination of students for special education services
- Consult with school staff to assist with academic & behavioral interventions
- Support implementation of the system's RtI process and procedures
- Assist with special education administrative tasks as needed

Related Services

- Term used to describe several services, such as
 - Occupational, physical, and speech therapy services

- Special transportation
- Audiology
- Orientation and mobility training
- Interpreter services
- Adaptive P.E.

Special Services for Students with Significant Emotional Disorders

- Provided at Horizon
- Provision of services range from full- to part-time, depending upon need
- Parent may provide transportation (if parent requests to transport); otherwise, Special Transportation services are required.

Special Transportation

- Complete form in Infinite Campus to request special transportation
- Need for Special Transportation is determined by a variety of factors, including but not limited to:
 - The safety of the student
 - The safety of other passengers on the bus.
 - The parent's ability to provide transportation.
 - The location of services a student may need (i.e., special transportation is sometimes needed when a student's IEP team recommends that he/she receive specialized services, usually self-contained, at a school outside of the student's district.

Speech/Language Services

- Colquitt County has at least one full- or part-time Speech Therapist assigned to each school in the district, including preschool.
- Provides services to students with communication disorders, including articulation disorder, language impairment, fluency, or voice disorders.
- May provide services to students with dysphagia (difficultly swallowing)
- See eligibility section for requirements for placement

Transition Services

- Babies Can't Wait
 - Begins prior to age 3
 - Services may be provided in a facility or at home
- High School Students
 - Must begin process prior to entering high school
 - Complete Summary of Performance form

Vision Impairment

- Colquitt County has one teacher for the visually-impaired
- Orientation and mobility training

SECTION 17: GLOSSARY & ACRONYMS

Accommodations

- Reduce or eliminate the effects of the child's disability
- Do not lower standards or expectations
- Do not invalidate assessment results on state-mandated tests
- Designed to provide equity, not advantage
- Include assistive technology, alterations to presentation response, scheduling or settings
- Compare to Modifications defined later in this section

Assistive Technology Devices

- Used to improve, increase, or maintain the functional capabilities of children with disabilities
- May be any item, piece of equipment, softColquitt, or hardColquitt purchased commercially or modified and/or customized
- Does not include a surgically implanted medical device, or the replacement of this type of device

Assistive Technology Services

- Services that assist with the selection, acquisition, and use of an A.T. device
 - Includes evaluation, purchasing, selecting, designing, customizing, repairing, etc.
 - Includes coordination with other therapies and interventions
 - Includes training for the child and/or the adults involved with the major life functions of the child

B.I.P. (BIP)

- Behavior Intervention Plan
- A plan to reduce behaviors that interfere with the student with disabilities' learning or with the learning of others
- Is part of the IEP, which should have goals addressing the behavioral concerns, if a BIP is attached

Child Find

- Process used to identify, locate, and evaluate children who are suspected of having disabilities, including those who are homeless, are wards of the state, or are attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.
- Screening to determine appropriate strategies for a child is not considered to be an evaluation for determining eligibility
- Prior interventions
 - Research-based interventions to reduce academic, social, or behavioral problems must be documented prior to referral for an evaluation to determine eligibility
 - Exceptions to interventions should be made where a significant disability precludes access to instruction
- The district publishes annual notice on the district website of meetings and of any

significant activity that is designed to identify, locate, or evaluate the following:

- Children birth through age 3
- Preschool Children, ages 3-5
- Children enrolled in the CCSS including public charter schools
 - Children who are suspected of being children of disabilities and in need of special education, even though they are progressing from grade to grade.
 - Highly mobile children, including migrant children.
- Children who are detained or incarcerated in city/county operated jails or correctional facilities.
- Children who reside in the CCSS and are enrolled in home school/study programs.
- Parentally-placed private school children.
 - Children enrolled by their parents in private, including religious, elementary, and secondary schools located in the CCSS's jurisdiction.

Disproportionality

- Occurs when students from a racial/ethnic group are identified for services or for a specific category of services either at a greater rate (overrepresentation) or lesser rate (underrepresentation) than other students
- Must be monitored in states and in districts per IDEA-04
- Disproportionality may occur with identification, placement, or discipline of students with disabilities

E.L.L. (ELL)

- English Language Learners (students who score below a specified cut-off on the Access Test)
- Served by the ESOL program

E.S.O.L. (ESOL)

- English to Speakers of Other Languages
- Non-special education instructional program available to eligible English Language Learners in grades K through 12
- Emphasizes social and academic language proficiency

E.S.Y. (ESY)

- Extended School Year
- the extension of special education and related services beyond the normal 180- day school year
- determined by the IEP team

FAPE

- Free Appropriate Public Education
- Guaranteed right of students with disabilities per IDEA

F.B.A. (FBA)

- Functional Behavioral Assessment
- An assessment based on information from numerous sources, both formal and informal, that attempts to determine the reason a child is engaging in maladaptive behavior(s)
- Provides the basis for a BIP
- Developed by a team of individuals

Georgia Instructional Materials Center

- Program under GaDOE, Division for Special Education Supports
- Provides or assists in the acquisition of textbooks and core instructional materials in accessible formats for students who are blind or have a physical or specified print related disability
- www.gimc.org

Georgia PINES

- Georgia Parent Infant Network for Educational Services
- Statewide early intervention program for families of children 0 to 5 with a diagnosed hearing and/or visual impairment
- www.gapines.info

GLRS

- Georgia Learning Resources Center
- See for more information www.ciclt.net/sn/clt/cpresa/default.aspx?ClientCode=cpresa

G.N.E.T.S. (GNETS)

- Georgia Network for Educational and Therapeutic Support
- Provide comprehensive services to students who have one or more of the characteristics of EBD or Autism and who need more support than is typically available in Georgia's public schools

I.F.S.P. (IFSP)

- Individualized Family Services Plan
- A plan similar to an IEP used by Babies Can't Wait to guide services for children with disabilities under the age of 3

L.R.E. (LRE)

- Least Restrictive Environment

- A student with a disability should have the opportunity to be educated with non-disabled peers to the maximum extent appropriate. Extra-curricular activities are included.
- Required by IDEA

Manifestation Determination

- An IEP meeting in which the team members determine if student misbehavior was caused by the student's disability
- The team also reviews the IEP and the BIP to make sure they were implemented appropriately.
- In Colquitt County, must be conducted before the 9th day of suspension

Modifications

- Alterations that change, lower, or reduce learning expectations
- May result in a gap in achievement between students with and those without disabilities
- May invalidate results on Statewide assessments
- Compare to Accommodations defined earlier in this section

PBIS

- Positive Behavioral Interventions and Supports
- Based on a problem-solving model.
- Aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors.
- Fits into Georgia's RTI model with a school-wide focus.

Procedural Rights

- Parental rights in special education
- Always offer to them to parents when a meeting is scheduled or held
- Refer to Parental Rights at a Glance in Appendix A

Transition

- Typically used to refer to students entering special education services at age 3 from BCW or exiting special education services upon high school graduation or through age 21 (Georgia allows students to stay in schools through the semester in which they turn 22).

APPENDIX

A. Assistive Technology

ASSISTIVE TECHNOLOGY RESOURCE MANUAL

Colquitt County Schools

Assistive Technology Team

Nina Price, Coordinator

Tiffany Martin, OT

Amanda Horne, Executive Director

Virginia ICARD, Due Process Coordinator

Wendy Horne, OT

Beth Sayers, PT

SLP's (assigned to each school)

Sherry Faucet, Behavior Specialist

Angie McLaughlin, Vision Teacher

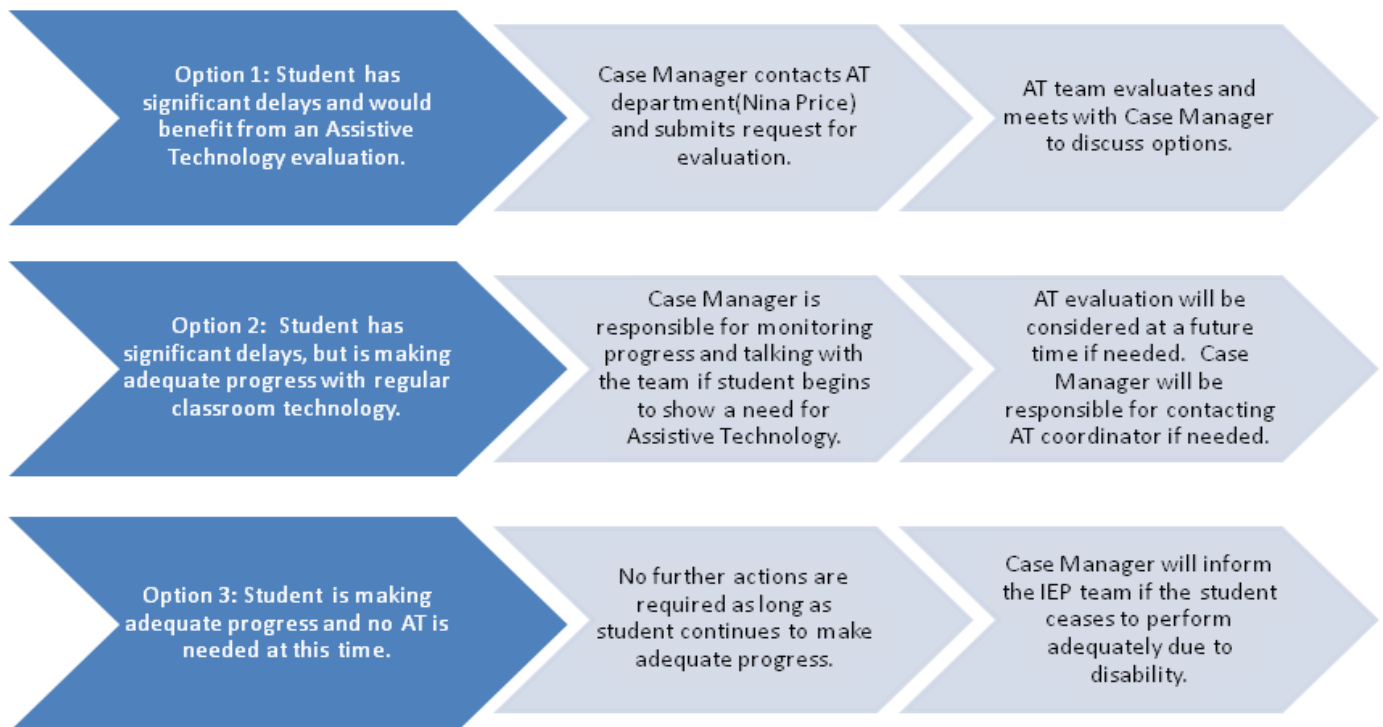
Hannah Wilder, Department Head

Suzanne Leroux, Classroom Teacher

Ashley Taylor, Classroom Teacher

Nicole Kusek, (DHH)

Katie Kelly(DHH)



Colquitt County Schools

2018/19 Assisted Technology Procedures

The Assisted Technology team is available to assess students for possible assistive technology, work with teachers to find appropriate solutions, train teachers on how to use the technology, and teach students how to use the appropriate technology. If you have a student in need of an assistive technology observation or evaluation, please email Nina Price at nina.price@colquitt.k12.ga.us. I am located at PEC and my

extension is 10081. When discussing the student, please include the following information:

- School/Grade
- Case Manager's name (Case manager can go ahead and add me as a team member so I can view the current information.)
 - Best time to observe the student
- Brief description of the student's needs and any technology he/she currently uses.

What is Assistive Technology?

The definition of Assistive Technology (AT) includes Devices, equipment, or systems that enhance, increase, or maintain the physical and/or mental capabilities of people with disabilities. AT solutions can be low tech, high tech, or somewhere in between.

Quick Reference Tool for Low Tech Solutions

Writing

- Pens/Pencil Grips
- Adaptive Paper (raised lines, etc)
- Slant board
- Templates
- Magnetic letters and words
- Alphasmarts/Fusions
- Dictation
- Mnemonic strategies

Reading

- > Colored overlays
- > Reading Ruler
- > Slant Board
- > Color coded words (highlight)
- > Books on tape
- > Picture Symbols (adapted books)
- > Reading Magnifiers

- Spell checkers
- Dictionaries
- Adaptive keyboards

Math

- Portable calculators (talking, fraction, etc.)
- Touch Points
- Graph Paper
- Adapted Rulers (easy grip, magnifier, etc.)
- Number lines
- Math table (add/sub/divide/multi/fractions)
- Color coded handouts
- Highlighters
- Stamps (x,y axis; clock; etc)
- Interactive clock
- manipulatives/counters

Planning & Organization

- > Colored notebooks
- > Timers (auditory & visual)
- > Checklists
- > Auditory/Symbol Schedules
- > Calendars
- > Colored Tabs, Stickies
- > Stands, mounts, trays

Examples of High Tech Solutions

Writing

Word prediction programs such as Co-Writer, Write Out-Loud, Google Read and Write

Math

Adapted Calculators

Reading

Read aloud programs such as *Co- Reader*, *Google Read and Write*, or other read aloud programs.

Low Tech solutions:

- should be considered first.
- serve as a backup for more complex technology.
- may be used together with higher tech solutions.
- appear to be integrated into the classroom quickly and easily.

Assistive Technology Resource Manual

Table of Contents

- I. Communication
- II. Reading
- III. Writing
- IV. Math
- V. Social/Behavior
- VI. Autism
- VII. Teacher Tools

I Communication Resources

- Go Talk Now - <http://www.attainmentcompany.com/gotalk-now>
There are several options with Go Talk. Contact the Assistive Technology Coordinator if you feel a student might benefit from a device similar to this.
- Picture Exchange System - This is usually the beginning step in teaching communication. The system starts very simple, is very individualized, and is cost effective. The complexity increases as students make progress. Speech therapists are great people to help set up a picture exchange system.
- Communication Apps for personal devices (Apple, Android, etc.) - It is difficult to keep pace with the ever growing list of available apps, this link is to a website that has several free/almost free augmentative communication apps. Many are customizable.
<http://praacticalaac.org/practical/updated-59-free-or-lite-versions-of-aac-apps/>
- Sign language - Sign language can range from symbol signing to individual letters. For lower functioning students, the most successful type is usually symbol signing.
- There are many sophisticated AAC devices for students with severe communication disabilities. However, these are considered on an individual basis.

II Reading Resources

- Google Read and Write - This is a free extension of Google. It has many features including read aloud with dual color highlighting, translating, highlighting, word prediction, vocabulary list builder, talking word dictionary and picture dictionary, annotation, navigation tools, and summarizing.

<https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd>



Link to tools cheat sheet -

<http://www.lrsd.ca/documents/general/ReadWrite%20for%20Google%20Chrome%20Quick%20Ref%20GUIDE%209.15.pdf>

- Controlaltachieve.com - This website offers many suggestions for reading resources.
<http://www.controlaltachieve.com/2016/10/special-needs-extensions.html?m=1>

**This website tells several resources available through google chrome extensions that are extremely creative and useful.

- Writing with Symbols - This program allows the teacher to create individual symbols or adapted books. Elementary teachers can check with their media center to see if a copy of this software is available for use.
- Adapted books -
 - Rhode Island College- Digital library that contains adapted books and lessons.
<http://www.ric.edu/sherlockcenter/wwslist.html>
 - Tar Heel Reader - create adapted books or browse ones already made
<http://tarheelreader.org/>
- Read Out Loud Websites/Software/Hardware
 - Speak It! (Chrome Extension) - This is a free extension for Google and has many of the features of Read and Write.
<https://itunes.apple.com/us/app/speak-it!-text-to-speech/id308629295?mt=8>
 - Bookshare - Digital Library available for people with physical, visual, and learning disabilities. <https://www.bookshare.org/cms/>

- Announcify - extension of Google that allows print to be read aloud
<https://chrome.google.com/webstore/detail/announcify/mmiolkcfamcbpoandjpnefiegkcpeoa>
- Beeline Reader - This is a Chrome extension that allows read aloud text
<http://www.beelinereader.com/>
- Magic Scroll Web Reader -chrome extension for read alouds
- Zoomtext (magnifies) - This website is useful for students with visual impairments and/or severe learning disabilities. <https://www.zoomtext.com/products/zoomtext-magnifierreader/>
- Open Dyslexic - program with fonts that are favored for students with learning disabilities <http://opendyslexic.org/>
- Read Me Stories - <https://www.commonensemedia.org/app-reviews/read-me-stories-childrens-books>
- ABC Mouse - <https://www.abcmouse.com/>
- ABCya- <https://www.abcya.com>

Apps

- Speak Text Free
- Speak It to Me
- Readability
- eReading to Go
- Audible
- Kindle
- Nook
- Ibooks
- Learning Ally

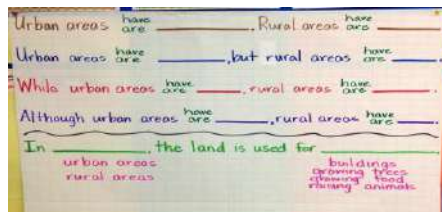
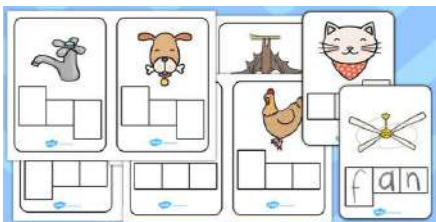
- Blio
- Read2 me
- Read 2 Go
- Audiobooks
- Daisy Reader
- Reading Rules
- Speaking Dictionary and Thesaurus
- Start to Finish Books
- Reading Trainer
- Prizmo
- Whoo's Reading
- iSequences

Overlays, reading guides, and highlighters are low tech and are a valuable resource for some students.

III Writing

- Word, sentence and paragraph frames
- www.uen.org/literacyresources/downloads/Paragraph-Frames-Archer.do

Word Frame	Sentence Frame	Paragraph Frame
------------	----------------	-----------------



Paragraph Frame

I learned a lot about _____

_____. I learned that _____

_____. I also learned that _____

The most interesting thing I learned was _____

- Thinking maps/graphic organizers

- Specialty paper - thick lined paper, highlighted line paper, colored paper
- Variety of writing instruments - big pencils, colored pencils, thick writing pens, fine line pens, different colors, pencil grips
- Google Read and Write - see above.
- Writing with Symbols - Most elementary schools have a disk in the media center. If you can't find one, please contact Nina Price or Tiffany Martin.
- Locator dots for keyboards- tactile dots that can be placed anywhere on a keyboard to help students locate certain keys.
- Keyguards for keyboards; zoom caps/big keys/big keyboards; alternative keyboards
- Touch screen computers/ Ipads
- Boardmaker software- software that uses pictures/symbols.
- ABCya...has letter tracing activity that can be practiced on the computer or on the smartboard

IV Math

- Calculators (range of calculators including large display, large button, graphing and talking)
- Raised number rulers (provides larger numbers and a tactile feel)
- Master Angle (helps students accurately measure, draw, and compare angles) **Master Innovations**
http://www.eaieducation.com/Product/531499/The_Master%C2%AE_Angle.aspx

- The National Library of Virtual Manipulatives - offers a variety of Math helps. Appropriate for any grade level.
 - <http://nlvm.usu.edu/>
- Virtual Pencil - This computer program allows students to complete their math work on the computer with all the functions of a pencil. The targeted users are students with visual or fine motor impairments who cannot hold and use a pencil. This program gives access to a critical math tool. **Henter Math**
- MathPad Plus - This is a software program that offers students an electronic math worksheet that allows them to enter and solve their math problems on the computer. **IntelliTools (Contact Tiffany Martin)**
- Math Line - This hands-on math tool helps students with multiple math functions, offering students a concrete means of working with abstract concepts. **Howbrite Solutions**
- Math tools add-on for SMARTBoard found in SMART Notebook.
- Efofex software: math software that can be helpful for people with physical disabilities which allows you to type math and scientific symbols if an individual is unable to physically write. Works best with upper level math and science. **(Contact Tiffany Martin).**

V Social/Behavioral

- Social Stories Creator and Library (free) <https://itunes.apple.com/us/app/social-stories-creator-library/id588180598?mt=8>

- ABA Problem Solving (Free) <https://itunes.apple.com/us/app/aba-problem-solving-what-does/id450990906?mt=8>
- Social Detective (\$25) <https://itunes.apple.com/us/app/social-detective/id975189305?mt=8>
- Superflex (Computer/book) <https://www.amazon.com/Superflex-Superhero-Social-Thinking-Curriculum/dp/0979292247>
- All About Me Storybook (supports individuals learning their personal information) <https://itunes.apple.com/us/app/all-about-me-storybook/id426201106?mt=8>
- Choiceworks - (helps complete daily routines, control and understand feelings, and improve writing skills) <https://itunes.apple.com/us/app/choiceworks/id486210964?mt=8>
- Everyday Grooves (musical prompts to help establish routines and structure) <https://itunes.apple.com/us/app/everyday-grooves/id515990005?mt=8>
- iEarnedThat (creates a puzzle from a picture of the reward the student is earning) <http://www.funeducationalapps.com/2010/07/iearnedthat-fun-educational-apps-for-kids.html>
- Working4 (visual token reinforcement system) <https://itunes.apple.com/us/app/working4/id423991832?mt=8>
- Stories2Learn - (app to create social narratives) <https://itunes.apple.com/us/app/stories2learn/id348576875?mt=8>

- Model Me Going Places 2 - (visual tool to help navigate challenging locations in the community) <https://itunes.apple.com/us/app/model-me-going-places-2/id375669988?mt=8>
- Premade Social Stories - http://www.oneplaceforspecialneeds.com/main/library_social_stories.html

VI Autism Tools

- Social Stories Creator and Library (free) <https://itunes.apple.com/us/app/social-stories-creator-library/id588180598?mt=8>
- ABA Problem Solving (Free) <https://itunes.apple.com/us/app/aba-problem-solving-what-does/id450990906?mt=8>
- Social Detective (\$25) <https://itunes.apple.com/us/app/social-detective/id975189305?mt=8>
- Superflex (Computer/book) <https://www.amazon.com/Superflex-Superhero-Social-Thinking-Curriculum/dp/0979292247>
- All About Me Storybook (supports individuals learning their personal information) <https://itunes.apple.com/us/app/all-about-me-storybook/id426201106?mt=8>
- Choiceworks - (helps complete daily routines, control and understand feelings, and improve writing skills)
<https://itunes.apple.com/us/app/choiceworks/id486210964?mt=8>

- Everyday Grooves (musical prompts to help establish routines and structure)
<https://itunes.apple.com/us/app/everyday-grooves/id515990005?mt=8>
- iEarnedThat(creates a puzzle from a picture of the reward the student is earning)
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- Stories2Learn - (app to create social narratives)
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- Model Me Going Places 2 - (visual tool to help navigate challenging locations in the community)
<https://itunes.apple.com/us/app/model-me-going-places-2/id375669988?mt=8>
- Premade Social Stories -
http://www.oneplaceforspecialneeds.com/main/library_social_stories.html
- Brain Works (this app provides his app provides sensory activities)
- Autism 5- Point Scale EP (a tool to communicate in emergency situations)
- Stress Tracker (a tool to track individual stress levels, moods, etc.)

VII Teacher Tools

- Visual schedulers <http://www.autismpluggedin.com/2014/02/visual-schedule-for-kids.html>
- Visual timers <http://www.online-stopwatch.com/classroom-timers/>
- Symbaloo <http://www.symbaloo.com/home/mix/13eOcMZU9A>
- teachingvisuallyimpaired.com - This website is useful for students with visual impairments and/or severe learning disabilities.
<http://www.teachingvisuallyimpaired.com>
- Read and Write for Google Chrome (Teacher)- available free to teacher (and students)
<https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd?hl=en-US>
 - provides personalized support to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF, ePub & Kes) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles.
 - Link to tools cheat sheet -
<http://www.lrsd.ca/documents/general/ReadWrite%20for%20Google%20Chrome%20Quick%20Ref%20GUIDE%209.15.pdf>
- Lessonpix- www.lessonpix.com (\$36/year)
 - Easy online tool to create specific, customized materials for parents, teachers and therapists
 - Personalized schedules, learning tools, communication materials
 - Anyone creating cards and supports for homes
 - Customized games (Bingo, flashcards, bingo cards, dominoes, lacing cards, puppets) - simple to create
 - Any specific pictures you need - if it's not in the library - just request it
 - Easy ways to upload your own snapshots into materials
 - Legal and quality pictures to be used in materials
- News2You- www.n2y.com GoNoodle- <https://www.gonoodle.com/>

B. Discipline Referrals

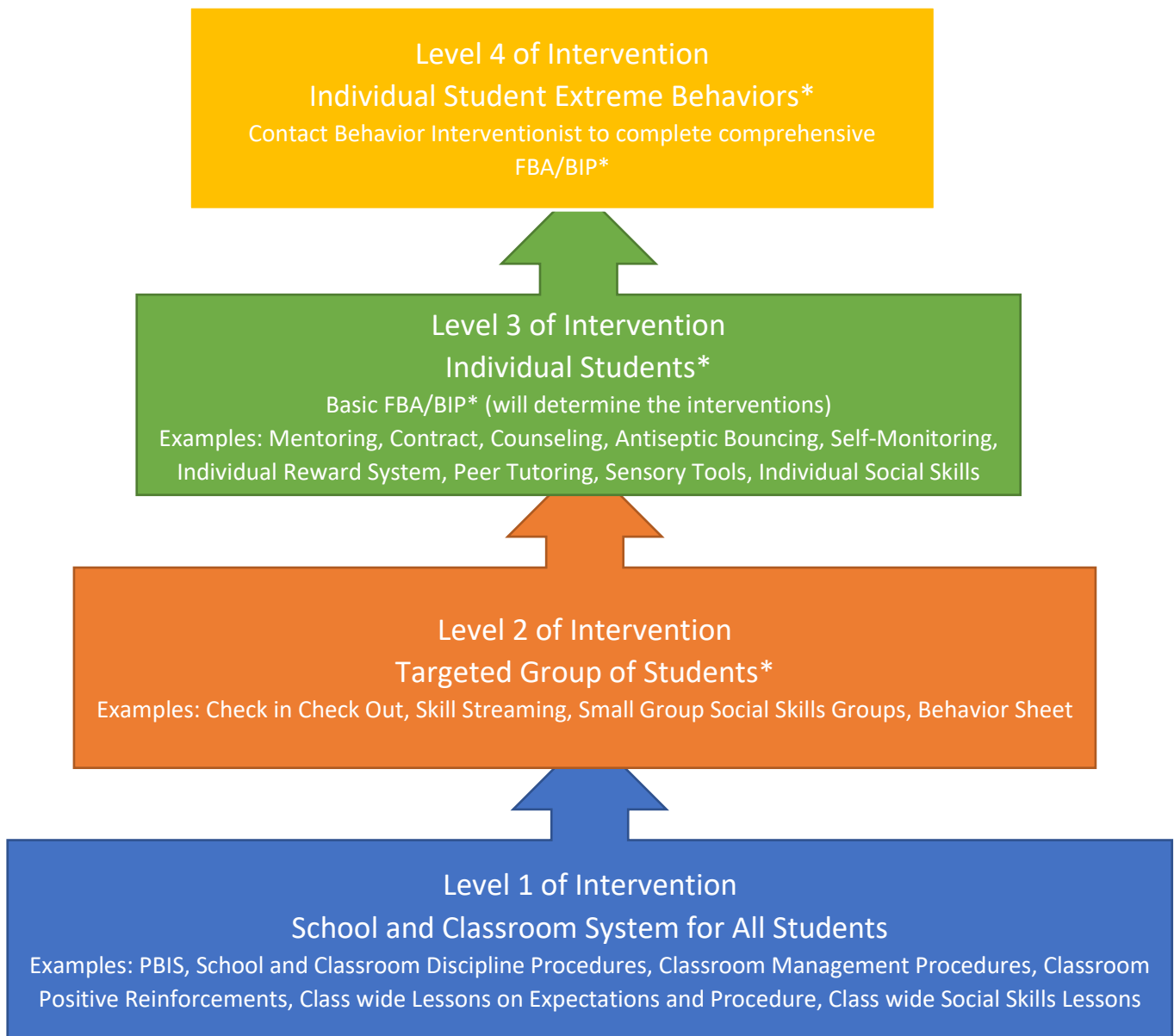
Procedures for Discipline/Behavior Issues and Office Referrals

1. Behavior Specialist (Sherry Faucett), Director of SPED and Director of SPED will review the monthly report of Special Education Student Discipline Referrals. Behavior Specialist will contact Case Manager or Department Head when a student has received ISS/OSS or Office Referrals repeatedly to consider other interventions.
2. Case Manager or Department Head monitors all discipline office referrals/consequences or ongoing behavioral issues.
3. Ongoing issues or Office Referrals which result in 5 total days of ISS and/or OSS should be referred to the Behavior Specialist at PEC.
4. Behavior Specialist will review records, consult with teachers, administration, student, and parents as appropriate.
5. An observation and/or FBA/Behavior Data Collection will be conducted by the teacher(s) with support and analysis by the Behavior Specialist.
6. Recommendations based on information and data collected will be made, which may result in development of a BIP or changes to the IEP or referrals to community support services. Appropriate meetings will be held as needed.
7. Behavior Specialist should be notified if the plan is not providing enough support, resulting in continued behavior issues/office referrals.

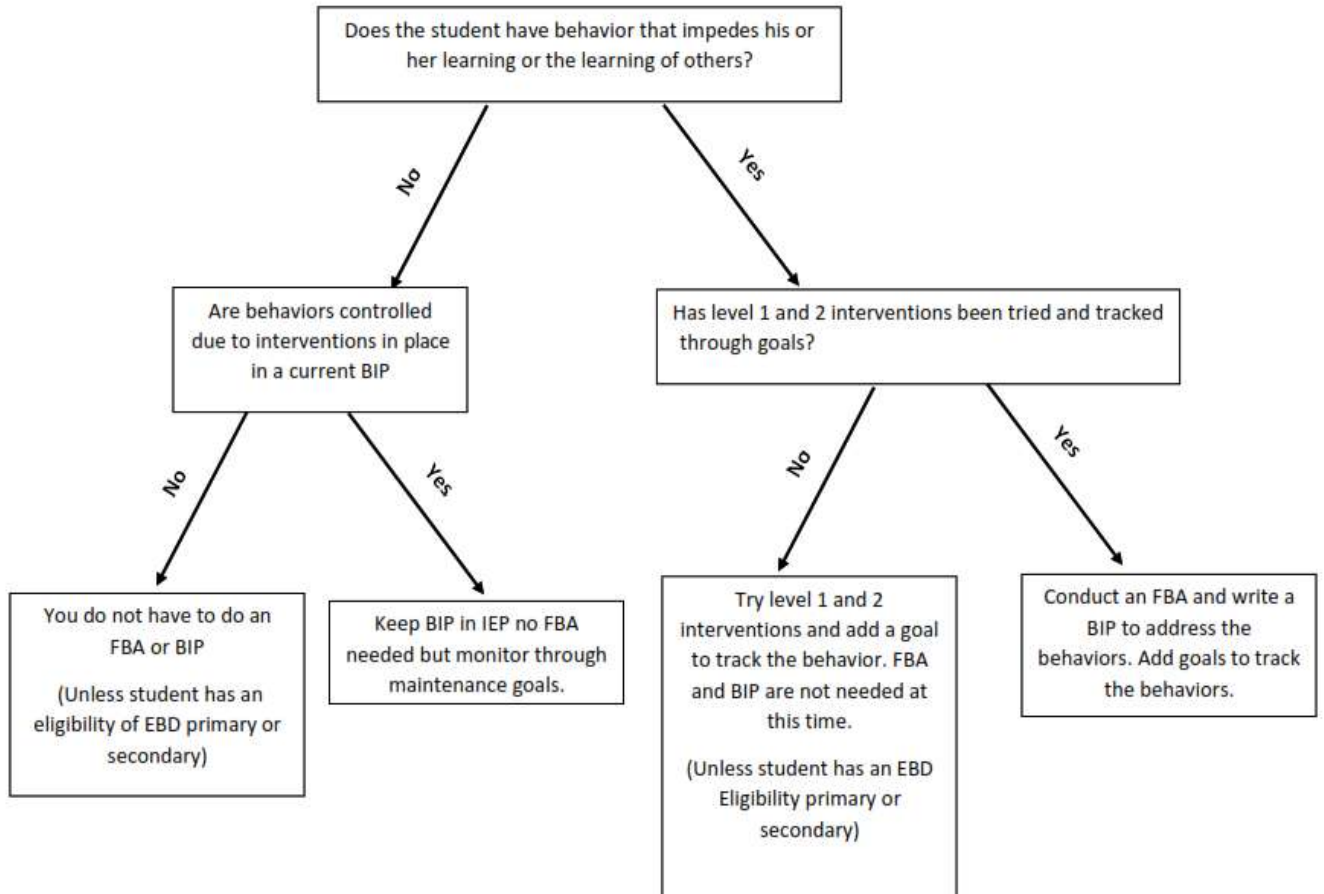
C. Levels of Intervention for Behavior

*FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan

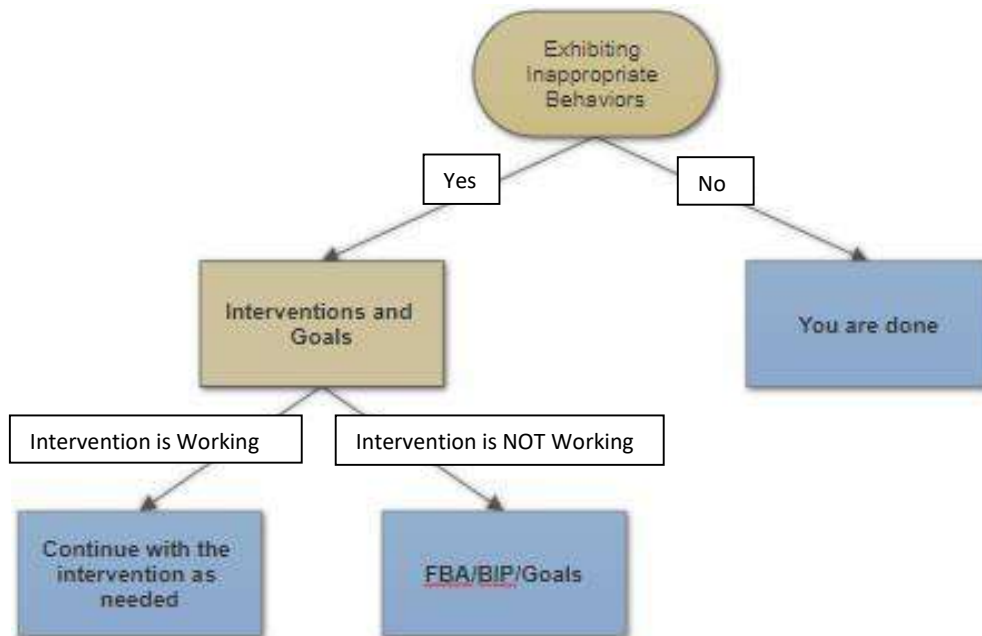
*To move to the next level you must have tried multiple interventions in the previous level, collected data, and the data shows the interventions are not working.



F. When is FBA/BIP Needed:



E. Behavior Cheat Sheet:



Interventions and Goals	FBA – BIP - Goals
<p>When to do it: Student is exhibiting behaviors in the classroom that impede his learning or the learning of others</p> <p>Student has earned a few Office Referrals</p> <p>Off Task Behaviors/ Not Completing Work/Attendance Issues (Unless these behaviors reach disruption they usually do not warrant an FBA/BIP)</p> <p>Student is struggling with social skills within the classroom</p> <p>Student is struggling with the structure and routine of school</p>	<p>When to do it: Student has had interventions in place tracked by goals but data show the student is not progressing with the interventions in place.</p> <p>The result of a Manifestation Determination Meeting</p> <p>*Reminder if a student has an EBD eligibility they must have a BIP</p>

How to do it:

- You may use interventions from your school (what they call “Tier 2” interventions) or one from the intervention folder
- Add behavior goals into the IEP either through the IEP meeting or an amendment if it is not time for the IEP meeting.
- Monitor the goals through progress monitoring

How to do it:

Read the document FBA-BIP Procedures
U:drive – All Schools – Behavior – FBA-BIP Procedures – FBA-BIP PROCEDURES

Remember EVERYTHING on the BIP has to be followed if data show something is not needed the IEP team needs to remove it.

If testing has been requested and the student exhibits a lot of behaviors. This will be used as part of the reevaluation process.

This student has a BIP when do I have to revisit or redo the FBA?

If the student has a BIP in GOIEP but there is not an FBA in documents one has to be completed and attached.

If the BIP has been in place for 6 to 12 weeks and the behaviors are increasing or data show there is not any progress.

One month before the IEP, review the data from the BIP. If the BIP is working update the old FBA with new data. Put an update date and upload into GO. If behaviors are continuing without progress or if there are new behaviors then you must complete an FBA.

If a student has an eligibility category of EBD and they are being reevaluated complete an FBA as part of the reevaluation process.

If a student does not have an EBD eligibility and data show the BIP is no longer necessary the IEP team can discuss removing it

Some Clarifications from questions I have had:

When I was talking about Tier 2 I am not talking about the RTI process. I am talking about the behavior strategies your school has in place for Tier 2 behavior. This could be Check In Check Out or Skillstreaming. You may also try another intervention with the student from the folder on the U:drive or the website: http://polkdhsd7.sharpschool.com/staff_resources/p_b_s_behavior_intervention

You must continue monitoring behavior through progress monitoring.

If you suspect a kid may need a change of placement due to behavior you need to make sure you are documenting the behavior thoroughly. You may contact me for data sheets but it must be documented thoroughly.

We have to make sure the interventions and BIP are being followed with fidelity. If not you need to speak with the teacher and if it doesn't change you need to speak with the admin because this is a legal document.

The 10 day documentation should be consecutive days without long gaps but if the student is absent just mark absent on the sheet and keep going. The days do not have to restart. If the student is in ISS send the form to ISS and they should collect the data just mark on the sheet the location was ISS.

F. ESY Procedures:

Extended school year (ESY) is special education and/or related services provided to a student beyond the normal school year of a public agency for the purpose of providing a free, appropriate public education (FAPE) in accordance with the student's IEP, at no cost to the family. When making the decision about ESY, remember to take into consideration the age of the child, any transitional needs and the relative importance of IEP goals at issue. ESY services are special education and related services, NOT tutoring, summer school, or enrichment

1. Select "no" for ESY in GO-IEP until February. Beginning in February, consider ESY at Annual Reviews that are due or complete an amendment to amend to "yes" if needed. **Do not select deferred.**
2. The IEP team must designate at least one goal as an ESY goal.
3. The IEP team must identify the service(s) that will need to be provided for ESY. ESY services must be added on the Services page of the IEP as separate service lines. ESY services will print **ONLY** on the ESY page of the IEP.
4. Fill out the ESY Letter of Participation and ESY Student Recommendation forms from the ESY folder on the U drive. Send these forms to PEC **along with** the IEP paperwork and Meeting Pages Checklist.
5. Refer to the SPED Calendar for the Deadline for ESY Referrals (generally mid-April). Completed ESY forms **along with** meeting paperwork indicating "yes" for ESY must be received at PEC by this date.
6. Progress Monitoring for ESY goals will be completed in GO-IEP. Caseloads will be reassigned. ESY teachers will input data and finalize progress reports during ESY.

G. Guidelines for Field Trip:

The following guidelines apply to all field trips regardless of the filed trip category.

- Each school must provide procedural plans to teachers and sponsors regarding in-house regulations.
- If the trip is approved by the principal or his designee, the teacher/sponsor must complete the Approval and Payment of Field Trip Form. There must be one form for each bus required.
- Each location to be visited must be noted on the Field Trip Request Form and the Approval and Payment of Field Trip Form.
- The principal or designee must determine the funding source and check the appropriate source on the Approval and Payment Form.
- Principals may use the school's instructional allotment or other sources to fund field trips.
- A complete list of passengers, including names, birthdates, addresses, and emergency phone numbers, must be provided to the principal and the bus driver at the time of departure of each field trip regardless of the field trip category.
- A phone number for the contact person must be included on the Approval and Payment of Field Trip Form.
- School employees who have been trained and approved by the school system are allowed to drive buses and are covered by the system's liability insurance. Employees who are trained and licensed are subject to the system's drug and alcohol testing program. School employees who are not directly involved in the field trip should not drive a bus for the field trip.
- The Georgia Department of Education regulations require a minimum of \$300,000 of liability insurance coverage on each school bus.
- Parents and teachers are discouraged, but NOT prohibited, from driving students in their personal vehicles on field trips. The school system liability insurance does NOT cover personally owned vehicles or the students in the event of an accident.
- Students are not allowed to drive their own vehicles on any field trips sanctioned by the school.

H. FTE Submission Guidelines:

Please print and staple these pages together in this specific order:

- 1) The FTE Heads Up tab in Infinite Campus
- 2) The Services page of the student's IEP
- 3) The student's Schedule in Infinite Campus

WJW, CAG, and CCHS SPED staff will take direction from their department head who will in turn get this information to PEC.

Please be reminded

- Consultative students must be served on count day.
- NO FIELD TRIPS on count day unless already pre-approved.

This is a very important process for our school district.

I. Parental Rights:

YOUR RIGHTS AS PARENTS - REGARDING SPECIAL EDUCATION

The Individuals with Disabilities Education Act, 34 C.F.R. § 300 *et seq.* (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations.

Terms used in this document

The terms "Local Educational Agency (LEA)," "public agency," "agency," "local system," or "system" refer to school systems as designated by the state of Georgia to provide special education and related services to eligible children, including public nonprofit charter schools.

The term "parent" refers to the same broad definition of parent as found in the IDEA, including the biological or adoptive parent, a foster parent, a guardian authorized to make educational decisions for the child, a person acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, an individual who is legally responsible for the child's welfare, or a surrogate that has been appointed. (34 C.F.R. § 300.30)

A copy of this notice must be given to parents only one time a school year, except that a copy must also be given to the parents: (1) upon initial referral or parent request for evaluation to determine if the student is a student with a disability; (2) upon receipt of the first written formal complaint involving the student's school system; (3) upon receipt of the first due process complaint involving the student's school system in a school year; (4) when a decision is made to take a disciplinary action that constitutes a change of placement; (5) prior to accessing a student's or parent's public benefits or insurance for the first time; and (6) upon parent request. [34 C.F.R. § 300.504(a)]

As a parent of a child who has been referred for special education services or a child who is already receiving special education and related services, you and your child have certain rights which are protected by state and/or federal law. These rights are outlined in the next few pages. Please be sure to ask your school or school system for an explanation if there is anything in them that you do not understand, if you need them in a different language, or if you want them explained to you.

CONFIDENTIALITY OF INFORMATION:

The information about your child being a child with a disability eligible under the IDEA, his or her special education and related services, and other personally identifiable information is confidential and is not released to others within the system unless they have a legitimate need to know nor is it released to other agencies or groups except under limited circumstances.

Regarding when confidential information is released, you have the right to:

1. Restrict third party access to your child's records by withholding consent to disclose records except (a) in certain limited circumstances described in the federal regulations implementing the Family Educational Rights and Privacy Act of 1974, 34 C.F.R. Part 99 (FERPA), and (b) when the records are released to officials of participating agencies for purposes of meeting a requirement under the IDEA;
2. Restrict the release of your child's personally identifiable information to officials of participating agencies that provide or pay for transition services to your child;
3. Restrict the release of your child's personally identifiable information to a private school that is not located in the LEA of your residence;
4. Be notified and receive copies before information in your child's record is destroyed;
5. Be told to whom information has been disclosed; and
6. Review and receive copies of all information sent to another agency where your child seeks or is eligible to enroll.

RECORDS:

"Education records" means the type of records covered under the definition of "education records" in the FERPA. Those regulations define "education records" as follows:

Education records mean those records that are:

- (1) Directly related to the student; and
- (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.

The term does not include:

- (1) Records that are kept in the sole possession of the maker, are used only as a person memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- (2) Records of the law enforcement unit of an educational agency subject to the provisions of § 99.8.
- (3) Records relating to an individual who is employed by an educational agency or institution that are made and maintained in the normal course of business; related exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose. However, records relating to an individual in attendance at an educational agency or institution who is employed as a result of his or her status as a student are education records.
- (4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or

paraprofessional acting in his or her professional capacity; made, maintained, or used only in connection with treatment of the student; and disclosed only to individuals providing the treatment. For the purposes of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction at the agency or institution.

- (5) Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
- (6) Grades on peer-graded papers before they are collected and recorded by a teacher.

Regarding education records, you have the right to:

1. Inspect and review all education records relating to your child without unnecessary delay and before any meeting regarding an Individualized Education Program (IEP), or due process hearing, or resolution session, and in no more than 45 days after your request has been made;
2. Have your representative review the records;
3. Request that the public agency provide copies of the records if failure to provide those copies would effectively prevent you from exercising the right to inspect and review the records;
4. Have the public agency presume that you have authority to inspect and review records of your child unless the agency has been notified that you do not have authority under state law;
5. Inspect and review only the information relating to your child if any educational record includes information on more than one child;
6. Have the public agency keep a record of parties obtaining access to your child's personally identifiable information included in education records collected, maintained, or used under the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records;
7. Have the public agency search for or retrieve educational records without charge;
8. Only be charged a fee for copies of records if the fee does not effectively prevent you from exercising your right to inspect and review those records;
9. Be informed of all types and locations of records being collected, maintained or used by the agency;

10. Ask for an explanation and interpretation of any item in the records;
11. Ask for an amendment of any record if the record is inaccurate, misleading, or violates the privacy or other rights of your child;
12. Have the agency decide whether to amend the information within a reasonable time after being asked to do so;
13. Be informed of a refusal to amend the record and your right to a hearing if the agency refuses to make the requested amendment;
14. Be informed, in writing, if the agency decides in a hearing that the information is inaccurate, misleading, or violative of the child's rights, and to have the record amended;
15. Be informed of the your right to place a statement in the record commenting on information or setting forth your reasons for disagreeing with the agency decision if it is decided in a hearing that information need not be amended; and
16. Have your explanation maintained in the record as long as the contested record is maintained, and disclosed if the contested record is disclosed.

INDEPENDENT EDUCATIONAL EVALUATION:

"Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child. "Public expense" means that the school system either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of the IDEA, which allow each state to use whatever state, local, federal and private sources of support that are available in the state to meet the requirements. [34 C.F.R. § 300.502(a)(3)(i - ii)]

You are entitled to only one independent educational evaluation of your child at public expense each time your school system conducts an evaluation of your child with which you disagree.

If you request an independent educational evaluation of your child at public expense, your school system must, without unnecessary delay, either: (a) file a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) provide an independent educational evaluation at public expense, unless the school system demonstrates in a due process hearing that the evaluation of your child that you obtained did not meet the school system's criteria.

If your school system requests a hearing and the final decision of the administrative law judge

(ALJ)/hearing officer is that your school system's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.

If you request an independent educational evaluation of your child, the school system may ask why you object to the evaluation of your child obtained by your school system. However, your school system may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school system's evaluation of your child.

Regarding independent educational evaluations, you have the right to:

1. Obtain an independent educational evaluation by a qualified examiner;
2. Have the independent educational evaluation, which was obtained at either public or private expense and meets the school system's criteria, (a) considered in meetings where placement or program decisions are made regarding a free appropriate public education (FAPE) for your child, and (b) used as evidence in a due process hearing;
3. Be told by your child's school system where an independent educational evaluation may be obtained at no expense or low expense, and the school system's applicable criteria for such evaluation;
4. An independent educational evaluation at public expense under the same criteria as those used by the public agency under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, if you disagree with the agency's evaluation, except that the public agency has the right to initiate a hearing regarding a FAPE to show that its evaluation is appropriate; and
5. Right to an independent educational evaluation at public expense when the evaluation is requested by an ALJ/hearing officer during a hearing.

NOTICE:

"Notice" means written information provided to the parent about proposed evaluations, meetings, and/or changes in program or eligibility or any other information related to the identification, evaluation, and services provided to a child with a disability under the IDEA. Written notice is provided to give you information and the opportunity to respond prior to the changes being made.

Regarding notice, you have the right to:

1. Be notified and present at all meetings before the school system initiates or changes (or refuses to initiate or change) the identification, evaluation, placement, or provision of a FAPE for your child;
2. Have that notice in writing, in your native language, or other principal mode of communication, at a level understandable to the general public;
3. Have the notice translated orally or by other means in your native language or other mode of communication, if your 's native language or other mode of communication is not a written language;;
4. Have the notice describe the proposed action, explain why it is proposed, describe the options considered by the school system, and explain why those other options were rejected;
5. Be notified of each evaluation procedure, test, assessment, record, or report the school system has used as a basis for any system-proposed action or basis for refusal;

6. A description of any other factors which are relevant to the agency's proposed action or basis for refusal;
7. A notice that includes a full explanation of all the procedural safeguards available to you;
8. Be notified of sources to contact to obtain assistance in understanding provisions of the IDEA;
9. Notice before a school system accesses your child's or your public benefits or insurance for the first time, and prior to obtaining the one-time parental consent and annually thereafter;
10. Prior written notice that contains all information in items 2 through 8 above before the agency initiates or changes or refuses to initiate or change the identification, evaluation, placement, or provision of a FAPE for your child;
11. To be present at all IEP Team meetings, including the right to (a) have the meeting at a mutually agreeable time and location, (b) be notified of whom will be in attendance, and (c) bring anyone with you that has knowledge or expertise about your child with a disability; and
12. Choose to receive all notices by email, if available in your school system. These include prior written notice, the procedural safeguards (parents' rights) notice, and notices related to due process complaints.

CONSENT:

"Consent" means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, braille, or oral communication) of all relevant information about the action for which you are giving consent;
2. You understand and agree in writing to that described action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at any time. Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

Regarding consent, you have the right to:

1. Give consent before an *initial* evaluation of your child to determine whether your child is eligible under the IDEA to receive special education and related services. You must also receive prior written notice of the proposed action from the school system.
 - a. If you refuse to provide consent or fail to respond to a request for consent, the school system may, but is not required to, pursue the initial evaluation by using mediation or due process hearing procedures to obtain that evaluation.
 - b. Consent to an initial evaluation is NOT consent to provide services under the IDEA.

- c. The public agency does not violate its child find obligations if it does not pursue the evaluation if you do not provide consent.
2. Give consent before a reevaluation is conducted. This is true unless your school system can demonstrate that: (1) it took reasonable steps to obtain your consent for your child's reevaluation, **and** (2) you did not respond.
 - a. If you refuse to consent to your child's reevaluation, the school system may, but is not required to, pursue your child's reevaluation by using mediation or due process hearing procedures to seek to override your refusal to consent to your child's reevaluation.
 - b. As with initial evaluations, your school system does not violate its obligations under the IDEA if it declines to pursue the reevaluation in this manner.
3. NOT be subject to the procedures of mediation or a due process hearing to obtain consent if you are the parent of a child who is in home school or placed in private school at parental expense and you do not provide consent for the initial evaluation or reevaluation of your child, or you fail to respond to the request to provide such consent.
 - a. The public agency is not required to consider the child eligible for services.
4. Give consent before initial placement can be made in special education. The school system must make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services.
 - a. If the parent fails to respond or refuses to provide consent for the initial provision of special education and related services, the school system may NOT use mediation or due process hearing procedures to obtain that consent.
 - b. The school system will not be in violation of its child find responsibilities nor its obligation to make a FAPE available to your child if you do not consent.
 - c. The school system is not required to convene an IEP Team meeting or to develop an IEP for a child for which consent for special education and related services has not been provided.
5. One-time written consent before the school system accesses your child's or your public benefits or insurance for the first time. You also have the right to written notification before the school system assesses your child's or your public benefits or insurance for the first time, and each year thereafter.
6. Revoke consent at any time. If at any time subsequent to the consent for initial provision of services, you revoke consent *in writing* for the continued provision of special education and related services to your child, the school system:
 - a. May decide not to continue to provide special education and related services to your child, but must, prior to ceasing the provision of services, provide prior written notice;

- b. May not use mediation or due process hearing procedures to obtain consent;
- c. Will not be in violation of the provision of a FAPE if you withdraw consent;
- d. Is not required to convene an IEP Team meeting or develop an IEP for further provision of services; and
- e. Is not required to amend your child's education records to remove any references to your child's receipt of special education and related services.

NOTE: Consent is not required prior to reviewing existing data as part of an evaluation or reevaluation or prior to administering a test that is administered to all children unless consent is required for all children.

DISPUTE RESOLUTION:

IDEA regulations set forth separate procedures for State complaints and for due process complaints and hearings. While a detailed explanation and description of all dispute resolution is contained in State Board Rule 160-4-7-.12 Dispute Resolution, both complaint procedures are explained below:

State Complaint Process

Any individual or organization may file a formal written state complaint (state complaint) alleging a violation of any IDEA requirement by a school system, the State Educational Agency (SEA), or any other public agency. A state complaint must be resolved by the SEA within a 60-calendar-day timeline, unless the timeline is properly extended.

State Complaint: The complaint must be a signed, written complaint that sets forth an alleged violation of the IDEA. The complaint shall include a statement that the local system has violated the requirements of IDEA and the facts on which the statement is based. The complaint must allege a violation that occurred not more than **one (1)** year prior to the date the complaint is received.

1. Whenever a state complaint is filed, there is a right to mediation, if both parties agree.
2. State complaints are investigated by the Georgia Department of Education (GaDOE) or its contractors. Both the complaining party and the public agency involved have the opportunity to provide information to the GaDOE during the investigation.
3. Decisions of state complaints are issued by the GaDOE within 60 calendar days, unless extended for extenuating circumstances.
4. The decisions of state complaints cannot be appealed.

Due Process Complaint Process

Only a parent, a child with a disability who has reached the age of majority, or a school system may file a due process complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a FAPE to the child. For a due process complaint, an impartial due process hearing officer must hear the complaint (if it is not resolved through a resolution meeting or mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document in the section entitled "Resolution Process," unless the hearing officer grants a specific extension of the timeline at request of either you or the school system.

Due Process Complaint: The complaint must set forth an alleged violation that occurred not more than **two (2)** years before the date the complaining party knew or should have known about the alleged action that forms the basis for the complaint. A due process complaint is a request for a hearing to occur to resolve the matter. The two-year time limitation does not apply if the complaining party could not file a due process complaint within the timeline because: (1) the school system specifically misrepresented that it had resolved the issues identified in the complaint; or (2) the school system withheld information from the complaining party that it was required to provide to the complaining party under Part B of the IDEA.

1. **Responsibility to file due process complaint notice.** A parent or school alleging a due process violation under IDEA, or his or her attorney, is required to provide a due process complaint notice to the other party (or their attorney) and the GaDOE. The notice must include the name and home address of the child; the name of the school the child attends; in the case of a homeless child or youth, the child's contact information and the name of the child's school; a description of the nature of the problem; and a proposed resolution. The party presenting the due process complaint must file this notice before a due process hearing can occur.
2. **Responsibility to provide sufficient notice of the nature of the problem for which you are filing a due process complaint.** If the school system feels that the parent's due process complaint notice is insufficient, the system must notify the hearing officer in writing within 15 days of receiving the complaint.
 - a. ALJs/hearing officers then have up to 5 days to determine if the notice meets the requirements of the IDEA. Upon making a determination, the ALJ/hearing officer must immediately notify all parties in writing of the decision. If the ALJ/hearing officer determines that the complaint is sufficient, the school must respond to the due process complaint. If the ALJ/hearing officer determines that the complaint is not sufficient, the parent has the opportunity to resubmit a new complaint and the timelines start over.
3. **Prior written notice regarding the subject matter of the due process complaint.** When the school system receives a due process complaint notice, it must first determine whether it provided prior written notice regarding the subject matter of the due process complaint. If it had not done so, the school system must provide a response to the parents within 10 days of receiving the due process complaint notice. Prior written notice must contain the following:

- a. An explanation of why the agency proposed or refused to take the action raised in the due process complaint;
 - b. A description of other options that the IEP Team considered and the reasons those options were rejected;
 - c. A description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and
 - d. A description of the relevant factors in the school system's proposal or refusal.
4. **Resolution Session.** Within 15 days of when a complaint is filed, the system must convene a resolution session between the parents and relevant members of the IEP Team. A resolution session provides an opportunity for parents and school systems to resolve any issues in the due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child. The resolution session must occur before a due process hearing may proceed unless both parties agree to use the mediation process or they both agree in writing to waive the resolution session and mediation.
- a. The session must include a representative of the school system who has decision-making authority on behalf of the school system.
 - b. The session may not include an attorney for the system unless the parent is also accompanied by an attorney.
 - c. The session provides an opportunity for the party who filed the due process complaint to discuss the complaint and the facts forming the basis of it and an opportunity for the responding party to resolve the complaint.
 - d. If the parties reach an agreement, they must execute a legally binding agreement that is signed by the parents and the school system representative.
 - e. The agreement is enforceable in any state court of competent jurisdiction or in a U.S. district court. Either party may void the agreement up to three (3) days after its execution.
 - f. If the due process complaint is not resolved to the satisfaction of the parent within 30 days of the receipt of the complaint through this resolution session, the parties may proceed to a due process hearing.
5. **Impartial Due Process Hearing.** Whenever a due process complaint is filed, the parties have the right to an impartial due process hearing conducted by GaDOE or a contracted impartial agent of the GaDOE. The hearing shall be at no cost to either party. However, each party is responsible for his, her, or its costs associated with hiring legal counsel or expert witnesses, unless a court awards the recovery of such costs to the prevailing party.

Regarding due process hearings, you have the right to:

1. Have the hearing chaired by an ALJ/hearing officer who is not employed by a public agency involved in the education of your child or otherwise personally or professionally interested in the hearing (the ALJ/hearing officer is not an employee of the agency solely because he or she is paid by the agency to serve as an ALJ/hearing officer).
2. A list of the persons who serve as ALJs/hearing officers, including a statement of the qualifications of each of those persons.
3. Be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities at a hearing.
4. Be told by the local system of any free or low-cost legal and other relevant services available (e.g., an expert on disability conditions that may be a witness at the hearing) when you request information or you or the system initiate a due process complaint.
5. An expedited due process hearing whenever you file a due process complaint regarding the manifestation of a disability
6. Have your child present at the hearing.
7. Have the hearing open to the public.
8. Present evidence and confront, cross-examine, and compel the attendance of witnesses at the hearing.
9. Have the hearing or an appeal set at a time and place reasonably convenient to you and your child.
10. Have, at least five (5) business days prior to a hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
11. Ask an ALJ/hearing officer to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five (5) business days before the hearing.
12. Have a written or, at your option, electronic, verbatim record of the hearing.
13. Obtain written or, at your option, electronic findings of fact and decisions within 45 days after the resolution session period, except that the ALJ/hearing officer may grant a specific extension of time at the request of either party.
14. The implementation of a final decision made by the ALJ/hearing officer, unless a party brings a civil action in a state court of competent jurisdiction or a U.S. district court. If a party chooses to bring a civil action, your child will remain in his or her present educational placement until the completion of all appeals unless both parties agree otherwise. Any corrective or compensatory actions required in the decision will not occur until completion of all appeals.

15. Appeal the decision of the ALJ/hearing officer by bringing a civil action in state or federal court within 90 days from the date of the decision of the ALJ/hearing officer.
16. Have your child remain in his or her present educational placement until completion of all hearing and appeal proceedings, unless you and the agency agree otherwise. This right does NOT apply to appeals regarding placement under discipline procedures, manifestation determinations, or when a school system believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others. During those appeals, the child must remain in the interim alternative educational setting pending the decision of the ALJ/hearing officer or until the expiration of the time period specified in the disciplinary code or federal law, whichever occurs first, unless the parent and the State or school system agree otherwise.
17. Have your child placed in the public school program until the completion of all the proceedings if the due process complaint involves an application for initial admission to the public school.

NOTE: You may file a state complaint or a due process complaint if you disagree with a determination by the school system that your child's behavior was not a manifestation your child's disability.

Attorneys' Fees

U.S. District Courts can award reasonable attorneys' fees to prevailing parties, whether they are a parent, SEA, or local system as part of any settlement of a due process complaint or civil action. Attorneys' fees awarded to SEAs or local systems may only be granted under certain guidelines.

1. The attorney of a parent may be forced to pay the public agency's attorneys' fees when that attorney files a complaint or civil action that is frivolous, unreasonable, or without foundation, or if the attorney continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation.
2. The parents or their attorney may be forced to pay the public agency's attorneys' fees if the parents' due process complaint or subsequent civil action was presented for any improper purpose, such as to harass, cause unnecessary delay, or needlessly increase the cost of litigation.
3. Not all legal and administrative proceedings and services are eligible for reimbursement. A court may not award attorneys' fees for any services performed subsequent to the time of a written offer of settlement that is made to the parents if:
 - a. The offer is made in accordance with Rule 68 of the Federal Rules of Civil Procedure, or in the case of an administrative hearing, at any time more than 10 days prior to the hearing;

- b. The offer is not accepted within 10 days; and
 - c. The court or administrative hearing officer find that the relief finally obtained by the parents is not more favorable than the offer of settlement. However, attorneys' fees may be awarded to parents who were substantially justified in rejecting the settlement offer.
4. In addition, IEP Team meetings are not eligible for reimbursement unless the meeting is convened as a result of an administrative proceeding or judicial action, or, at the discretion of the state, for a mediation session.
 5. Attorneys' fees for Resolution Sessions are also ineligible for reimbursement

Mediation

Mediation may be requested by the parent, school system or any party to disagreements related to the IDEA.

1. Mediation shall be at no cost to either party, except that either party shall be responsible for the cost of an attorney or other representative or advisor.
2. Mediation is voluntary.
3. Mediation shall not be used to deny or delay a right to a hearing.
4. Mediations shall be scheduled in a timely manner and held in a location convenient to the parties in the dispute.
5. Mediations shall be conducted by a qualified and trained mediator who is impartial and randomly selected by the state.
6. Discussions during mediation are confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding.
7. If the dispute is resolved in mediation, the parties must enter into and sign a legally binding agreement that sets forth the resolution.

NOTE: Resolution session agreements, mediation agreements, and due process decisions are legally binding and may be enforced through state court of competent jurisdiction or U.S. district court.

NOTE: Any party may also file a state complaint alleging that a resolution agreement, a mediation agreement, or a due process decision has not been carried out by the parties. The GaDOE will conduct an investigation under the state complaint procedures and issue a written decision.

EVALUATIONS:

Evaluations may occur when a child is suspected of being a child with a disability who needs special education and related services. Evaluations (usually termed "reevaluations") may also occur to determine the current educational needs for a child who is eligible and is receiving special education and related services. A school system may refuse to evaluate your child, but the school system must provide you with prior written notice that explains its refusal and explains that you are entitled to a due process hearing to determine if your child should be evaluated.

In reference to evaluations, you have a right to:

1. Have a full and individual evaluation of your child's educational needs;
2. Have the evaluation conducted by a multidisciplinary team, including at least one specialist with knowledge in the area of the suspected disability;
3. Have your child assessed in all areas related to any suspected disability;
4. Have appropriate tests administered by qualified examiners;
5. Have a variety of assessment tools and other factors used to gather relevant functional, developmental, and academic information in determining the eligibility of your child for special education and related services and the appropriate educational program for your child;
6. Have more than one assessment or piece of data used to determine eligibility and the appropriate educational program;
7. Provide information on other privately obtained assessments (conducted by qualified examiners) and have that information considered in the process of determining whether your child is a child with a disability and the educational needs of your child;
8. Have the evaluation administered in your child's native language or mode of communication;
9. Have a reevaluation at least once every three years;
10. Have a reevaluation in less than three years if you or your child's teacher requests it. However, reevaluations shall not occur more frequently than one time per year unless you and the school system agree otherwise;
11. Have initial evaluations completed and an eligibility decision made within 60 calendar days of receiving parental consent, unless the referral occurs less than 30 days prior to the end of the school year or in the summer;
 - a. Any summer vacation period in which the majority of a school system's teachers are not under contract shall not be included in the 60-day timeline for evaluation. However, a school system is not prohibited from conducting evaluations over a summer vacation period.

- b. Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60-day timeline, including the weekend days before and after such holiday periods.
 - c. Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.
12. Have the eligibility decision for initial determination based on: (a) the presence of a disability as defined in the IDEA; and (b) the documentation of the impact of the disability on the education of your child;
13. Have a copy of the evaluation report and documentation of eligibility provided to you at no cost.

NOTE: In the case of a previous revocation of consent to provide special education and related services, a new referral shall be treated as an initial evaluation.

LEAST RESTRICTIVE ENVIRONMENT:

“Least restrictive environment” is the term used to describe the right for a child with a disability to remain with his or her peers without disabilities to the maximum extent appropriate for his or her education. Each child is different and the IEP Team determines the setting for special education services to be delivered. A child should remain in the regular classroom with special education and related services provided in the regular classroom unless there is evidence that this environment is not successful even with supports and services.

Regarding the least restrictive environment, you have the right to:

1. Have your child educated with non-disabled children to the maximum extent appropriate as determined by the IEP Team;
2. Have your child remain in a regular education environment, unless a special class or separate school is needed. Removing a child from a regular class environment should be done only when the nature or severity of the disability is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily;
3. Have available a continuum of alternative placements so that removal from the regular educational program can be the least restrictive situation;
4. Have supplementary services, such as resource room or itinerant instruction, to make it possible for your child to remain in a regular class placement for the majority of the school day;
5. Have your child placed in the school he or she would attend if non-disabled, unless your child’s IEP requires some other arrangement;

6. Have your child participate in non-academic and extracurricular services and activities, such as meals, recess, counseling, athletics, and special interest groups, to the maximum extent appropriate to the needs of your child. The school system must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for your child to participate in nonacademic settings.

SURROGATE PARENTS:

A "surrogate parent" is a person appointed for a student for whom no parent can be identified or who is a ward of the state or whose parent's whereabouts cannot be discovered, after reasonable efforts by the school system.

1. When a child is a ward of the State, the surrogate may alternatively be appointed by the judge overseeing the child's case provided that the surrogate meets the requirements of the IDEA.
2. When a child is an unaccompanied youth, as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11434a(6)), the local system shall appoint a surrogate in accordance with those requirements.
3. The school system shall make reasonable efforts to ensure the assignment of a surrogate not more than 30 days after there is a determination by the system that the child needs a surrogate.
4. The school system must have a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child, and the provision of a FAPE to the child. A surrogate parent must:

1. Have no personal or professional interest that conflicts with the interests of the student represented;
2. Have knowledge and skills that ensure adequate representation of the student; and
3. Not be an employee of the GaDOE, the local system, or any other agency that is involved in the education or care of the child.

PRIVATE SCHOOL PLACEMENT AT PUBLIC EXPENSE:

The IDEA does not require a school system to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the school system made a FAPE available to the child and the parent chose to place the child in a private school or facility. However, for students enrolled in private schools, the school system where the private school is located must include the

child in the population of those whose needs are addressed under the IDEA provisions regarding children who have been placed by their parents in a private school.

1. When a child is placed by the parent in a nonprofit private elementary or secondary school, the system where the private school is located must consider the student an eligible child in any provision or consideration of proportionate share of federal funds. There is no individual entitlement to special education and related services when a child is parentally enrolled in a private elementary or secondary school in the circumstances described above.
2. If a child with a disability who has previously received special education and related services from the school system has been enrolled by his parents in a private elementary or secondary school without the consent of, or referral by, the school system due to a disagreement about the provision of a FAPE, a court or ALJ/hearing officer may require the school system to reimburse the parents for the cost of that enrollment if the court or ALJ/hearing officer finds that the school system had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate.
3. The cost of any reimbursement described in paragraph (2) above may be reduced or denied if:
 - a. At the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents failed to inform the IEP Team that they were rejecting the placement proposed by the school system to provide a FAPE to the child, including stating their concerns and their intent to enroll their child in private school at public expense; or
 - b. The parents failed, at least 10 business days (including any holidays that occur on a business day) prior to removal of the child from the public school, to give the school system written notice that they were rejecting the placement proposed by the school system to provide a FAPE to the child, including stating their concerns and their intent to enroll their child in private school at public expense; or
 - c. Prior to the parents' removal of the child from the public school, the school system provided to the parents written notification of its intent to evaluate the child, along with a statement of an appropriate and reasonable purpose of such evaluation but the parents did not make the child available for the evaluation; or
 - d. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.
4. Reimbursement must not be reduced or denied for failure of the parent to provide notice referred to in paragraph (3) above if:
 - a. The school prevented the parent from providing the notice;
 - b. The parent had not received his or her notice of rights; or
 - c. Compliance with the notice requirements would likely result in physical harm to the child.

5. Reimbursement may, in the discretion of the court or ALJ/hearing officer, not be reduced or denied for failure of the parent to provide notice referred to in paragraph (3) above if:
 - a. The parent is illiterate or cannot write in English; or
 - b. Compliance with the notice requirements would likely result in serious emotional harm to the child.

PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES:

School personnel may, for not more than ten (10) school days in a row, remove a child with a disability who violates the code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension without consulting the student's IEP Team. School personnel may also impose additional removals of not more than ten (10) days for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

Once a child has been removed from his or her current placement for a total of ten (10), consecutive or non-consecutive, school days in the same school year, the school system must, during any subsequent days of removal in that school year, provide services that enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set forth in the child's IEP.

Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is less than ten school days and is not a change in placement), the school system, the parent, and relevant members of the IEP Team (as determined by the parent and the school system) must review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parent to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the school system's failure to implement the child's IEP.

If the school system, parents, and relevant members of the IEP Team determine that either of these conditions was met, the conduct must be determined to be a manifestation of the child's disability. If the conduct was the result of the school system's failure to implement the IEP, the school system must take immediate action to remedy those deficiencies.

When the conduct is determined to be a manifestation of the student's disability, the IEP Team must conduct (or review if already in place) the functional behavioral assessment (FBA) and develop and implement (or review and modify) a behavioral intervention plan (BIP) for the student to address the behavior so as to prevent it from occurring in the future. The child shall be returned to the placement from which he or she was

removed, unless the parent and the school system agree to a change of placement as part of the modification of the BIP.

If the determination is that the behavior of your child was not a manifestation of his or her disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities, except that the child must:

- a. Continue to receive educational services so as to enable your child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in your child's IEP; and
 - b. Receive, as appropriate, a FBA, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
1. If your child carries a weapon to school or to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance while at school or a school function, inflicts serious bodily injury on another person while at school, on school premises, or at a school sponsored function, school system personnel may order a change in the placement of your child to:
 - a. An appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be applied to children without disabilities), or
 - b. An appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days without regard to whether or not the behavior was a manifestation of disability.

The alternative educational setting shall be determined by the IEP Team.

2. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate.
3. An ALJ/hearing officer may order a change in the placement of your child to the IEP-determined appropriate interim alternative educational setting for not more than 45 days if the ALJ/hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others and determines that the interim alternative educational setting meets the requirements of paragraph (4).
4. Any interim alternative educational setting in which your child is placed pursuant to paragraph (1) or paragraph (4) in this section shall be selected so as to enable your child to continue to:
 - a. Receive educational services in order to participate in the general curriculum, although in another setting, and to continue to progress toward the goals set out in the IEP; and

- b. Receive, as appropriate, the services and modifications of a FBA and BIP designed to address the behavior so that it does not recur.
5. If you request an expedited due process hearing regarding a disciplinary action described in paragraph (1)(b) or paragraph (3) to challenge the interim alternative educational setting or the manifestation determination, your child shall remain in the interim alternative educational setting pending the decision of the ALJ/hearing officer or until the expiration of the time period provided for in paragraph (1)(b) or paragraph (3), whichever occurs first, unless you and the State or the school system agree otherwise. Such expedited due process hearing must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing. A resolution session meeting must occur within seven (7) days of the date the hearing is requested, and the hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request. The decision of an expedited due process hearing may be appealed.
 6. If a child has not been determined eligible for special education and related services and violated a code of student conduct, but the school system had knowledge before the behavior occurred that the child was a child with a disability, then the child may assert the protections described in this notice.
 - a. A school system has knowledge that the child may be a child with a disability if:
 - i. The parent of the child has expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel or the teacher of the child;
 - ii. The parent requested an evaluation related to eligibility for special education and related services under the IDEA; or
 - iii. The child's teacher or other school system personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the school system's director of special education or to other supervisory personnel of the school system.

b. A school system does not have knowledge if:

- i. The child's parent has not allowed an evaluation of the child, has refused special education and related services, or has revoked consent for the delivery of special education and related services; or
- ii. The child has been evaluated and determined not to be a child with a disability eligible for services under the IDEA.

If you would like a further explanation of any of these rights, you may contact the following persons or organizations for assistance:

1. The special education director for your local school system;

2. The Division for Special Education Supports and Services at the Georgia Department of Education, located at Suite 1870, Twin Towers East, Atlanta, Georgia 30334-5010. The telephone number is (404) 656-3963; and
3. Regional Georgia Learning Resource System (GLRS) Centers. Their contact information is located at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-EducationServices/Pages/Georgia-Learning-Resources-System.aspx>.

The rules for special education are posted on the Georgia Department of Education's website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-EducationServices/Pages/Special-Education-Rules.aspx>.

COLQUITT COUNTY BOARD OF EDUCATION
PROGRAM FOR EXCEPTIONAL CHILDREN

INFORMATION NEEDED FOR REQUEST FOR INITIAL TESTING

Student Name:		Referring Teacher:	
School:		DOB & GRADE	/

Please check appropriate Request:

- Requesting Full Psychological (Speech screening indicates no areas of concern)*
- Requesting Speech Evaluation and Full Psychological*
- Requesting Speech Evaluation with Brief Psychological*

- **ONCE SST TEAM DETERMINES THE NEXT STEP IS TO RECOMMEND FOR EVALUATION: SEND COPY OF REFERRAL PACKET TO PEC FOR APPROVAL ALONG WITH THIS CHECKLIST. ORIGINAL PACKET REMAINS AT SCHOOL.**
- **PACKET COMPONENTS SHOULD BE INCLUDED IN THE ORDER GIVEN BELOW.**
- **NO STAPLES, NO PAPER CLIPS, ONE SIDED COPIES ONLY**

1. REFERRAL TO SPECIAL EDUCATION FORM --- COMPLETED AND SIGNED
2. COMPLETED SST RUBRIC SHOWING SST TEAM REVIEWED ALL INDICATORS FOR COMPLIANCE
3. SST INFORMATION ORGANIZED BY MEETING DATE, BEGINNING WITH THE MOST RECENT MEETING

- **WHEN THE NEXT STEP ON THE MEETING NOTES PAGE IS TO RECOMMEND FOR EVALUATION, JUSTIFY THE RECOMMENDATION AND INCLUDE FULL COMMITTEE SIGNATURES**

4. TIER 2 DATA
5. VISION/HEARING SCREENING --- (Passed Within 9 Months) DATE: _____
(Psychologist/SLP - scan and attach in GO-IEP)
6. SPEECH SCREENING FORM WITH PROTOCOL
7. ANY ADDITIONAL SCREENINGS OR OUTSIDE EVALUATIONS (FBA/BIP completed if EBD considered)
8. OBSERVATION FOR EACH DEFICIT AREA: Type, save on U: School folder: Observations (current school year), and include copy with packet.
9. ANALYSIS SHEET FOR EACH DEFICIT AREA (INCLUDE ONE WORK SAMPLE PER ANALYSIS SHEET)

Signature of Person Who Reviewed and Approved
This Packet at School Level (Not the Referring Teacher)

Date Reviewed at School Level and Sent to PEC.

FOR PEC USE ONLY

- ____ 1. PACKET APPROVED _____
- ____ 2. GENERATE CONSENT FOR AP
- ____ 3. CONSENT RECEIVED
- ____ 4. CONSENT SIGNED BY PARENT/GUARDIAN
- ____ 5. CONSENT UPLOADED INTO GO-IEP
- ____ 6. PACKET SENT TO PSYCHOLOGIST/SLP

FOR PSYCHOLOGIST/SLP USE ONLY

1. PSYCH EVAL DATE _____
2. SPEECH EVAL DATE _____
3. DATE OF COMPLETION OF INITIAL EVAL AND ALL EVAL REPORTS _____
4. ELIGIBILITY AREA(S) _____
5. ELIGIBILITY MEETING DATE _____

J. Procedures for Re-evaluation Data Review:

Procedures for a Reevaluation Data Review (RDR) (ALL DISABILITIES)

1. Reevaluation Data Review should be held the school year before the eligibility due date on the Timelines tab in GO.
2. Complete Reevaluation Data Review form in GO IEP. Refer to the eligibility area chart in the Help manual under *Eligibility Report -> Eligibilities to consider*.
3. If additional testing was requested, complete packet using Reevaluation Checklist.
4. Packets are due within two weeks of the Reevaluation Data Review meeting. (***WJW, CAG, CCHS submit to Dept. head, ELEMENTARY send to PEC***). An email will be sent to case manager if the packet is late to document delay.

June 2021

Colquitt County Board of Education
Program for Exceptional Children
**INFORMATION NEEDED FOR
REEVALUATION REFERRALS**

Current Eligibility Area(s): _____
Reevaluation Due Date: _____

Student Name:		Referring Teacher:	
School:		DOB & GRADE	/

Please check appropriate Request:

- _____ Requesting Full Psychological
- _____ Requesting Speech Reevaluation and Full Psychological
- _____ Requesting Speech Reevaluation

- SEND **COPY** OF REFERRAL PACKET TO PEC FOR APPROVAL ALONG WITH THIS CHECKLIST. **ORIGINAL PACKET REMAINS AT SCHOOL.**
- PACKET COMPONENTS SHOULD BE INCLUDED IN THE ORDER GIVEN BELOW.
- NO STAPLES, NO PAPER CLIPS, ONE SIDED COPIES ONLY

1. FULL REEVALUATION DATA REVIEW WITH SIGNED MINUTES (printed copy) Date: _____
2. CONSENT TO REEVALUATE (printed copy) Date: _____
3. VISION/HEARING SCREENING---Date: _____ (PASSED WITHIN 9 Months)
(Psychologist/SLP scan and attach in GO-IEP)
4. ANALYSIS SHEET FOR EACH DEFICIT AREA (INCLUDE ONE WORK SAMPLE PER ANALYSIS SHEET)
5. DATE OF LAST PSYCHOLOGICAL EVALUATION: _____
(If not in GO-IEP or Infinite Campus, please include a printed copy.)
6. DATE OF LAST SPEECH EVAL (if applicable): _____
(If not in GO-IEP or Infinite Campus, please include a printed copy.)
7. DATE OF LAST FULL ELIGIBILITY: _____
(If not in GO-IEP or Infinite Campus, please include a printed copy.)
8. OBSERVATION FOR EACH DEFICIT AREA: Type and Save on Udrive: School folder: Observations (current school year) and include a copy with this packet.
9. CURRENT PROGRESS MONITORING DATA ENTERED IN GO-IEP: YES/NO (circle one)

Signature of Person Who Reviewed and Approved This Packet _____	Date Copy of Packet Sent to PEC _____
--	--

FOR PSYCHOLOGIST/SLP USE ONLY
1. PSYCH EVAL DATE _____
2. SPEECH EVAL DATE _____
3. REEVAL ELIG MEETING DATE _____
4. ELIGIBILITY AREA(S) _____

K. Procedures for Separate Class Referrals:

1. Referral Forms may be obtained from the Director. At this time, they will also indicate which separate class will process the referral. **NOTE:** Parents should be involved and informed early in this process. A placement meeting should not be their first exposure to the possibility of their child being placed in a separate class.
2. Complete the forms in this packet and return them along with a copy of the **current I.E.P.**, the **psychological**, the **eligibility report**, **work samples**, and the most current **GMAS scores** to the Director.
3. The packet will then be sent to the Separate class teacher by the Director, who will schedule a time to conduct an observation of the student and have a conference with the referring school personnel. The appropriateness of placement will be discussed at this meeting.
4. Once it has been determined that all less restrictive placements and interventions have been exhausted, a placement meeting will be scheduled to proceed with **possible** placement in the separate class.
5. Upon the committee's recommendation that the student be placed in the separate class, a plan will be developed for the student to visit his/her new class, before being transferred, to ease the transition and thereby promote student success. **NOTE:** More than one visit may be needed.

Important Details

- * Referrals for placement for the current year will not be accepted after the spring holidays without documentation demonstrating the need for special consideration.
- * Reevaluations due within 6 months of this possible change in placement must be done **BEFORE** moving forward with the referral.
- * All paperwork must be **current, correct, & complete** before proceeding with referral.
- * As noted above, a consideration of separate class placement should **NEVER** occur without the separate class teacher's involvement. **Two meetings** should be scheduled through the referral process and only on the second of these should placement be decided.
- * Referrals for consideration of placement at the beginning of the upcoming school year must be completed (including all steps of the above described process) prior to the end of the current year so that all procedures can be followed.

Procedures for Referrals to Horizon

1. Referring teacher contacts admin to refer child to behavior specialist.
 - a. FBA and BIP **must** be in place prior to referral.
 - b. Notify parent
2. Behavior Specialist will attach the following information to the referral:
 - a. Most Recent Eligibility (Emotional Behavioral Disorder or Autism)
 - b. Most Recent Individual Education Plan (IEP)
 - c. Most Recent psychological
 - d. Most Recent FBA/BIP
3. Referral must be signed by the referring teacher, principal, and SPED director or designee (we cannot proceed without all of the above signatures)
4. Special Education Director will also review the packet for appropriateness and ensure that all services within the regular school setting have been exhausted.
5. Behavior Specialist will submit packet to the Horizon Coordinator. Coordinator will review the packet and assign a Horizon Personnel to the case.
6. Horizon Personnel will contact the referring teacher to arrange a time to observe the student. Behavior assessments will be distributed to the referring teacher and any other teachers who serve the student. Behavior assessments should be returned to the Horizon Personnel.
7. Horizon Personnel will contact the parent to complete a social history on the student.
8. Horizon Personnel will submit the information to the Horizon Team for assessment.
9. A meeting will be scheduled at the home-school to discuss the results of the assessment and placement recommendations.

L. Medicaid:

Medicaid Procedures

1. If parents *attend IEP* meeting, give cover letter to explain Medicaid and have parents sign the Medicaid and/or Peachcare Consent Form. This is to ensure that we are not missing anyone that has Medicaid. Send the signed original to Tanya and keep a copy for your records.
2. If parents *do not attend* IEP meeting, send home with student cover letter to explain Medicaid and have parents sign the Medicaid and/or Peachcare Consent Form. Send the signed original to Tanya and keep a copy for your records. Please keep a record of what parents you have received back releases and those that do not want us to bill Medicaid.
3. You need to keep the Medicaid consent copy in the student's file.

This is what you should have from your new parents/IEP Students that you send to Tanya:

1. Copy of Medicaid card, if available /number
2. Signed Medicaid and/or PeachCare Consent Form with doctor's name

This is the information you should have from your students that already have Medicaid:

- A. Copy of Medicaid Card/number
- B. Continue to keep progress monitoring daily in Paddynet. NOTE: If you dismiss or when you become aware of student losing Medicaid eligibility, email Paddynet. Reminder: DO NOT schedule different services (OT,ST,PT) on same day!

M. Speech Screening:

The following is a list of Screeners we use in Colquitt County. A regular education screening consent must be signed before giving these screeners.

Speech Screeners

Articulation

(All Grades)

- SI Intelligibility Rating (Carol Bowen's website)
- Caroline Bowen's Quick Screener (www.speech-language-therapy.com)
- Fluharty-2 (ages 3-6)

Language

- Bracken School Readiness Assessment Screening Tool (k-2 gr)
- PLS4 Screener (Prek-K)
- Fluharty-2 (ages 3-6)
- CELF-4 Screener (3-12 gr)

Fluency

- CAT (questionnaire)
- Intelligibility Rating

Voice

- CAT (questionnaire)
- Intelligibility Rating

Pragmatics

- Checklist in speech notebook

Oral Motor

- Oral motor checklist in speech notebook

Colquitt County School System
Parental Consent for Regular Education Testing

Date: _____

Dear Parent/Legal Guardian/Surrogate parent of _____,

Your child was referred by _____
for screening tests. If you have any questions or want to know more details about the testing,
please call your child's teacher.

If you agree to have this screening done, you can request to know the exact time and place that
it will occur. You will be invited to a meeting to discuss the results within 30 school days
following the testing.

The screening/testing may include the following areas: vision, hearing, motor skills, behavioral,
social/emotional, achievement, speech/language or others.

Please sign below if you agree for testing to take place and return this form to your child's
teacher.

Thank you for your cooperation.

Sincerely,

Student Name: _____

Birthdate: _____

_____ Yes, I agree for the Colquitt County Schools to screen/test my child.

_____ No, I do not agree for the Colquitt County Schools to screen/test my child.

(Signature of Parent/Guardian/Surrogate)

(Date)

N. Procedures for Drop-Out:

Procedures for Drop-Out Students

1. Have an IEP meeting prior to student leaving
2. Document the IEP Committee does not recommend the student drop-out of school
3. Review with the parent(s) and student all the IEP services that will be offered to the student
4. If student is still adamant about dropping-out then send an email to Department Head and Due Process Coordinator (PEC).

O. Filing Cabinet Access Information:



PEC

**COLQUITT COUNTY BOARD OF EDUCATION
PROGRAM FOR EXCEPTIONAL CHILDREN**

710 Lane Street
MOULTRIE, GEORGIA 31768
(229) 890-6192 FAX: (229) 890-6137

Amanda Horne
Director

Robbye Hodges
Bookkeeper/Secretary

SPECIAL EDUCATION ACCESS INFORMATION
TO
CONFIDENTIAL INFORMATION

ACCESS TO RECORDS OF SPECIAL EDUCATION STUDENTS IS LIMITED TO PERSONNEL WHO ARE DIRECTLY INVOLVED WITH THE STUDENT(S)' EDUCATION PROCESS.

SCHOOL ADMINISTRATORS

PARENT/GUARDIAN

DIRECTOR OF SPECIAL EDUCATION

SPECIAL EDUCATION SPECIALIST(S)

SCHOOL PSYCHOLOGIST(S)

SPECIAL EDUCATION TEACHER(S)

REGULAR EDUCATION TEACHER(S)

SCHOOL COUNSELORS

SCHOOL SOCIAL WORKER(S)

SPECIAL EDUCATION STUDENT AT AGE 18

SPEECH PATHOLOGIST(S)

OTHERS MUST HAVE WRITTEN CONSENT FROM PRINCIPAL AND/OR PARENT/GUARDIAN.

ACCESS SHEETS MUST BE MAINTAINED AND SIGNED IN STUDENTS' RECORDS.