

Georgia School for Innovation and the Classics
Special Education Procedures Manual
2017-2018

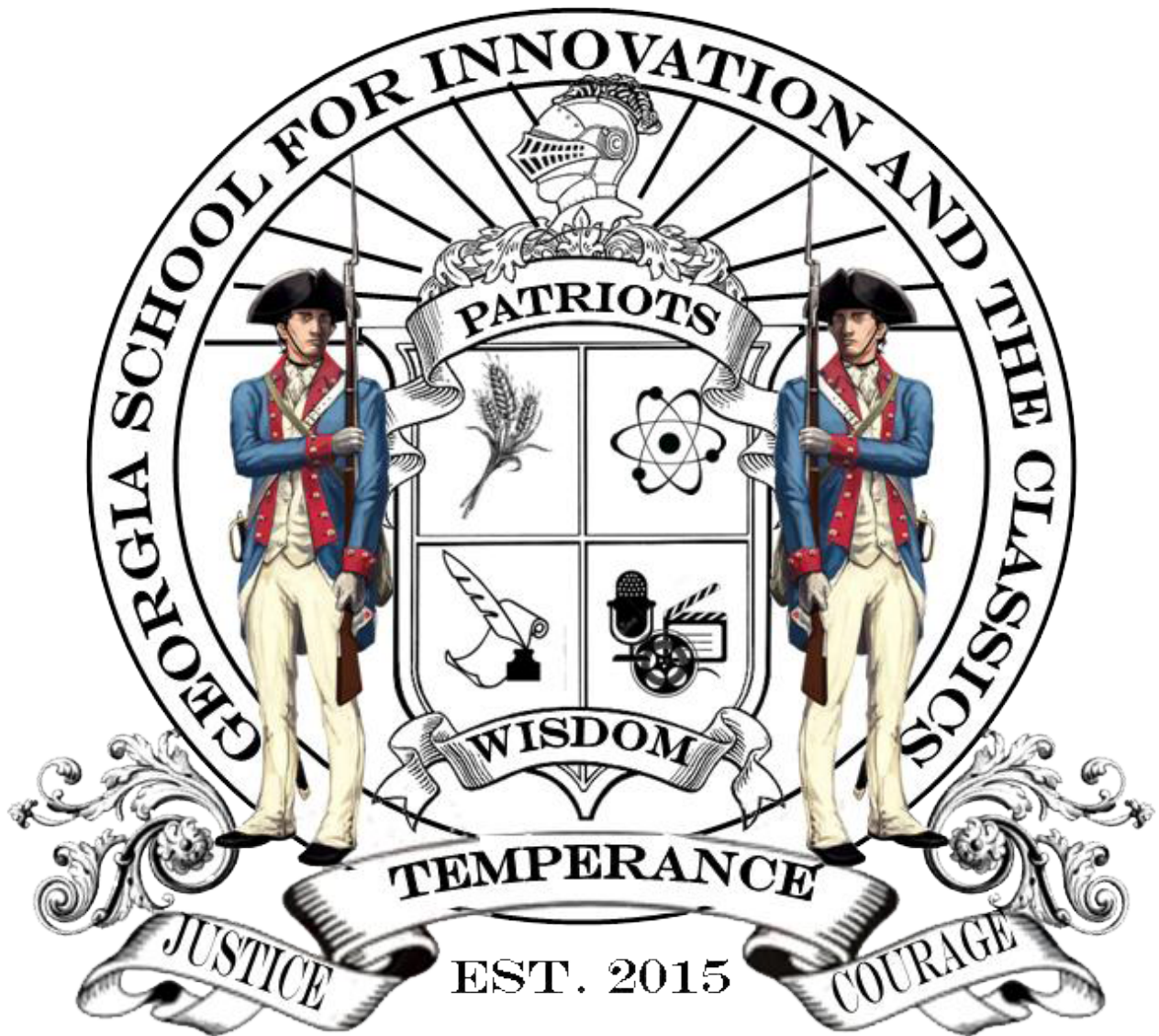


Table of Contents

INTRODUCTION.....	8
PURPOSE.....	9
BELIEF	9
MISSION	9
VISION.....	9
GEORGIA SCHOOL FOR INNOVATION AND THE CLASSICS SPECIAL EDUCATION CONTACT INFORMATION.....	10
SECTION 1: IDENTIFICATION PROCESS.....	11
CHILD FIND PROCEDURES.....	11
<i>Definition.....</i>	11
<i>Public Notice of Annual Child Find Activity.....</i>	11
<i>Screening and Evaluation of All Children with Suspected Disability Ages 3-21.....</i>	11
INTERVENTIONS PRIOR TO REFERRAL.....	13
<i>Screening.....</i>	13
<i>Pre-referral Interventions.....</i>	14
<i>Documentation of Interventions.....</i>	14
<i>Referral Sources.....</i>	14
STUDENT SUPPORT TEAM.....	15
<i>Steps of SST Process.....</i>	15
ADDITIONAL INFORMATION.....	16
TECHNICAL ASSISTANCE.....	16
CHILD FIND NOTICE	17
EVALUATIONS AND REEVALUATIONS	18
<i>Initial Evaluation Procedures.....</i>	18
<i>Timelines.....</i>	19
<i>Hearing/Vision</i>	19
<i>Informed Parent Consent</i>	19
<i>Reevaluations.....</i>	19
<i>Redetermination of Eligibility Meeting</i>	20
<i>Evaluation Procedures.....</i>	21
<i>Typical Steps in the Evaluation Process.....</i>	22
DISCONTINUATION OF SERVICES	24
CHANGE OF SPECIAL EDUCATION STATUS.....	25
INDEPENDENT EVALUATIONS - REQUEST FOR AN INDEPENDENT EVALUATION.....	25
ELIGIBILITY DETERMINATIONS AND CATEGORIES OF ELIGIBILITY	27
<i>Determination of Eligibility.....</i>	27
AN INITIAL ELIGIBILITY/IEP PLACEMENT MEETING ONLY OCCURS IN 2 SITUATIONS:.....	27
SCHEDULING OF MEETING:.....	27
ELIGIBILITY PORTION OF MEETING:.....	27
IEP PORTION OF MEETING:.....	28
TECHNICAL ASSISTANCE:.....	28
SAMPLE ELIGIBILITY MEETING AGENDA.....	30
ELIGIBILITIES.....	31
<i>DETERMINATION OF ELIGIBILITY.....</i>	31
<i>ELIGIBILITY REPORT.....</i>	32
<i>AUTISM SPECTRUM DISORDER (AUT).....</i>	33
<i>DEAFBLIND (DB).....</i>	35

DEAF/HARD OF HEARING (D/HH).....	36
EMOTIONAL AND BEHAVIORAL DISORDER (EBD).....	38
INTELLECTUAL DISABILITY (ID).....	40
MILD INTELLECTUAL DISABILITY (MID).....	42
ORTHOPEDIC IMPAIRMENT (OI).....	43
OTHER HEALTH IMPAIRMENT (OHI).....	45
SIGNIFICANT DEVELOPMENTAL DELAY (SDD).....	47
SPECIFIC LEARNING DISABILITIES (SLD).....	50
SPEECH-LANGUAGE IMPAIRMENT (SI).....	55
TRAUMATIC BRAIN INJURY (TBI).....	60
VISUAL IMPAIRMENT (VI).....	62
CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION	64
<i>Confidential Information</i>	64
MAINTAINING SPECIAL EDUCATION RECORDS.....	64
LOCATION OF SPECIAL EDUCATION RECORDS.....	65
ACCESS RIGHTS AND REQUIRED PROCEDURES.....	65
AMENDMENT OF RECORDS AT PARENT REQUEST/RESULTS OF HEARING.....	66
PARENTAL CONSENT.....	66
DESTRUCTION OF SPECIAL EDUCATION RECORDS.....	68
PROHIBITION ON MANDATORY MEDICATION	68
CONFIDENTIALITY: FREQUENTLY ASKED QUESTIONS	69
SECTION 2: SUPPORTS AND SERVICES	70
LEAST RESTRICTIVE ENVIRONMENT (LRE).....	70
DELIVERY MODELS.....	72
SUPPORT SERVICES	72
PRESCHOOL PLACEMENTS.....	73
NONACADEMIC AND EXTRACURRICULAR SETTINGS.....	74
INDIVIDUALIZED EDUCATION PROGRAM.....	74
<i>Required Sections of the IEP:</i>	74
<i>Transition Services</i>	75
<i>Transfer of Rights</i>	75
<i>Excusal of IEP Team Member</i>	75
TRANSITION FOR CHILDREN BIRTH THROUGH 2.....	76
SCHEDULING AND MEETING NOTICES.....	76
<i>Timelines:</i>	76
<i>Scheduling and planning the meeting:</i>	76
<i>Notice of Meeting:</i>	77
<i>Purpose of Meeting:</i>	78
<i>Invited Participants/Meeting Attendance:</i>	78
<i>LEA Representative</i>	79
<i>Parent not in Attendance:</i>	79
<i>Parent permission to hold IEP meeting:</i>	80
INDIVIDUALIZED EDUCATION PLAN/INDIVIDUALIZED FAMILY SERVICE PLAN.....	81
FERPA AND TRANSMITTAL OF RECORDS.....	83
IEP ANNUAL REVIEWS	83
<i>Preparing for the IEP Annual Review</i>	83
<i>Draft IEPs</i>	84
<i>Review and Revision of the IEP</i>	85
<i>SAMPLE IEP AGENDA</i>	85

<i>Revisions of the IEP</i>	86
<i>Children with Disabilities in Adult Prisons</i>	86
<i>IEP Goals and Objectives:</i>	87
<i>IEP Goals and Objectives: Transfer Students</i>	87
<i>Helpful Hints:</i>	88
<i>Student Supports</i>	88
RELATED SERVICES	89
<i>Occupational/Physical Therapy:</i>	90
<i>Special Education: Instruction/Related Services in General Education Classroom:</i>	91
<i>Special Education: Instruction/Related Services Outside the General Education Setting</i>	91
EXTENDED SCHOOL YEAR (ESY):.....	91
<i>ESY Frequently Asked Questions</i>	95
IEP TEAM SIGNATURES:.....	96
DISPUTES	96
AMENDMENTS.....	96
ADDITIONAL RESOURCES/SERVICES	97
<i>Special Transportation:</i>	97
<i>Assistive Technology</i>	97
<i>Referral Procedures:</i>	98
<i>Hospital Homebound:</i>	98
SECTION 3: PERSONNEL, FACILITIES, AND CASELOADS.....	101
WARM BODY COUNTS	102
CLASS SIZE AND CASELOAD.....	103
SECTION 4: DISCIPLINE	104
GENERAL PROVISIONS.....	104
AUTHORITY OF SCHOOL PERSONNEL.....	104
SPECIAL CIRCUMSTANCES	106
APPEALS.....	107
<i>PLACEMENT DURING APPEALS:</i>	108
PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES:	108
REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES:	109
CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS:.....	110
MANIFESTATION DETERMINATION	110
FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA).....	113
BEHAVIORAL INTERVENTION PLAN (BIP).....	113
PHYSICAL INTERVENTIONS.....	113
SECTION 5: STUDENT PROGRESS.....	114
PROGRESS MONITORING FOR IEPs.....	114
SUMMATIVE/FORMATIVE ASSESSMENT IN THE GENERAL CURRICULUM.....	115
GEORGIA ALTERNATE ASSESSMENT (GAA).....	115
ASSESSMENT ACCOMMODATIONS.....	116
FORMATIVE ASSESSMENT/PROGRESS MONITORING OF IEP GOALS AND OBJECTIVES	116
WHAT IS PROGRESS MONITORING?.....	117
<i>Georgia School for Innovation and the Classics School-Wide Progress Monitoring Tools</i>	117
<i>Process for Progress Monitoring for IEPs</i>	118
SECTION 6: PARENT ENGAGEMENT.....	119
PARENT PARTICIPATION.....	119
COMPLAINT PROCESS AND DISPUTE RESOLUTION.....	121

SECTION 7: PROCEDURAL SAFEGUARDS & PARENTAL RIGHTS	122
CONTENT OF PARENTAL RIGHTS.....	122
PARENT CONSENT.....	123
<i>Parent Consent Not Required.....</i>	<i>124</i>
PARENT REFUSAL FOR CONSENT.....	124
REVOCATION OF SERVICES.....	125
PARENTAL TRAINING AND AWARENESS.....	125
CHILDREN WITH DISABILITIES IN PRIVATE SCHOOLS PLACED OR REFERRED BY GEORGIA SCHOOL FOR INNOVATION AND THE CLASSICS.....	126
<i>Placement of Children by Parents when FAPE is at Issue.....</i>	<i>126</i>
<i>Children with Disabilities Enrolled by their Parents in Private Schools.....</i>	<i>127</i>
SECTION 9: SURROGATE PARENT	132
PROCEDURES TO DETERMINE NEED OF A SURROGATE PARENT.....	132
<i>Wards of the State.....</i>	<i>132</i>
<i>Unaccompanied Homeless Youth.....</i>	<i>132</i>
<i>Criteria for Selection of Surrogate Parents.....</i>	<i>132</i>
<i>Surrogate Parent Responsibilities.....</i>	<i>132</i>
SECTION 10: BRIDGE LAW.....	133
TRANSITION SERVICE PLAN:.....	134
SECTION 12: GEORGIA NETWORK FOR EDUCATIONAL AND THERAPEUTIC SUPPORTS (GNETS)	135
ELIGIBILITY & PLACEMENT.....	135
SAND HILLS PLACEMENT PROCEDURES.....	136
SECTION 13: LOCAL EXPECTATIONS FOR SPECIAL EDUCATION TEACHERS	137
ACCOUNTABILITY:.....	137
<i>Students with Disabilities</i>	<i>137</i>
<i>Performance Goals and Indicators for Students with Disabilities:</i>	<i>137</i>
IEP PROCEDURES:.....	138
PROGRESS MONITORING AND PROGRESS REPORTS:.....	139
TEACHER RESPONSIBILITIES	139
<ul style="list-style-type: none"> • <i>Developing and Maintaining IEPs.....</i> • <i>Ensuring Accessibility of IEPs:.....</i> • <i>Maintaining Student Records:.....</i> 	139
FTE PROCEDURES:.....	141
TAPING SPECIAL EDUCATION MEETINGS	142
PRESENCE OF ATTORNEYS OR OTHER ADVOCATES IN IEP MEETINGS.....	142
GRADUATION / EXITING HIGH SCHOOL.....	142
DROP OUT PREVENTION PROCEDURES	142
SECTION 14: LOCAL PROCEDURES	144
STUDENT REFERRALS.....	144
<ul style="list-style-type: none"> • <i>Babies Can't Wait (BCW) Referrals.....</i> • <i>Community preschool-aged children referred by parents/guardian, but not enrolled in a certified preschool or pre-kindergarten (.....</i> • <i>Community preschool aged children enrolled in a private daycare or private Pre-K program</i> 	144
144	
<ul style="list-style-type: none"> • <i>Preschool aged students enrolled in public school Pre-K program</i> • <i>Preschool aged students enrolled in Coastal Area Head Start Program.....</i> 	145
Private / Home School Referrals.....	146

<i>Private Schools</i>	146
<i>Home Schools</i>	146
REEVALUATION REFERRAL PROCEDURES (PRESCHOOL AND SCHOOL AGE)	146
SAND HILLS PLACEMENT PROCEDURES	147
<i>Transferring Back to Base School from Sand Hills</i>	148
NEW STUDENT FROM WITHIN GEORGIA.....	149
NEW STUDENTS FROM OUT OF STATE.....	150
FAPE & ADULT STUDENTS.....	151
<i>Limitations</i>	151
PROCEDURES FOR STUDENTS AGING OUT.....	151
CHECK & CONNECT.....	151
PROMOTION / RETENTION.....	152
PROCEDURES FOR SENIOR TRANSITION MEETING.....	152
PROCEDURES FOR OT AND/OR PT SERVICES	153
<i>Initial Evaluations</i>	153
<i>Continuing Services</i>	153
APPENDIX.....	154
CHILD FIND NOTICE	155
REFERRAL FOR SPECIAL EDUCATION EVALUATION/ELIGIBILITY.....	156
<i>PLEASE SEND RECORDS TO:</i>	159
INITIAL REFERRAL TO SPECIAL EDUCATION	160
BIRTH-AGE THREE REFERRAL PROCESS.....	161
PRESCHOOL 3-5 REFERRAL PROCESS	162
PRESCHOOL 3-5 REFERRAL PROCESS: ENROLLED IN PRIVATE PRESCHOOL OR DAYCARE	163
PRESCHOOL 3-5 REFERRAL PROCESS: ENROLLED IN PUBLIC PRESCHOOL	164
REQUEST FOR ACADEMIC/BEHAVIOR SCREENING	165
INITIAL REFERRAL CHECKLIST.....	166
RE-EVALUATION REFERRAL FOR SPECIAL EDUCATION ELIGIBILITY AND SERVICES.....	167
IC REV. 3/2005.....	168
EVALUATION LOG	169
CLASSROOM OBSERVATION	170
NOTIFICATION OF SPECIAL EDUCATION STATUS CHANGE.....	171
PARENT CONSENT FOR EXCUSAL FROM IEP MEETING	172
BCW REFERRAL PROCESS.....	173
PRESCHOOL SPECIAL EDUCATION TRANSITION PLAN	174
STUDENT TRANSFERS FROM WITHIN GEORGIA.....	176
STUDENT TRANSFERS FROM OUTSIDE GEORGIA	177
TRANSFER STUDENT CHECKLIST	178
GEORGIA SCHOOL FOR INNOVATION AND THE CLASSICS.....	179
STUDENT INFORMATION SHEET	179

ANNUAL REVIEW IEP CHECKLIST.....	181
IEP / 504 VERIFICATION OF RECEIPT.....	182
SPED TRANSPORTATION REQUEST.....	183
CERTIFICATION REVIEW.....	184
WARM BODY COUNT	185
ISS SPECIAL EDUCATION SERVICES LOG.....	186
CONTINUATION OF SERVICES	187
CONTINUATION OF SERVICES LOG	188
FUNCTIONAL BEHAVIORAL ASSESSMENT	189
DISCIPLINE FLOW CHART	191
MANIFESTATION DETERMINATION FORM	192
PHYSICAL RESTRAINT DOCUMENTATION FORM.....	194
PROGRESS MONITORING REVIEW.....	197
PRIOR WRITTEN NOTICE.....	198
REVOCATION OF CONSENT FOR THE PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES...	199
STUDENT QUESTIONNAIRE.....	200
PARENT QUESTIONNAIRE.....	201
TRANSITION PLANNING.....	203
RESPONSIBILITY REVIEW	204
STUDENT TESTING ACCOMMODATIONS	205
STUDENT ADD SHEET	206
INFINITE CAMPUS VS IEP.....	207
TRANSITION POST-GRADUATION CONTACT FORM.....	208
SPECIAL EDUCATION WITHDRAWAL CONFERENCE.....	209
COMMUNITY SUPPORTS	210
SPECIAL EDUCATION WITHDRAWAL NOTICE.....	211
REEVALUATION CONFERENCE.....	212
GEORGIA SCHOOL FOR INNOVATION AND THE CLASSICS.....	213
PROMOTION/ RETENTION DISCUSSION	213
HOME SCHOOLED STUDENTS WITH DISABILITIES	215
PROPORTIONATE SHARE SERVICES NOTIFICATION	216
PRIVATE/ HOME SCHOOL CONSULTATION MEETING	218
GROUP DOCUMENTATION OF PRIVATE/HOME SCHOOLS PARTICIPATION/AFFIRMATION	219
PRIVATE / HOME SCHOOL CONSULTATION MEETING	220
SERVICE PLAN FOR SCHOOL BASED MEDICAID SERVICES	221

IEP AMENDMENT FOR STUDENTS WITHOUT IEP INFINITE CAMPUS	222
DID I SAY SOMETHING WRONG? (TOP TEN FATAL IEP MEETING QUOTES).....	223
BEGINNING OF THE YEAR “TO DO”	225
SPECIAL EDUCATION TEACHER END OF YEAR CHECKLIST	226
CHECK & CONNECT DATA	228
CHECK & CONNECT GRADES	229
GNETS: SAND HILLS	230
SPECIAL EDUCATION DIRECTOR RESPONSIBILITIES	231
EMPLOYEE APPRAISAL RECORD	233
GEORGIA SCHOOL FOR INNOVATION AND THE CLASSICS.....	234
<i>PARAPRO/TEACHER CONFERENCE FORM</i>	234
PARAEDUCATOR DECISION MAKING PLAN.....	236
INDEPENDENT EDUCATIONAL EVALUATORS	239
STUDENT BACKGROUND INFORMATION SHEET	241

INTRODUCTION

The Georgia School for Innovation and the Classics Department of Special Education is pleased to present this document to provide to special education school personnel in Georgia School for Innovation and the Classics. This manual outlines specific information and procedures that apply to Georgia School for Innovation and the Classics and is aligned with the **Rules and Regulations of the State of Georgia: Special Education**. Every component of every rule is not listed here. All personnel are responsible for reading the state rules for a thorough understanding:

[http://rules.sos.state.ga.us/pages/GEORGIA_DEPARTMENT_OF_EDUCATION/SPECIAL EDUCATION](http://rules.sos.state.ga.us/pages/GEORGIA_DEPARTMENT_OF_EDUCATION/SPECIAL_EDUCATION)

This guide is intended to assist in the local implementation of IDEA, its regulations, and the Rules and Regulations of the State of Georgia. It is not intended to state new law or supplant any federal or state laws, regulations, or requirements.

If any school personnel has questions regarding the implementation of special education procedures as they relate to specific cases, please contact the Georgia School for Innovation and the Classics Special Education Director.

Annual reviews and updates of this manual will be conducted by the Special Education Director and reviewed with Georgia School for Innovation and the Classics personnel at the beginning of each school year.

The intended audience of this manual includes all parties involved in the delivery of special education programs and services. This includes administrators, principals, regular education teachers, special education teachers and related service providers. By developing this manual, the Georgia School for Innovation and the Classics is assuring that all parties to the special education process have access to the same valid information. The development and delivery of special education programs is more efficient and effective when all stakeholders work from the same professional body of knowledge.

Purpose

(Aligned with State Rule: 160-4-7-.01)

The purpose of the Department of Special Education is to provide effective educational programs and related services to meet the unique needs of students with disabilities, ages 3-21, so they may receive a free, appropriate, public education, to prepare them for further education, employment and independent living. This department will ensure the rights of children with disabilities and their parents are protected. We will assist educational agencies to provide for the education of children with disabilities. We will also assess and ensure the effectiveness of efforts to educate children with disabilities.

The Department of Special Education is responsible for identification and evaluation, eligibility determination, and development of Individualized Education Plans for eligible students. This department is responsible for providing a variety of support services to offer students with disabilities access to both the general curriculum and specially designed instruction in a safe and appropriate environment. The services offered through this department include:

- Psychological Services
- Speech/Language Therapy
- Physical Therapy
- Occupational Therapy
- Behavioral Interventions
- Special Medical Needs

Belief

We believe all students can learn and achieve.

Mission

The mission of the Georgia School for Innovation and the Classics Special Education Department is to offer students with disabilities access to both the general curriculum and specially designed instruction in a safe and appropriate environment.

Vision

The vision of the Georgia School for Innovation and the Classics Special Education Department is to establish an educational program that demonstrates improvement and academic achievement for all students, reduces drop-out rates, and plans for appropriate transitions for all students.

Georgia School for Innovation and the Classics Special Education Contact Information

Specific questions and concerns regarding the content of this manual may be directed to the Georgia School for Innovation and the Classics Special Education Office:

	Name	Telephone	Email
Superintendent	Jody Boulineau	706.434.8058	jboulineau@gsiccharter.com
Principal	Paula Kaminski	706.434.8058	pkaminski@gsiccharter.com
Elementary Assistant Principal	Julie Hawkins	706.434.8058	jhawkins@gsiccharter.com
Middle Grades Assistant Principal	David Jenkins	706.434.8058	djenkins@gsiccharter.com
Special Education Director	Scott Hooker	706.955.1853	shooker@gsiccharter.com
School Secretary	April Ortiz	706.434.8058	aortiz@gsiccharter.com
Curriculum Coordinator	Sandra Woods	706.434.8058	swoods@gsiccharter.com
RTI Coordinator	Julie Hawkins	706.434.8058	jhawkins@gsiccharter.com
School Nurse	Rebecca Newsome	706.434.8058	rnewsome@gsiccharter.com
Gifted Coordinator	Terri Dudley	706.434.8058	tdudley@gsiccharter.com
Hospital / Homebound Coordinator	Julie Hawkins	706.434.8058	jhawkins@gsiccharter.com

SECTION 1: IDENTIFICATION PROCESS

Georgia School for Innovation and the Classics will implement procedures and practices to ensure that ALL students suspected of having a disability receive a special education evaluation and services, if appropriate.

The following sections include procedures related to Child Find, Evaluations and Reevaluations, and Confidentiality.

Child Find Procedures

(Aligned with State Rule 160-4-7-.03)

Definition

Child Find is a process that Georgia School for Innovation and the Classics uses to identify, locate, and evaluate all children in the district, birth through 21, 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 for special education and related services. Georgia State Rule 160-4-7-.03 requires that districts have policies and procedures in place to ensure the identification, location, and evaluation of these children.

In order to execute Child Find, Georgia School for Innovation and the Classics participates in activities so that all suspected children with disabilities, including those who are homeless, wards of the state, and/or attending private schools, regardless of their disability and need of related services are identified, located, and evaluated.

Public Notice of Annual Child Find Activity

Public notification must be given before any significant Child Find activities are implemented. Every July the Special Education director will mail a Child-Find notice to the local health department, daycare facilities and private schools in the district. The Special Education Director will provide annual public notification in the following print and electronic sources:

- Georgia School for Innovation and the Classics Website – www.gsiccharter.com - year round
- Child-Find notice in local daycare facilities, health departments, and private schools in the Richmond, Columbia, Burke, Jefferson, McDuffie Counties. [Child Find Notice](#)

Screening and Evaluation of All Children with Suspected Disability Ages 3-21

Students aged three through seven (3-7) may be eligible for special and related services through the eligibility category of significant developmental delay (SDD). Eligibility is based on significant delays on one or more of the following areas: cognition, adaptive development, communication, physical development, and social/emotional development. SDD eligibility should be established for students between the ages of three and seven (3-7). Eligibility

redetermination for categorical eligibility should be determined by the 'end of the school year in which the student turns nine (9).

When a child is suspected as having a disability, the person referring will request a [Referral for Special Education Evaluation/Eligibility](#) form and [Release of Information](#) from the Special Education Department. These forms should be completed by the referring party and returned within two weeks to the Special Education Department. Upon receipt of these forms the Special Education Department will review, initiate the initial referral process using the [Initial Referral to Special Education](#) and follow-up with any additional information needed. The following policies and procedures are followed to ensure the identification, screening and evaluation of children with suspected disabilities birth through age 21 includes:

- **Children birth through age three:**

When a child who is birth through age three suspected of having disabilities is identified through any child find activities (e.g. parent-teacher conference, community referral, parent mentor activities, migrant program), the Special Education Director should be notified so that an appropriate referral may be made to the appropriate **Babies Can't Wait** for screening and evaluation.

- When a child receives services through Georgia School for Innovation and the Classics Special Education Babies Can't Wait program. Special Education Director will attend Transition meetings to ensure a special education evaluation, eligibility, and IEP are in place by the child's third birthday. [Birth-Age Three Referral Process](#)
- When a Child does not receive services at Georgia School for Innovation and the Classics and is accepted into the kindergarten program, the request of the child's local district or parent(s), or the Georgia School for Innovation and the Classics Kindergarten program, the Special Education Director will attend Transition meetings to ensure a special education evaluation, eligibility, and IEP are in place by the child's third birthday. [Birth-Age Three Referral Process](#)

Preschool children, ages 3-5:

(It should be noted that Georgia School for Innovation and the Classics does not currently have a Pre-Kindergarten Program)

The following activities shall be conducted to identify preschool children ages 3-5 suspected as having disabilities [Not Enrolled in Preschool](#); [Preschool 3-5 Referral Process: Enrolled in Private Preschool or Daycare](#); [Preschool 3-5 Referral Process: Enrolled in Public Preschool](#):

- Georgia School for Innovation and the Classics Pre-Kindergarten Program will participate in Response to Intervention as part of Georgia School for Innovation and the Classics . *See RTI Manual.*
- Georgia School for Innovation and the Classics Speech/Language Pathologists conduct Universal Screenings at Georgia School for Innovation and the Classics System Pre-K Programs.
- Written notices are provided in the community to include: private preschools (e.g. Hillcrest Baptist School), the Columbia, Richmond, Burke, Jefferson, and McDuffie county Health Departments. [Referral for Special Education Evaluation/Eligibility](#) form can be obtained by contacting the Special Education Office or obtaining from the school system website.

- Children enrolled in Georgia School for Innovation and the Classics :**
 Children currently enrolled in Georgia School for Innovation and the Classics will be identified through Response to Intervention and parent referral. Please refer to the RTI Manual for additional information.
- Highly mobile children, including migrant children:**
 Georgia School for Innovation and the Classics will refer any child who is suspected of having a disability to the Special Education Director or School Psychologist, by completing the Referral for Special Education Form. [Referral for Special Education Evaluation/Eligibility](#)
- Children who are detained or incarcerated in jails or correctional facilities:**
 Child-Find notices will be given to the facility with appropriate contact information so that any child suspected of having a disability can be referred to the Special Education Director or School Psychologist, using the Referral for Special Education Form. [Referral for Special Education Evaluation/Eligibility](#)
- Parentally-placed private school children, including religious, elementary and secondary schools, or home school/study programs:**
 Screening and evaluations are provided, at no cost to the parent, for any child parentally-placed in a private school or receiving home school who is suspected as having a disability. A [Referral for Special Education Evaluation/Eligibility](#) should be completed and turned in to the Special Education Director. Currently, there are 26 private schools located in the core service area for Georgia School for Innovation and the Classics. The core service areas for Georgia School for Innovation and the classics consist of the following counties: Richmond, Columbia, Jefferson, McDuffie, and McBean.
- Children who are enrolled in a public charter school within the Georgia School for Innovation and the Classics District:** Georgia School for Innovation and the Classics is a public charter school which allows for any student with residency in the Georgia to attend at no cost to the family. As part of the public charter system, operating under the provision of the State of Georgia Department of Education and the State Charter School Commission, the Special Education Director and the Response to Intervention Coordinator will work together to implement Response to Intervention and respond to parent referrals.

Interventions Prior to Referral

Screening

Screening is used to provide additional information during the intervention process. Screenings are provided predominately for students in Tier III of the RTI process, or by parental request. The screening of children by a teacher or specialist to determine appropriate educational strategies for curriculum implementation shall not be considered to be an

evaluation for eligibility for special education and related services. [Request for Academic/Behavior Screening](#)

Pre-referral Interventions

Georgia School for Innovation and the Classics utilizes a Response to Intervention (RTI) process for referral for a special education evaluation. This process includes **universal screening** to identify students needing academic or behavioral support, the provision of **research-based and/or evidence-based interventions** based on the student's needs, and **progress monitoring** to inform student progress. School staff providing interventions should receive training and professional development. School personnel assigned by the system RTI Coordinator monitor the fidelity of implementation.

School level RTI Teams meet regularly to review student data and progress. If a student does not make adequate grade or age level progress, the student may be referred for a screening/comprehensive evaluation. The Student Support Team is an integral part of the RTI process at Tier III.

The RTI Coordinator is responsible for monitoring and supervising the Response to Intervention process in Georgia School for Innovation and the Classics.

Documentation of Interventions

Special education referrals must be accompanied by documentation of scientific, research or evidence based academic or behavioral interventions that demonstrate insufficient rate of progress. Exceptions are allowed only when evaluation and/or placement is required due to a significant disability. *(For additional guidelines, see Response to Intervention Manual.)*

Referral Sources

Referrals for initial evaluations can be made through a variety of sources including: Babies Can't Wait, Student Support Team, Child Find activities, parents, and crisis situations (extreme circumstances). Parent requests for evaluation must be in writing to the Special Education Director. If any school system employee receives a request for evaluation from a parent, the employee should provide the parent with the [Referral for Special Education Evaluation/Eligibility](#) and contact the Special Education Director immediately.

Student Support Team

(Aligned with State Rule: 160-4-2-.32)

Georgia School for Innovation and the Classics has an identified Student Support Team (SST). These teams may be at the school or grade level. The SST meets as needed to identify and assist students with learning and behavioral difficulties at Tier III (see RTI manual). The SST consists of the referring teacher, school psychologist, and those who may have knowledge of the children or who can assist in meeting the needs of the student. Participants must include at least two of the following individuals: principal, general education teacher, counselor, lead teacher, content area specialist, ESOL teacher, special education teacher, or other appropriate staff members. **Parents should always be invited to SST Meetings.** Exceptions to the SST process should be on very rare occasions with documentation in the student record to justify the decision. When immediate referral is sought, the SST should determine the interim strategies, interventions, and accommodations that shall be attempted with the students.

When a referral for special education is made, an evaluation will be completed. However, appropriate interventions may be required during the evaluation process prior to eligibility determination. The School Psychologist will provide the needed guidelines in specific circumstances.

Steps of SST Process

- During RTI Meeting, Team will identify students who would benefit from Tier III Interventions, based on classroom performance, lack of progress at Tier II, and Red Flag status.
- Once Team determines Tier III is appropriate, a meeting will be scheduled with parent, psychologist, special education lead teacher, and RTI Team. At this meeting, baseline and progress monitoring data will be analyzed to create specific goals for student improvement and an implementation plan is developed with a timeline.
- The school psychologist or speech language pathologist determine the need for additional information.
- Once Tier III interventions have been implemented with fidelity for an appropriate amount of time and adequate data has been collected, the team will reconvene to determine effectiveness of intervention.
- If adequate progress is made, student will continue Tier III Interventions.
- If data demonstrates a lack of response to interventions, the team may determine that a referral for a special education evaluation may be completed.

Each month, the RTI Coordinator will provide the Special Education Director with a list of students in each tier of the RTI process. The Special Education Director will ensure SST referrals are processed in a timely manner.

Additional Information

Agencies or community members that would like to refer a child for possible services through Child Find should contact the Special Education Office via the contact information listed previously in this handbook to obtain a referral form.

Technical Assistance

The SPED Director will monitor compliance with the protocol for Child Find procedures. If it is determined the teacher/staff member is not in compliance with the protocol, the SPED Director will discuss this with the staff member and provide feedback/correction/re-training. If this does not resolve the issue, the SPED Director will review the situation with appropriate administrator. If this does not resolve the problem, the SPED Director will address with the personnel involved to resolve the situation and to remediate and to provide additional training to the staff member. Failure to follow the appropriate protocol may be reflected in the staff member's end of the year evaluation.

Child Find Notice

In accordance with IDEA regulations, the Georgia School for Innovation and the Classics system seeks to ensure that all disabled students (ages birth-21) who are in need of special education within its jurisdiction are identified, located, and evaluated, including those attending private school and home school. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by a Multidisciplinary Placement Team.

If the "child find" process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the Multidisciplinary Placement Team to determine the student's eligibility for special education services.

If you know a child with a disability who is not being served, please notify:

*Scott Hooker
Director of Special Education
5073 Storey Mill Road
Hephzibah, GA 38015
Phone: 706.955.1853
Email: shooker@gsiccharter.com*

Evaluations and Reevaluations

(Aligned with State Rule: 160-4-7-.04)

Initial Evaluation Procedures

1. After a student has received interventions and progress monitoring indicates a lack of adequate progress, a Special Education Referral may be initiated. Referral forms are located in this manual and on the school's website. *(refer to RTI handbook)*
2. Documentation should be provided in the student's RTI/SST records of substantial evidence of the need for a referral. Research-based interventions in the areas of identified weaknesses should be documented (academic/behavioral). At a minimum, students who exhibit emotional/behavioral difficulties should have a Behavior Support Plan and/or referral to the school counselor for additional interventions. Students at Tier 3 MUST have a Functional Behavior Assessment and Behavior Intervention Plan in place PRIOR to referral for evaluation *(refer to RTI handbook)*.
3. Prior to Special Education Referral, a Social History should be completed by the parent/guardian. This should be provided to the parent by the school counselor or RTI Coordinator for the school
4. If a student is being referred for a suspected disability associated with a medication condition (e.g. ADHD, diabetes, etc.), an Authorization to Release Medical Information form should be obtained. Although a referral for Special Education services will not be rejected solely on the absence of this document, a medical release will be needed prior to an eligibility determination for Other Health Impaired (OHI).
5. Completed referrals should be sent to the Special Education Director. Teachers will be contacted if additional rating scales/forms are needed for evaluation purposes.
6. Upon receipt, completed referrals will be date/time stamped at the Special Education Office on the Initial Referral Log. The Special Education Director will monitor compliance of all initial referrals on a weekly basis, using [Initial Referral Checklist](#) or [Re-Evaluation Referral for Special Education Eligibility and Services](#) and will notify the RTI/SST school level contact of issues such as hearing/vision, inability to obtain completed forms from teachers, and any other issues impeding the referral process.
7. Upon completion of evaluation (within 45 days of parental consent for evaluation), the grade level case manager will schedule an eligibility meeting and send notification to all necessary participants.
8. Upon determination of eligibility, [PARENTAL CONSENT FOR PLACEMENT](#) must be signed by the parent/guardian. If parent does not attend the meeting, the Special Education Director will call parent to review results of meeting and notify parent that consent for placement and parental rights will be sent home for signature. Parents should sign and return form immediately, if not returned within 2 days, the Special Education Director will call parent again and send form home. The Special Education Director will review pending consents on [Evaluation Log](#) weekly and will follow-up with Teachers. Individualized Education Plan (IEP) team members may complete the IEP at this time, but NO LATER than 30 days from the eligibility date.
9. Parent requests for an Independent Evaluation must be completed in writing by the parent and sent to the Special Education Director. A list of accepted evaluators will be provided upon request by the SPED Director. [Independent Educational Evaluators](#)

Timelines

- All initial evaluations must be completed **within 60 CALENDAR days** of receipt of Parent 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-day timeline, including the weekend days before and after such holiday periods.
- Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe. **Contact the Special Education Director in this situation.**
- If a student is determined eligible for special education services, the system has 30 days from the date of parental consent to place, to develop the IEP.

Hearing/Vision

- Results of hearing and vision screening cannot be older than one calendar year when applied to an evaluation. An evaluation may not proceed until it is documented that the student has an acceptable level of vision and hearing. Therefore, it is best practice to have this completed prior to consent to evaluate being signed by parent.
- If a student does not pass the school system's hearing and/or vision screening, the student must be assessed through an appropriate physician.
- Teachers should notify the Special Education Director of difficulties obtaining medical clearance.

Informed Parent Consent

Written parent consent must be obtained prior to an initial evaluation or reevaluation. **Parent consent is obtained through the special education central office for initial evaluations.** The school psychologist is responsible for obtaining parental consent to evaluate, usually completed at final Tier III meeting. Detailed documentation of attempts to obtain parent consent must be kept (e.g. records of telephone calls and results of those calls, copies of correspondence and any responses received, detailed records of visits made).

If the parents refuse to give consent or fails to respond to a request to provide consent for an evaluation, the school system may, *but is not required to*, pursue the initial evaluation by using mediation and impartial due process hearing procedures provided for in the procedural safeguards. However, the school system may not use the consent override procedures for a student who is home-schooled or placed in a private school by the parents at their own expense.

Reevaluations

A reevaluation of each child with a disability is conducted at least once every 3 years, unless the parent and Georgia School for Innovation and the Classics agree that a reevaluation is unnecessary:

1. If the school system determines that the educational or related services needs included improved academic achievement and functional performance of the child warrants a reevaluation; or
2. If the child's parent or teacher requests a reevaluation.

No more than six years shall pass between evaluations. It is suggested that students should have a comprehensive re-evaluation completed at both the middle and high school levels.

The special education director on an annual basis in July will provide a list of students due for evaluations to each school Lead Teacher.

Redetermination of Eligibility Meeting

A redetermination meeting will be held for the IEP team to examine all student data (formative and summative) and determine if further evaluation is warranted. The meeting should be conducted prior to 120 days of expiration of eligibility to ensure compliance.

- This meeting should NOT be held any sooner than 12 months prior to the current eligibility expiration data. It is preferable to begin gathering the material listed below at the 12-month mark and then conduct the meeting. Reevaluation/Redetermination can be held at the annual IEP meeting, unless the date of eligibility expires prior to the annual review.
- The case manager is responsible for reviewing student eligibility to ensure that a student's eligibility does not expire. Case managers have been assigned access in Power School to review student record data. This information should be checked upon receipt of caseload at the beginning of the school year. This information is also provided in Infinite Campus for caseload students.
- Documentation required for Reevaluation/Redetermination Meeting
 - Hearing/Vision clearance from nurse or physician
 - Classroom observation
 - Data from progress monitoring of IEP goals
 - Structured observation for students with intellectual disabilities
 - Work samples in deficit areas as noted in the eligibility
 - Updated medical diagnosis and referral for treatment
 - State assessment data (Georgia Milestones, etc.)
 - District assessment data (Benchmark scores)
 - Behavior rating scales, adaptive behavior scales, etc.... as needed
 - Office referrals
 - Grades
- The meeting should include a discussion of current progress and data, and the IEP team determines if further evaluation is needed.

If no additional assessment is needed:

- Current present levels of performance and progress toward goals are reviewed.
- The committee proceeds with eligibility.
- This decision should be documented on the *Redetermination* form in IC. Once this decision is made and the parent indicates agreement, ***the Redetermination form must be attached to the most recent eligibility.***
- The date of the new eligibility is the date the decision was made not to conduct a reevaluation for eligibility determination. *If the reevaluation determination committee met on 5/4/18 and determined no further information was needed to continue eligibility*

and services, 5/4/16 is the new eligibility date and the next eligibility is due before 5/4/2021.

If additional assessment is needed:

- The IEP team determines reevaluation is needed and completes the redetermination form.
- **The parent or teacher has the right to request a reevaluation for the determination of eligibility even if the committee had concluded that no additional data was needed.**
- The parent must sign written consent for evaluation.
- The Case Manager completes the reevaluation packet and sends all required documents to the Special Education Director at least 6 months prior to the eligibility due date and NO earlier than twelve months prior to expiration.
- Upon completion of the reevaluation, an eligibility meeting will be scheduled.
- The Case manager is responsible for completing the progress monitoring section of the eligibility form.

Evaluation Procedures

An initial evaluation needs to look at the needs of the whole child, regardless of the reason for the referral. The evaluation team must ask and answer the following questions:

- What do I know?
- What do I need to know?
- What else do I need to find out to get a true “real world” picture of the student?
- Who needs to do additional assessments?

In a comprehensive evaluation, the district will:

- assess all areas related to any suspected disability, including vision and hearing, and, if appropriate, health, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- use a variety of evaluation tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parent;
- not use any single procedure as the only criterion for determining whether a child is a child with a disability or for determining an appropriate educational
- use assessment techniques that may assess intellectual and behavioral skills in addition to physical or developmental skills;
- use evaluation tools and strategies to provide relevant information that will directly assist the eligibility team in determining the educational needs of the child;
- use assessments and other evaluation materials to assess specific areas of educational need and not only those that are designed to provide a single general intelligence quotient (IQ) score; and
- select assessment methods so that, when administered to a child with impaired sensory, manual, or speaking skills, the results accurately reflect the child’s aptitude or achievement level.
- Information Sources: Evaluations may include but are not limited to 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)
- School wide 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

Typical Steps in the Evaluation Process

1. If the child has not had a vision and hearing evaluation, those screenings will be conducted by the school. If the child does not pass, the parent will be informed, and the district and the parent will work together to clear up the hearing and vision issue. Some vision and hearing issues require medical evaluations and/or interventions. Once clearance is received, the evaluation process begins. In the event hearing/vision cannot be cleared for evaluation purposes, the school psychologist will revise the test administration to accommodate the hearing/vision delay, however they must include rationale and methods (*i.e. amplification device, large print*) by which the assessment was modified.
2. A request for an evaluation is made by either the parent or the RTI/SST coordinator. A parental consent for evaluation is received from the parent. **The 60 calendar day timeline is begun upon receipt of the signed consent.**
3. The interventions that occur during the SST process are analyzed by the school psychologist during the Tier III meeting. If no interventions have been provided or documented prior to the referral, interventions are immediately implemented and progress data noted. It is not necessary to wait for vision/hearing screening results to implement these interventions.
4. The other data available about a student, which include the permanent record, current classroom assessment and progress, previous results of statewide assessments, attendance data, and disciplinary history, are all reviewed at the Tier III meeting.
5. Classroom observations [Classroom Observations](#) are conducted to determine current performance and to look for specific causes or reasons why the student is not learning or behaving at the expected levels. The observations are conducted by a teacher or other school professional with expertise **who does not interact** with the student on a daily basis.

6. The current and previous teachers of the student are interviewed. The focus of the interviews is to determine whether the problems cited as the reason for the evaluation are new issues or recurring issues. In addition, the interviews will provide information on any interventions or strategies that have been previously tried.
7. The parent is interviewed as part of the evaluation process. If the parents have any independent evaluations or medical information they have not provided to the district, they should provide this information now. Information the parents have about learning at home, such as how long it takes the student to complete his or her homework and how much help the student requires, all assist in the evaluation. Often the behavior of the student at home is also discussed to determine whether the parent sees the same behaviors that the school sees, what kind of interventions work at home, and how frequently certain behaviors occur. In addition, many times the district needs to screen for adaptive behavior, so it may ask questions about household chores or tasks, about money management, and about other things that do not always feel educational to the parent. This information contributes to the whole picture of the child.
8. All previous information and data on the student is reviewed (e.g., previous evaluations, medical reports, psychological evaluations, and independent evaluations). This helps the team determine which evaluations to administer for the current evaluation.
9. Many evaluations include the administration of surveys or questionnaires. These are usually published forms of questionnaires or surveys that gather information about the typical day to day behavior of the student. The questionnaires or surveys are often completed by multiple people who know the student in order to provide a comprehensive view that encompasses school, home, and the community.
10. As all of this information is received, the multidisciplinary evaluation team begins to review the information and determine what individual assessments are needed to provide more in-depth information. The needed assessments are then conducted and may include a variety of instruments that look at learning, listening, speaking, behavior, sensory, motor, or academics.
11. As these assessments are administered, other areas of concern may arise that need to be evaluated and additional assessments will be conducted as necessary. For example, fine motor skills may not have been a concern when the evaluation was requested; but information from the assessments and observations may indicate a concern that warrants an evaluation of the fine motor skills as a component of the comprehensive evaluation. This includes but is not limited to OT, PT, and Speech/Language.
12. All instruments are scored, and the results are analyzed and interpreted by the professionals who administered the instruments.
13. The summary of the information learned from the evaluation is developed.

14. The person coordinating the evaluation discusses the results of the evaluation with the parent and educators, with or without an accompanying written report at this time. This discussion occurs at the same time as the eligibility meeting.
15. An eligibility meeting is conducted by a team of individuals. The eligibility meeting determines whether a disability exists and what the impact is on the education of the student, based on the documentation of evaluation results. If there is a significant impact, the team may determine that the student is a student who needs special education and related services. An eligibility report is created regardless of whether the student is determined eligible or ineligible. The report determines if there are exclusionary factors impacting student performance, the determination of the disability, and the need for special education dismissal. The eligibility report may serve as the evaluation report if it is detailed enough to report the results thoroughly.

Steps in an Evaluation for Special Education Consideration

- Complete the RTI Process
- Screen Hearing & Vision if not completed within the last year
- Get Permission from Parent to Evaluate (done by the school psychologist)
- Receive Evaluation Request at Special Education office
- Analyze and/or Implement Interventions
- Review Permanent Record & Current Class Work
- Complete Classroom Observations
- Interview Current and/or Previous Teachers
- Interview Parent
- Review Previous Data (other evaluations, medical reports, information from previous schools)
- Review Questionnaires and/or Forms from Respondents
- Determine and Conduct One-on-One Assessments
- Determine Other Areas to Investigate if Needed, Based on Data
- Score All Instruments
- Analyze & Interpret Results
- Write Report of Evaluation (*the eligibility report may serve as the evaluation if detailed enough to report results.)
- HOLD MEETING TO DETERMINE ELIGIBILITY
- Share the results with parent and educators
- Write Eligibility Report (regardless of whether or not the student is eligible)

Discontinuation of Services

- The Meeting Notice must identify the purposes of the meeting (**This is Prior Notice-PWN**).
- When considering discontinuation of services, the members of the IEP team, which may include the school psychologist, review all previous data/documents that supported

eligibility, progress toward goals and objectives, grade reports, teacher reports, district and statewide testing, and any other relevant information.

- Services may not be discontinued without a redetermination (NOT a comprehensive psychological evaluation) to determine eligibility status. (See bullet above.)
- The redetermination meeting is held and all paperwork is signed.
- The student may be (but is not required to be) referred to the SST for continual monitoring and to assist in development of interventions that will promote success in the general education curriculum and setting. Begin in Tier III and descend through the tiers as appropriate. The SST can determine the most appropriate level of support on an individual basis, or a 504 Accommodation Plan may be developed. The **student should not merely exit special education without some type of support** until it is documented that the student does not require any additional support upon exiting special education. A Behavior Support Plan may also need to be considered.
- The Special Education Case Manager is responsible for inviting the SST/RTI/504 Coordinator to the eligibility/discontinuation meeting, as appropriate.

NOTE: If a student has been found ineligible to receive special education services due to discontinuation in that area of exceptionality, he cannot be found eligible for special education services through a new area of exceptionality without the proper documentation of implemented interventions (behavior and or academic) for that area. The Director of Special Education or School Psychologist must review the documentation to determine if it is sufficient for eligibility.

Change of Special Education Status

When a student's special education status changes, the case manager will complete a [Notification of Special Education Status Change](#). A copy of this form should be sent to both the principal and counselor.

Independent Evaluations - Request for an Independent Evaluation

- A parent may request an independent educational evaluation (IEE) only when:
 1. The parent has allowed the school system to conduct their own evaluation, and,
 2. When the parent disagrees with the results of a completed evaluation done by the school system.
- The school system may ask for the parent's reason why he/she objects to the public evaluation. The explanation is not required and the school system may not unreasonable delay either providing an IEE or initiating an impartial due process hearing.
- The school system (Special Education Director) may request an IEE in which the parent must provide written consent.
- **Contact Special Education Director if parent requests an IEE.** [Independent Educational Evaluators](#)

School system response to parent request:

- The school system must either:
 1. Pay for the independent evaluation, or

2. Begin due process procedures to show that the system's evaluation is judged to be sufficient.

If the final decision is that the school system's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not a public expense.

How often an IEE may be conducted:

- A parent is entitled to only **one** independent educational evaluation (IEE) at public expense each time the school system conducts an evaluation with which the parent disagrees.
- The parent always has the right to obtain an outside IEE at their own expense, before or after the system's evaluation.

Procedures for an IEE:

- The Special Education Director or his/her designee must be invited to and be a participant of any meetings in which staff believe a parent request for an IEE will be made.
- The parent must provide their request in writing directly to the Special Education Director.
- The Special Education Director will determine whether the school system will consent to an IEE.

When the school system requests an IEE or agrees to a parent request for an IEE:

- Georgia School for Innovation and the Classics and the parent must agree on the independent evaluator. A list of accepted [Independent Educational Evaluators](#) will be available from the Special Education Director, upon request.
- The qualifications of the independent evaluator must be the same as those required by the Georgia School for Innovation and the Classics.
- The school system has the right to set a reasonable limit on the cost of the independent evaluation.
- The evaluation report becomes the legal and current evaluation for the student.
- Eligibility must be determined based on that report through an eligibility/reevaluation meeting with required IEP Team participants.

When a parent obtains an IEE at personal expense:

- Georgia School for Innovation and the Classics must **consider** the results of the parentally obtained evaluation.
- The evaluation may be presented by either party as evidence at an impartial due process hearing.
- Eligibility may be determined on the basis of the IEE if the district and parent both agree to the results.
- The accepted IEE becomes part of the student's special education records and the school psychologist completes an eligibility based on the results of the IEE. This then becomes the new eligibility for the student.

TECHNICAL ASSISTANCE:

The SPED Director will monitor compliance with the protocol for Evaluation and Reevaluation procedures. If it is determined the teacher/staff member is not in compliance with the protocol, the SPED Director and/or School Psychologist will discuss this with the staff member and provide feedback/correction/re-training. If this does not resolve the issue, the SPED Director will review the situation with the building level administrator. If this does not resolve the problem, the SPED Director will address with the personnel involved to resolve the situation and to remediate and to provide additional training to the staff member. Failure to follow the appropriate protocol may be reflected in the staff member's end of the year evaluation.

Eligibility Determinations and Categories of Eligibility

(Aligned with State Rule: 160-4-7-.05)

Determination of Eligibility

An initial eligibility/IEP placement meeting only occurs in 2 situations:

1. The student has never before been found to be eligible for special education services and has not had an IEP in the past or,
2. The student is a transfer student to Georgia and who may have had a prior eligibility and IEP (See Transfer Section.).

Scheduling of meeting:

- The School Psychologist or Special Education Administrative Assistant will schedule and coordinate IEP meetings for Initial Eligibility/IEP Placements. All required members (parent, Local Education Agency Representative, General Education Teacher, and Special Education Teacher) and additional personnel will be invited who can provide input for eligibility determination.
- The School Psychologist or designated LEA must be in attendance at all Eligibility/Placement IEPs.
- [Parent Consent for Excusal from IEP Meeting](#) must be completed if a required participant (LEA, Special Education Teacher, or General Education Teacher) is not in attendance or are unable to stay for the length of the meeting.
- No individual may participate in the meeting unless they are listed on the Notice of Meeting Invitation or the parent has given their consent.

Eligibility portion of meeting:

- The parent will be provided with a signed copy of the evaluation report.
- The parent and team members will be provided with a copy of the eligibility report to review during the meeting.
- The School Psychologist, or designee, reviews the results of the psychological evaluation.
- Eligibility is determined by Eligibility Team members, through review of all 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 is required for all areas except sensory impairments such as Deaf or Blind and, in some cases, Traumatic Brain Injury and Autism placements.
- Consideration **must** be given to Exclusionary Factors (lack of appropriate instruction, limited English Proficiency, atypical educational history, environmental or economic disadvantage, or cultural factors, attendance).
- The Eligibility form must be signed by all participants.
- The **Consent for Placement must be signed prior to services beginning.**

Related Services

- Physical and Occupational therapies are related services.
- Services require a prescription from a physician.
- Georgia School for Innovation and the Classics will utilize the State of Georgia's Educationally Relevant Therapy Tool to determine the need for services.
- Assessment information is needed for IEP development but not for eligibility determination; however, this information must be entered into the appropriate areas on the eligibility form. Service providers are responsible for providing this information to the case manager PRIOR to the IEP meeting.

IEP portion of meeting:

Upon determination of eligibility, the IEP Committee may convene to develop the Individualized Education Plan. If the IEP Committee is not convened at this time, an IEP **MUST** be developed no later than 30 days from eligibility determination.

- The LEA will state that the purpose of the remainder of the meeting (to develop an IEP) based on the eligibility information and any other needs of the student.
- The LEA will provide the parent with a brief description of the purpose components of the IEP meeting. The Special Education Teacher will then facilitate the development of the IEP, including Present Levels of Educational Achievement and Functional Performance, Consideration of Special Factors, Goals and Short-term Objectives (as appropriate), Student Supports, including Supplementary Aids and Services, Instructional and Testing Accommodations, and Special Education Services, all applicable components of the IEP.
- A copy of the draft IEP if not finalized should be provided to parent.
- A finalized IEP must be provided to the parent **no later than ten days** of the meeting date.

Technical Assistance:

Before teachers are expected to complete paperwork, they will be trained according to Georgia School for Innovation and the Classics System's procedures. Training will include documentation of training, signatures, notes, and a feedback loop of communication.

The SPED Director, and School Psychologist will monitor compliance with the protocol for Eligibility Determination procedures. If it is determined the teacher/staff member is not in compliance with the protocol, the SPED Director and/or School Psychologist will discuss this with the staff member and provide feedback/correction/re-training. If this does not resolve the issue, the SPED Director will review the situation with the building level administrator. If this does not resolve the problem, the SPED Director will address with the personnel involved to resolve the situation and to remediate and to provide additional training to the staff member. Failure to follow the appropriate protocol may be reflected in the staff member's end of the year evaluation.

SAMPLE Eligibility Meeting Agenda

1. Introduce Eligibility Team Members in attendance.
2. Provide and explain parental rights (See Parental Rights at a Glance).
3. State the Purpose of the Meeting (i.e., determine eligibility for special education services).
4. Review rationale for referral:
 - Case history
 - Summary of interventions
 - RTI/SST data
 - Benchmark, Milestones, and 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 (e.g. SLP, Principal, School Psychologist, Counselor, 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 services via the areas determined by the eligibility report
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.)

Eligibilities

A child or youth from 3 through 21 years of age is considered to have a disability under the Individuals with Disabilities Education Improvement Act (IDEA 2004) if the child or youth meets the eligibility criteria in any of the following areas and needs special education and related services.

- (a) Autism spectrum disorder.**
- (b) Deafblind.**
- (c) Deaf/hard of hearing.**
- (d) Emotional and behavioral disorder.**
- (e) Intellectual disability (mild, moderate, severe, profound).**
- (f) Orthopedic impairment.**
- (g) Other health impairment.**
- (h) Significant developmental delay.**
- (i) Specific learning disability.**
- (j) Speech-language impairment.**
- (k) Traumatic brain injury.**
- (l) Visual impairment.**

DETERMINATION OF ELIGIBILITY

- (a) Upon completion of the administration of assessments and other measures, a group of qualified professionals and the parents of the child (Eligibility Team) determine whether the child is a child with a disability and the educational needs of the child. [34 C.F.R. § 300.306(a)(1)]
- (b) The LEA shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. [34 C.F.R. § 300.306(a)(2)]
- (c) A child must not be determined to be a child with a disability if the primary factor for that determination is –

1. Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA);
 2. Lack of appropriate instruction in mathematics; or
 3. Limited English proficiency; and
 4. If the child does not otherwise meet the eligibility criteria under this Rule. [34 C.F.R. § 300.306(b)(1) – (2)]
- (d) In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, each LEA must:
1. Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior;
 2. Ensure that information obtained from all of these sources is documented and carefully considered. [34 C.F.R. § 300.306(c)(1)]
 3. If a determination is made that a child has a disability, and the disability adversely affects educational performance (academic, functional and/or developmental) and therefore needs special education and related services, an IEP must be developed for the child in accordance with Rule 160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM. [34 C.F.R. § 300.306(c)(2)]

ELIGIBILITY REPORT.

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

- (a) For those children determined not eligible for special education and related services the eligibility report shall clearly explain the Eligibility Team's determination.
- (b) The parent of the child shall receive a copy of the eligibility report at no cost to the parent. [34 C.F.R. § 300.306(a)(2)]

AUTISM SPECTRUM DISORDER (AUT).

Definition.

Autism spectrum disorder is a developmental disability generally evident before age three that adversely affects a child's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation. Other characteristics often associated with autism spectrum disorder are unusual responses to sensory experiences, engagement in repetitive activities and stereotypical movements and resistance to environmental change or change in daily routines. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance as defined in (d). Children with autism spectrum disorder vary widely in their abilities and behavior. [34 C.F.R. § 300.8(c)(1)(i)]

The term of autism spectrum disorder includes all subtypes of Pervasive Developmental Disorder (such as Autistic Disorder; Rett's Disorder; Childhood Disintegrative Disorder; Asperger Syndrome; and Pervasive Developmental Disorder, Not Otherwise Specified) provided the child's educational performance is adversely affected and the child meets the eligibility criteria. Autism spectrum disorder may exist concurrently with other areas of disability.

Evaluations and Assessments.

The following evaluations and assessments shall be utilized to determine the presence of the characteristics of autism spectrum disorder.

1. Comprehensive psychological evaluation to include a formal assessment of intellectual functioning and an assessment of adaptive behavior.
2. Educational evaluation to include an assessment of educational performance and current functioning levels.
3. Communication evaluation to include assessment of verbal and non-verbal communication, prosody (linguistics including intonation, rhythm and focus in speech)), and pragmatic language utilizing both formal and informal measures.
4. Behavioral evaluations to include assessment of social interaction and participation, peer and adult interactions, capacity to relate to others, stereotypical behaviors, resistance to change, atypical responses to sensory stimuli, persistent preoccupation with or attachment to objects and other behaviors often associated with autism spectrum disorder.
5. Developmental history to include developmental differences and delays and age of onset, which is typically before the age of three. A child may be diagnosed as a child with autism spectrum disorder after age three if the characteristics of autism spectrum disorder are met.

Eligibility and Placement.

Eligibility shall be based on assessment of the five characteristic areas associated with autism spectrum disorder. The assessments shall minimally document that each of the characteristic areas of (1) developmental rates and sequences, (2) social interaction and participation and (3) verbal and non-verbal communication are affected. The adverse effect on a child's educational performance shall be documented and based on the following criteria:

- 1. Developmental rates and sequences.** A child exhibits delays, arrests, and/or inconsistencies in the acquisition of motor, sensory, social, cognitive, or communication skills. Areas of precocious or advanced skill development may also be present, while other skills may develop at typical or extremely depressed rates. The order of skill acquisition frequently differs from typical developmental patterns.
- 2. Social interaction and participation.** A child displays difficulties and/or idiosyncratic differences in interacting with people and participating in events. Often a child is unable to establish and maintain reciprocal relationships with people. A child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
- 3. Communication (verbal and/or nonverbal).** A child displays a basic deficit in the capacity to use verbal language for social communication, both receptively and expressively. Characteristics may involve both deviance and delay. Verbal language may be absent or if present, may lack usual communicative form, or the child may have a nonverbal communication impairment. Some children with autism may have good verbal language but have significant problems in the effective social or pragmatic use of communication.
- 4. Sensory processing.** A child may exhibit unusual, repetitive or unconventional responses to sensory stimuli of any kind. A child's responses may vary from low to high levels of sensitivity.
- 5. Repertoire of activities and interests.** A child may engage in repetitive activities and/or may display marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The capacity to use objects in an appropriate or functional manner may be absent, arrested, or delayed. A child may have difficulties displaying a range of interests and/or imaginative play. A child may exhibit stereotypical body movements.

A child with autism spectrum disorder may be served by any appropriately certified teacher in any educational program as described in the child's individualized education program (IEP). The identification of autism spectrum disorder for educational programming does not dictate a specific placement; however, it is based on the assessed strengths, weaknesses and individual goals and objectives of the child.

DEAFBLIND (DB).

Definition.

Deafblind means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. [34 C.F.R. § 300.8(c)(2)]

Eligibility and Placement.

1. For a child to be determined eligible for placement in special programs for the deafblind, the child shall have current optometric or ophthalmological examination and an audiological evaluation, all administered by qualified professionals. Children who are deafblind shall have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), and an analysis of a frequency modulated (FM) system check (if utilized). A comprehensive written report is required indicating the dates of the audiological evaluation and a description of the results of the audiological testing and amplification evaluation. In addition, the report should include a description of classroom environmental modifications which will assist the individualized education program (IEP) team in making instructional decisions, the child's ability to understand spoken language with and without amplification, and an interpretation of the results as they apply to the child in his or her classroom setting.

2. Children who are deafblind may receive educational services in classes with other disabled children; however, the class-size ratio for deafblind shall be maintained.

Additional Requirements.

Each child who has been diagnosed as deafblind shall be reported in the Georgia Deafblind Census.

DEAF/HARD OF HEARING (D/HH).

Definitions.

A child who is deaf or hard of hearing is one who exhibits a hearing loss that, whether permanent or fluctuating, interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement and, therefore, adversely affects a child's educational performance. [See 34 C.F.R. § 300.8(c)(3) & (5)]

1. A child who is deaf can be characterized by the absence of enough measurable hearing (usually a pure tone average of 66-90+ decibels American National Standards Institute without amplification) such that the primary sensory input for communication may be other than the auditory channel.
2. A child who is hard of hearing can be characterized by the absence of enough measurable hearing (usually a pure tone average range of 30-65 decibels American National Standards Institute without amplification) that the ability to communicate is adversely affected; however, the child who is hard of hearing typically relies upon the auditory channel as the primary sensory input for communication.

Eligibility and Placement.

1. The eligibility report shall include audiological, otological and educational evaluation reports.

(a) Audiological evaluations shall be provided with initial referral. Children who are deaf or hard of hearing shall have an audiological evaluation administered by a certified/licensed audiologist annually, or more often if needed. The annual audiological evaluation shall include, but is not limited to: an otoscopic inspection, unaided and aided pure tone and speech audiometry (as applicable), immittance testing, word recognition, hearing aid check and electro-acoustic analysis of the hearing aid (if amplified), an analysis of a frequency modulated (FM) system check (if utilized). A comprehensive written report shall be included in the audiological evaluation. This written report shall include, but is not limited to: the date of the audiological evaluation, description of the results of the audiological testing, an amplification evaluation including the child's ability to understand spoken language with and without amplification, as well an interpretation of the results as they apply to the child in his or her classroom setting.

(b) An otological evaluation report from appropriately licensed or certified personnel is required at the time of initial placement in the program for the deaf/hard of hearing. The otological evaluation report is required as medical history pertinent to the absence of hearing. If such a report is not available upon initial placement, it shall be obtained within 90 days of placement. The initial or most recent otological evaluation result shall be summarized and that otological evaluation report shall be attached to the eligibility report.

(c) A comprehensive educational assessment shall be used in the development of the child's individualized education program (IEP). The educational evaluation shall include assessment data from more than one measure and shall include, but is not limited to, information related to academic/achievement levels, receptive and expressive language abilities, receptive and expressive communication abilities, social and emotional adjustment and observational data relative to the child's overall classroom performance and functioning.

2. A psychological evaluation, using instruments appropriate for children who are deaf or hard of hearing, is recommended as part of the overall data when eligibility is being considered.

3. Children who exhibit a unilateral hearing loss may be considered for eligibility provided documentation exists that indicates academic or communicative deficits are the result of the hearing loss.

Additional Requirements.

1. An evaluation of the communication needs of a child who is deaf or hard of hearing shall be considered in the program and class placement decisions. An evaluation of a child's communication needs shall include, but is not limited to: language and communication needs and abilities, opportunities for direct communication with peers and professional personnel in the child's preferred language and communication mode, severity of loss, educational abilities, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

2. Any classroom to be used for a child who is deaf or hard of hearing shall be sound-treated and present an appropriate acoustical environment for the child. All placements, including regular education placements and desk arrangements within classrooms shall be made so that environmental noise and interruptions are minimized.

3. Recommendation of the appropriate educational environment, including acoustical considerations, should be made by the IEP Team.

4. Each LEA shall have written procedures to ensure the proper functioning of assistive amplification devices used by children who are deaf or hard of hearing. These procedures shall include the designated qualified responsible personnel, daily and ongoing schedules for checking equipment, as well as follow-up procedures.

EMOTIONAL AND BEHAVIORAL DISORDER (EBD).

Definition.

An emotional and behavioral disorder is an emotional disability characterized by the following:

- (i) An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. For preschool-age children, this would include other care providers.
- (ii) An inability to learn which cannot be adequately explained by intellectual, sensory or health factors.
- (iii) A consistent or chronic inappropriate type of behavior or feelings under normal conditions.
- (iv) A displayed pervasive mood of unhappiness or depression.
- (v) A displayed tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems. [34 C.F.R. § 300.8(c)(4)(i)(A – E)]

A child with EBD is a child who exhibits one or more of the above emotionally based characteristics of sufficient duration, frequency and intensity that interferes significantly with educational performance to the degree that provision of special educational service is necessary. EBD is an emotional disorder characterized by excesses, deficits or disturbances of behavior. The child's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory general health factors, or other additional exclusionary factors

Eligibility and Placement.

1. A child may be considered for placement in a program for children with EBD based upon an eligibility report that shall include the following:

- (i) Documentation of comprehensive prior extension of services available in the regular program to include counseling, modifications of the regular program or alternative placement available to all children, and data based progress monitoring of the results of interventions
- (ii) Psychological and educational evaluations
- (iii) Report of behavioral observations over a significant period of time;

- (iv) Appropriate social history to include information regarding the history of the child's current problem(s), the professional services and interventions that have been considered or provided from outside the school; and
- (v) Adequate documentation and written analysis of the duration, frequency and intensity of one or more of the characteristics of emotional and behavioral disorders.

2. A child must not be determined to be a child with an Emotional and Behavioral Disorder if the primary factor for that determination is:

- a. Lack of appropriate instruction in reading, including the essential components of reading instruction;
- b. Lack of appropriate instruction in math;
- c. Lack of appropriate instruction in writing;
- d. Limited English proficiency;
- e. Visual, hearing or motor disability;
- f. Intellectual disabilities;
- g. Cultural factors;
- h. Environmental or economic disadvantage; or
- i. Atypical education history (multiple school attendance, lack of attendance, etc.).

3. The term does not include children with social maladjustment unless it is determined that they are also children with EBD. A child whose values and/or behavior are in conflict with the school, home or community or who has been adjudicated through the courts or other involvement with correctional agencies is neither automatically eligible for nor excluded from EBD placement. Classroom behavior problems and social problems, e.g., delinquency and drug abuse, or a diagnosis of conduct disorder, do not automatically fulfill the requirements for eligibility for placement.

INTELLECTUAL DISABILITY (ID).

Definition.

Intellectual disabilities refer to significantly sub average general intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affects educational performance and originates before age 18. [34 C.F.R § 300.8(c)(6)] Intellectual disability does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences or a history of inconsistent and/or inadequate educational programming.

(a) Significantly sub average general intellectual functioning is defined as approximately 70 IQ or below as measured by a qualified psychological examiner on individually administered, nationally normed standardized measures of intelligence.

(1) All IQ scores defining eligibility for children with intellectual disabilities shall be interpreted as a range of scores encompassed by not more than one standard error of measurement below and above the obtained score. The standard error of measurement for a test may be found in the technical data section of the test manual.

(2) Any final determination of the level of intellectual functioning shall be based on multiple sources of information and shall include more than one formal measure of intelligence administered by a qualified psychological examiner. There may be children with IQ scores below 70 who do not need special education. Interpretation of results should take into account factors that may affect test performance such as socioeconomic status, native language, and cultural background and associated disabilities in communication, sensory or motor areas.

(i) Significantly sub average intellectual functioning must be verified through a written summary of at least one structured observation that demonstrates the child's inability to progress in a typical, age appropriate manner and with consideration for culturally relevant information, medical and education history.

(b) Deficits in adaptive behavior are defined as significant limitations in a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

(1) The child demonstrates significantly sub average adaptive behavior in school and home, and, if appropriate, community environments. These limitations in adaptive behavior shall be established through the use of standardized adaptive behavior measures normed on the general population, including people with disabilities and people without disabilities. On these standardized measures, significant limitations in adaptive behavior are operationally defined as performance that is at least two standard deviations below the mean of either (a) one of the following three types of adaptive behavior: conceptual, social, or practical, or (b) an overall (composite) score on a standardized measure of conceptual, social, and practical skills.

Documentation must include information from at least two sources. The first source shall be someone from the local school who knows the child and the second source shall be someone who knows the child outside of the school environment such as a parent, guardian, or person acting as a parent.

- (i). Interpretation of results should consider the child's cultural background, socioeconomic status and any associated disabilities that may limit or impact the results of the adaptive behavior measures.

(c) Deficits in intellectual functioning and adaptive behavior must have existed prior to age 18.

(d) A child must not be determined to be a child with an Intellectual Disability if the determinant factor for that determination is:

1. Lack of appropriate instruction in reading, including the essential components of reading instruction;
2. Lack of appropriate instruction in math;
3. Lack of appropriate instruction in written expression;
4. Limited English proficiency;
5. Visual, hearing or motor disability;
6. Emotional disturbances;
7. Cultural factors;
8. Environmental or economic disadvantage; or
9. Atypical educational history (multiple school attendance, lack of attendance, etc.).

Eligibility and Placement.

A child may be classified as having an intellectual disability (at one of the levels listed below) when a comprehensive evaluation indicates deficits in both intellectual functioning and adaptive behavior. Intellectual functioning and adaptive behavior shall be considered equally in any determination that a child is eligible for services in the area of intellectual disability. A comprehensive educational evaluation shall be administered to determine present levels of academic functioning. The report shall be prepared for each child to provide an adequate description of the data collected and explicit pre-referral interventions prior to evaluation and to explain why the child is eligible for services in a program for children with intellectual disabilities. In situations where discrepancies exist between test score results from intellectual functioning, adaptive behavior and academic achievement, the eligibility report must contain a statement of specific factors considered which resulted in the decision of the eligibility team. Eligibility teams must establish that any limits in performance are not primarily due to the exclusionary factors and must document this in the eligibility report:

A child may be classified as having an intellectual disability at one of the levels listed below.

MILD INTELLECTUAL DISABILITY (MID).

(1) Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55; and (2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment.

MODERATE INTELLECTUAL DISABILITY (MOID).

- (1) Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40; and
- (2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

SEVERE INTELLECTUAL DISABILITY (SID).

- (1) Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25; and
- (2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

PROFOUND INTELLECTUAL DISABILITY (PID).

- (1) Intellectual functioning below approximately 25; and
- (2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the child's age-level and cultural group, as determined by clinical judgment.

ORTHOPEDIC IMPAIRMENT (OI).

Definition.

Orthopedic impairment refers to a child whose severe orthopedic impairments adversely affects their educational performance to the degree that the child requires special education.

This term may include:

- (1) Impairment caused by congenital anomalies, e.g., deformity or absence of some limb.
- (2) Impairment caused by disease (poliomyelitis, osteogenesis imperfecta, muscular dystrophy, bone tuberculosis, etc.)
- (3) Impairment from other causes, e.g., cerebral palsy, amputations, and fractures or burns that cause contractures. [34 C.F.R. § 300.8(c)(8)]

Secondary disabilities may be present, including, but not limited to, visual impairment, hearing impairment, communication impairment and/or intellectual disability.

Eligibility and Placement.

Evaluation for initial eligibility shall include the following.

- (1) A current medical evaluation from a licensed doctor of medicine. The evaluation report used for initial eligibility shall be current within one year. The evaluation shall indicate the diagnosis/prognosis of the child's orthopedic impairment, along with information as applicable regarding medications, surgeries, special health care procedures and special diet or activity restrictions.
- (2) A comprehensive educational assessment to indicate the adverse effects of the orthopedic impairment on the child's educational performance.
- (3) Assessments shall document deficits in: pre-academic or academic functioning, social/emotional development, adaptive behavior, motor development or communication abilities resulting from the orthopedic impairment. When assessment information indicates significant deficit(s) in cognitive/academic functioning, a psychological evaluation shall be given.

Children served in a program for orthopedic impairments should be functioning no lower than criteria outlined for mild intellectual disabilities programs. For those children with orthopedic impairments served in other special education programs due to the severity of

their sensory or intellectual disability, support by the OI teacher regarding the implications of the child's orthopedic impairment may be appropriate.

OTHER HEALTH IMPAIRMENT (OHI).

Definition.

Other health impairment means having limited strength, vitality or alertness including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that -

- (1) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficient hyperactivity disorder, diabetes, epilepsy, or heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette Syndrome, and
- (2) Adversely affects a child's educational performance. [34 C.F.R. § 300.8(c)(9)]

In some cases, heightened awareness to environmental stimulus results in difficulties with starting, staying on and completing tasks; making transitions between tasks; interacting with others; following directions; producing work consistently; and, organizing multi-step tasks.

Eligibility.

1. Evaluation for initial eligibility shall include the following:

- (a) The medical evaluation from a licensed doctor of medicine, or in the case of ADD and ADHD an evaluation by a licensed doctor of medicine or licensed clinical psychologist, should be considered by the child's Eligibility Team as part of the process of determining eligibility. The evaluation report shall indicate the diagnosis/prognosis of the child's health impairment, along with information as applicable regarding medications, special health care procedures and special diet or activity restrictions. The evaluation report used for initial eligibility shall be current within one year and must document the impact of the physical condition on the vitality, alertness or strength of the child. In cases of illness where the child's physical health and well-being are subject to deterioration or change, this report shall be updated as frequently as determined by the IEP Committee. A medical diagnosis does not automatically include or exclude a child from determination of eligibility.
- (b) A comprehensive developmental or educational assessment to indicate the effects of the health impairment on the child's educational performance. Assessments shall

document deficits in pre-academic or academic functioning, adaptive behavior, social/emotional development, motor, or communication skills resulting from the health impairment. When assessment information indicates significant deficits in cognitive/academic functioning, a psychological evaluation shall be given.

- (c) A child must not be determined to be a child with Other Health Impairment if the determinant factor for that determination is:
- a. Lack of appropriate instruction in reading, including the essential components of reading instruction;
 - b. Lack of appropriate instruction in math;
 - c. Lack of appropriate instruction in writing;
 - d. Limited English proficiency;
 - e. Visual, hearing or motor disability;
 - f. Intellectual disabilities;
 - g. Emotional disturbances;
 - h. Cultural factors;
 - i. Environmental or economic disadvantage; or
 - j. Atypical educational history (attendance at multiple schools, lack of attendance).

Placement and Service Delivery.

(1) A child meeting eligibility criteria be served by any appropriately certified teacher in any educational program, as specified in the child's individualized education program (IEP).

(2) According to State Board of Education Rule 160-1-3-.03 Communicable Diseases, the district shall allow a child infected with a communicable disease to remain in his or her educational setting unless he or she currently presents a significant risk of contagion as determined by the district after consultation with the child's physician, a knowledgeable public health official and/or a physician designated by the LEA (at the LEA's option).

SIGNIFICANT DEVELOPMENTAL DELAY (SDD).

Definition

The term significant developmental delay refers to a delay in a child's development in adaptive behavior, cognition, communication, motor development or emotional development to the extent that, if not provided with special intervention, the delay may adversely affect a child's educational performance in age-appropriate activities. The term does not apply to children who are experiencing a slight or temporary lag in one or more areas of development, or a delay which is primarily due to environmental, cultural, or economic disadvantage or lack of experience in age appropriate activities. The SDD eligibility may be used for children from ages three through nine (the end of the school year in which the child turns nine). [See 34 C.F.R. § 300.8(b)]

Eligibility

- (1) Initial eligibility must be established, and an IEP in place, on or before the child's seventh birthday. SDD eligibility is determined by assessing a child in each of the five skill areas of adaptive development, cognition, communication, physical development (gross and fine motor), and social/emotional development. Any child who scores at least 2 standard deviations below the mean in one or more of the five areas or 1½ standard deviations below the mean in two or more areas shall meet eligibility for SDD.
- (2) For children who are kindergarten age or older, initial eligibility shall also include documented evidence that the impact on educational performance is not due to:
 - (a) Lack of appropriate instruction in reading or literacy readiness, including the essential components of reading instruction;
 - (b) Lack of appropriate instruction in math or math readiness skills;
 - (c) Limited English proficiency;
 - (d) Visual, hearing or motor disability;
 - (e) Emotional disturbances;
 - (f) Cultural factors; or
 - (g) Environmental or economic disadvantage.

The application of professional judgment is a critical element at every stage of eligibility determination: as test instruments are selected, during the evaluation process, in the analysis of evaluation results, as well as the analysis of error patterns on standardized, teacher made

or other tests.

(3) All five skill areas shall be assessed using at least one formal assessment. In those areas in which a significant delay is suspected, at least one additional formal assessment must be utilized to determine the extent of the delay. All formal assessments must be age appropriate, and all scores must be given in standard deviations.

(4) For children eligible under SDD with hearing; visual; communication; or orthopedic impairments, a complete evaluation must be obtained to determine if the child also meets eligibility criteria for deaf/hard of hearing, visual impairments, speech and language impairments or orthopedic impairments. Students with sensory, physical or communication disabilities must receive services appropriate for their needs, whether or not specific eligibility is determined.

- a. Lack of appropriate instruction in reading, including the essential components of reading instruction;
- b. Lack of appropriate instruction in math;
- c. Lack of appropriate instruction in writing;
- d. Limited English proficiency;
- e. Visual, hearing or motor disability;
- f. Intellectual disabilities;
- g. Emotional disturbances;
- h. Cultural factors;
- i. Environmental or economic disadvantage; or
- j. Atypical educational history (attendance at multiple schools, lack of attendance).

Placement and Service Delivery

- (1) A child meeting eligibility criteria be served by any appropriately certified teacher in any educational program, as specified in the child's individualized education program (IEP).
- (2) According to State Board of Education Rule 160-1-3-.03 Communicable Diseases, the district shall allow a child infected with a communicable disease to remain in his or her educational setting unless he or she currently presents a significant risk of contagion as determined by the district after consultation with the child's physician, a knowledgeable public health official and/or a physician designated by the LEA (at the LEA's option).

Placement and Service Delivery

(1) Preschool-aged (3-5) children meeting eligibility criteria as SDD and needing special education services may receive those services in a variety of placement options, as determined by the child's IEP Team and participation by other agencies, such as, but not limited to:

- (a) Regular Early Childhood Setting
 - Head Start Programs
 - Georgia Pre-K Classes
 - Community Daycares
 - Private Preschools
- (b) Separate Early Childhood Special Education Setting;
- (c) Day School;
- (d) Residential Facility;
- (e) Service Provider Location; or
- (f) Home

(2) School-aged children with SDD shall be served by any appropriately certified teacher in any education program designed to meet the needs of the child, as specified by the child's IEP team.

SPECIFIC LEARNING DISABILITIES (SLD)

Definition

(1) Specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing or motor disabilities, intellectual disabilities, emotional or behavioral disorders, environmental, cultural or economic disadvantage. [34 C.F.R. §300.8(c)(10)]

(2) The child with a specific learning disability has one or more serious academic deficiencies and does not achieve adequately according to age to meet State-approved grade-level standards. These achievement deficiencies must be directly related to a pervasive processing deficit and to the child's response to scientific, research-based interventions. The nature of the deficit(s) is such that classroom performance is not correctable without specialized techniques that are fundamentally different from those provided by general education teachers, basic remedial/tutorial approaches, or other compensatory programs. This is clearly documented by the child's response to instruction as demonstrated by a review of the progress monitoring available in general education and Student Support Team (SST) intervention plans as supported by work samples and classroom observations. The child's need for academic support alone is not sufficient for eligibility and does not override the other established requirements for determining eligibility.

Exclusionary Factors

(1) A child must not be determined to be a child with a specific learning disability if the determinant factor for that determination is:

- a. Lack of appropriate instruction in reading, to include the essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension);
- b. Lack of appropriate instruction in math;
- c. Lack of appropriate instruction in writing;
- d. Limited English proficiency;
- e. Visual, hearing or motor disability;
- f. Intellectual disabilities;
- g. Emotional disturbances;
- h. Cultural factors;
- i. Environmental or economic disadvantage; or
- j. Atypical educational history (such as irregular school attendance or attendance at multiple schools) [See 34 C.F.R. § 300.309(a)(3)]

Required Data Collection

(1) In order to determine the existence of Specific Learning Disability, the group must summarize the multiple sources of evidence to conclude that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development. Ultimately, specific learning disability is determined through professional judgment using multiple supporting evidences that must include:

(a) Data are collected that include:

- (i) At least two current (within twelve months) assessments such as the results of the CRCT or other state-required assessment, norm-referenced achievement tests or benchmarks indicating performance that does not meet expectations for State-approved grade-level standards;
- (ii) Information from the teacher related to routine classroom instruction and monitoring of the child's performance. The report must document the child's academic performance and behavior in the areas of difficulty.
- (iii) Results from supplementary instruction that has been or is being provided:
 - (a) that uses scientific, research or evidence based interventions selected to correct or reduce the problem(s) the student is having and was in the identified areas of concern;
 - (b) such instruction has been implemented as designed for the period of time indicated by the instructional strategy (ies). If the instructional strategies do not indicate a period of time the strategies should be implemented, the instructional strategies shall be implemented for a minimum of 12 weeks to show the instructional strategies' effect or lack of effect that demonstrates the child is not making sufficient progress to meet age or State-approved grade-level standards within a reasonable time frame;
 - (iv) the interventions used and the data based progress monitoring results are presented to the parents at regular intervals throughout the interventions.
- (b) Any educationally relevant medical findings that would impact achievement.
- (c) After consent is received from the parents for a comprehensive evaluation for special education determination the following must occur: 1. An observation by a required group member;

2. Documentation that the determination is not primarily due to any of the exclusionary

factors;

3. Current analyzed classroom work samples indicating below level performance as compared to the classroom normative sample; and

4. Documentation of a pattern of strength and weaknesses in performance and/or achievement in relation to age and grade level standards must include:

- (i) A comprehensive assessment of intellectual development designed to assess specific measures of processing skills that may contribute to the area of academic weakness. This assessment must be current within twelve months and
- (ii) Current Response to Intervention data based documentation indicating the lack of sufficient progress toward the attainment of age or State-approved grade-level standards.
- (iii) As appropriate, a language assessment as part of additional processing batteries may be included.

Eligibility Determination

- (1) The child who is eligible for services under the category of specific learning disability must exhibit the following characteristics: a primary deficit in basic psychological processes and secondary underachievement in one or more of the eight areas along with documentation of the lack of response to instructional intervention as supported by on-going progress monitoring.
- (2) Deficits in basic psychological processes typically include problems in attending, discrimination/perception, organization, short-term memory, long-term memory, conceptualization/reasoning, executive functioning, processing speed, and phonological deficits. Once a deficit in basic psychological processes is documented, there shall be evidence that the processing deficit has impaired the child's mastery of the academic tasks required in the regular curriculum. Though there may exist a pattern of strengths and weaknesses, evidence must be included documenting that the processing deficits are relevant to the child's academic underachievement as determined by appropriate assessments that are provided to the child in his/her native language. Though a child may be performing below age or State-approved grade level standards, the results of progress monitoring must indicate that the child is not making the expected progress toward established benchmarks. This is indicated by comparing the child's rate of progress toward attainment of grade level standards.
- (3) Underachievement exists when the child exhibits a pattern of strengths and weakness in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development and when a child does not achieve adequately

toward attainment of grade level standards in one or more of the following areas:

- (a) Oral expression- use of spoken language to communicate ideas;
- (b) Listening comprehension-ability to understand spoken language at a level commensurate with the child's age and ability levels;
- (c) Written expression - ability to communicate ideas effectively in writing with appropriate language;
- (d) Basic reading skills-ability to use sound/symbol associations to learn phonics in order to comprehend the text;
- (e) Reading comprehension-ability to understand the meaning of written language based in child's native language;
- (f) Reading Fluency Skills- the ability to read and process a text with appropriate rate and accuracy;
- (g) Mathematics calculation-ability to process numerical symbols to derive results, including, but not limited to, spatial awareness of symbol placement and choice of sequence algorithms for operations required; and
- (h) Mathematical problem solving -ability to understand logical relationships between mathematical concepts and operations, including, but not limited to, correct sequencing and spatial/symbolic representation.

(4) Progress monitoring includes the data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting child progress during instruction. When reviewing progress monitoring data, those students that exhibit a positive response to the research validated instruction being provided by general education cannot be considered as having a specific learning disability even though they may show deficits on achievement tests in the specified areas. In addition, children whose achievement in classroom academics indicates performance that is commensurate with pervasive weaknesses that are not indicative of a pattern of strengths and weaknesses may not be considered as having a specific learning disability.

(5) One group member responsible for determining specific learning disability must conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent for special education evaluation is obtained. The observation of the child is conducted in the learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty. The observation must include information from the routine classroom instruction and monitoring of the child's performance.

The SLD Eligibility Group

(1) The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals that must include:

- (a) The child's regular teacher; or if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age;
- (b) A highly qualified certified special education teacher; and
- (c) A minimum of one other professional qualified to conduct individual diagnostic assessments in the areas of speech and language, academic achievement, intellectual development, or social-emotional development and interpret assessment and intervention data (such as school psychologist, reading teacher, or educational therapist). Determination of the required group member should be based on the data being reviewed and the child's individual needs.

(2) Each group member must certify in writing whether the report reflects the member's conclusions. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

SPEECH-LANGUAGE IMPAIRMENT (SI).

Definitions.

Speech or language impairment refers to a communication disorder, such as stuttering, impaired articulation, language or voice impairment that adversely affects a child's educational performance. A speech or language impairment may be congenital or acquired. It refers to impairments in the areas of articulation, fluency, voice or language. Individuals may demonstrate one or any combination of speech or language impairments. A speech or language impairment may be a primary disability, or it may be secondary to other disabilities. [34 C.F.R. § 300.8(c)(11)]

(1) Speech Sound Production Impairment (e.g. articulation impairment)- atypical production of speech sounds characterized by substitutions, omissions, additions or distortions that interferes with intelligibility in conversational speech and obstructs learning, successful verbal communication in the educational setting. The term may include the atypical production of speech sounds resulting from phonology, motor or other issues. The term speech sound impairment does not include:

- A) Inconsistent or situational errors;
- B) Communication problems primarily from regional, dialectic, and/or cultural differences;
- C) Speech sound errors at or above age level according to established research-based developmental norms, speech that is intelligible and without documented evidence of adverse effect on educational performance;
- D) Physical structures (e.g., missing teeth, unrepaired cleft lip and/or palate) are the primary cause of the speech sound impairment; or
- E) Children who exhibit tongue thrust behavior without an associated speech sound impairment.

(2) Language Impairment - impaired comprehension and/or use of spoken language which may also impair written and/or other symbol systems and is negatively impacting the child's ability to participate in the classroom environment. The impairment may involve, in any combination, the form of language (phonology, morphology, and syntax), the content of language (semantics) and/or the use of language in communication (pragmatics) that is adversely affecting the child's educational performance. The term language impairment does not include:

- A) Children who are in the normal stages of second language acquisition/learning and whose communication problems result from English being a secondary language unless

it is also determined that they have a speech language impairment in their native/primary language.

B) Children who have regional, dialectic, and/or cultural differences

C) Children who have auditory processing disorders not accompanied by language impairment.

D) Children who have anxiety disorders (e.g. selective mutism) unless it is also determined that they have a speech language impairment. There must be a documented speech-language impairment that adversely affects the educational performance for these children to qualify for special education services.

(3) Fluency Impairment - interruption in the flow of speech characterized by an atypical rate, or rhythm, and/or repetitions in sounds, syllables, words and phrases that significantly reduces the speaker's ability to participate within the learning environment. Excessive tension, struggling behaviors and secondary characteristics may accompany fluency impairments. Secondary characteristics are defined as ritualistic behaviors or movements that accompany dysfluencies. Ritualistic behaviors may include avoidance of specific sounds in words. Fluency impairment includes disorders such as stuttering and cluttering. It does not include dysfluencies evident in only one setting or reported by one observer.

(4) Voice/Resonance Impairment –interruption in one or more processes of pitch, quality, intensity, or resonance resonance that significantly reduces the speaker's ability to communicate effectively... Voice/Resonance impairment includes aphonia or the abnormal production of vocal quality, pitch, loudness, resonance, and/or duration, which is inappropriate for an individual's age and/or gender. The term voice/resonance impairment does not refer to:

A) Anxiety disorders (e.g. selective mutism)

B) Differences that are the direct result of regional, dialectic, and/or cultural differences

C) Differences related to medical issues not directly related to the vocal mechanism (e.g. laryngitis, allergies, asthma, laryngopharyngeal reflux (e.g. acid reflux of the throat, colds, abnormal tonsils or adenoids, short-term vocal abuse or misuse, neurological pathology)

D) Vocal impairments that are found to be the direct result of or symptom of a medical condition unless the impairment impacts the child's performance in the educational environment and is amenable to improvement with therapeutic intervention.

Evaluation, Eligibility and Placement

All of the special education rules and regulations related to evaluation, eligibility and placement must be followed including:

1. Evaluation:

A) Documentation of the child's response to prior evidenced-based interventions prior to referral for a comprehensive evaluation.]

B) A comprehensive evaluation shall be performed by a certified or licensed Speech-

Language Pathologist (SLP) for consideration of speech-language eligibility. Following receipt of a clear hearing and vision screening and medical clearance for voice (as appropriate) this evaluation consists of an initial screening of the child's speech sounds, language, fluency, voice, oral motor competency, academic, behavioral, and functional skills using either formal or informal assessment procedures to assist in determining if the child is a child with a disability [34 C.F.R. 300.304(b)(1)]. An in-depth evaluation of each area suspected of being impaired, using at least one formal test and/or procedure.

C) A full and individual initial evaluation for each area suspected of being a disability must be provided and considered prior to the child's eligibility for speech-language services. This may include assessments in the areas of health (e.g. ENT, otolaryngologist, ophthalmologist, and optometrist), vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

D) The evaluation is sufficient to identify all of the child's special education and related service's needs, whether or not commonly linked to the disability category in which the child has been referred or classified [34 C.F.R. 300.304(b)(4)] 34 C.F.R. 300.304(b)(6).

E) Children with voice/resonance impairment must have a medical evaluation to rule out physical structure etiology by a medical specialist either prior to a comprehensive evaluation or as part of a comprehensive evaluation. The presence of a medical condition (e.g., vocal nodules, polyps) does not necessitate the provision of voice therapy as special education or related service nor does a prescription for voice therapy from a medical doctor. A written order from a medical practitioner is a medical opinion regarding the medical evaluation or treatment that a patient should receive. When directed to a school, these medical orders should be considered by the team as a part of the eligibility process. The team, not a medical practitioner, determines the need for an evaluation for special education services based on documented adverse effect of the voice impairment on the child's educational performance.

F) A variety of assessment tools and strategies must be used to gather relevant functional, developmental and academic information about the child, including information provided by the parent. Information from the evaluation is used to determine whether the child is a child with a disability and the content of the child's IEP including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities)m[34 C.F.R. 300.304(b)(i)].

2. Eligibility:

A) Determining eligibility for speech-language impaired special education services includes three components:

1) The Speech-Language Pathologist determines the presence or absence of speech-language impairment based on Georgia rules and regulations for special education, [34 C.F.R. § 300.8(c)(11)]

2) Documentation of an adverse effect of the impairment on the child's educational performance

3) The team determines that the child is a child with a disability [34 C.F.R. 300.304(b)(1)] and is eligible for special education and appropriate specialized instruction needed to access the student's curriculum. [34 C.F.R. 300.8(b)(2)]

B) Eligibility shall be determined based on the documented results of at least two or more measures or procedures, at least one of which must be formal, administered in the area of impairment and documentation of adverse effect.

A speech-language disorder does not exist if:

A) Environmental, cultural, or economic disadvantage cannot be ruled out as primary factors causing the impairment; or

B) A child exhibits inconsistent, situational, transitory or developmentally appropriate speech-language difficulties that children experience at various times and to various degrees.

C) Because children who have communication difficulties do not necessarily have speech or language impairments, the speech-language program may not be the appropriate service delivery model to adequately meet the child's educational needs. For this reason, all children who are suspected of having communication problems shall be the subject of a Student Support Team (SST) to problem solve and implement strategies to determine and limit the adverse effect on the child's educational performance.

(4) For nonverbal or verbally limited children and those with autism and/or significant intellectual, sensory, or physical disabilities, a multidisciplinary team of professionals shall provide a functional communication assessment of the child to determine eligibility for speech-language services. The multidisciplinary team shall consist of professionals appropriately related to the child's area of disability.

(5) A child is eligible for placement in a speech-language program if, following a comprehensive evaluation; the child demonstrates impairment in one or more of the following areas: speech sound, fluency, voice or language that negatively impacts the child's ability to participate in the classroom environment. The present adverse effect of the speech-language impairment on the child's progress

in the curriculum, including social and/or emotional growth, must be documented in writing and used to assist in determining eligibility.

3. Placement:

Placement in the speech-language program shall be based on the results of the comprehensive assessment, and eligibility, along with all other pertinent information.

4. Children shall not be excluded from a speech-language program based solely on the severity of the disability. Cognitive referencing (i.e., comparing language scores to IQ scores) is not permissible as the only criteria for determining eligibility for speech-language impaired services.

Communication Paraprofessionals- A communication paraprofessional is an adjunct to the Speech Language Pathologist (SLP) and assists with certain duties and tasks within the speech-language program. The communication paraprofessional is under the supervision of a certified or licensed SLP. The communication paraprofessional cannot carry their own caseload, nor do they increase the certified SLP's caseload outside of a self-contained classroom. The primary responsibility for the delivery of services, as indicated on the IEP, remains with the certified or licensed SLP. Children who receive services from the communication paraprofessional shall also receive services from the supervising SLP and/or licensed or certified SLP a percentage of the time designated in the IEP for speech-language services, but no less than one hour per month. Each LEA should develop and implement procedures for the training, use and supervision of communication paraprofessional.

TRAUMATIC BRAIN INJURY (TBI).

Definition.

Traumatic Brain Injury (TBI) refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the child's educational performance. The term applies to open or closed head injuries resulting in impairments which are immediate or delayed in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, speech and information processing. The term does not apply to brain injuries that are congenital or degenerative in nature, brain injuries induced by birth trauma. [34 C.F.R. § 300.8(c)(12)]

Eligibility.

(1) Evaluation for eligibility shall include the following.

(a) A summary of the child's pre-injury functioning status. This information may be available through previous formal evaluations, developmental assessments, achievement tests, classroom observations and/or grade reports.

(b) Verification of the TBI through the following:

1. A medical evaluation report from a licensed doctor of medicine indicating that TBI has occurred recently or in the past, or
2. Documentation of TBI from another appropriate source, such as health department or social services reports, or parents' medical bills/records.

(c) A neuropsychological, psychological or psychoeducational evaluation that addresses the impact of the TBI on the following areas of functioning:

1. Cognitive - this includes areas such as memory, attention, reasoning, abstract thinking, judgment, problem solving, speed of information processing, cognitive endurance, organization, receptive and expressive language and speed of language recall.
2. Social/Behavioral - this includes areas such as awareness of self and others, interaction with others, response to social rules, emotional responses to everyday situations and adaptive behavior.
3. Physical/Motor - this includes areas such as hearing and vision acuity, speech production, eye-hand coordination, mobility and physical endurance.

- (2) Deficits in one or more of the above areas that have resulted from the TBI and adversely affect the child's educational performance shall be documented.

Placement and Service Delivery.

The identification of TBI for educational programming does not dictate a specific service or placement. The child with TBI shall be served by any appropriately certified teacher in any educational program, as specified in the child's individualized education program (IEP) Team minutes.

VISUAL IMPAIRMENT (VI).

Definitions.

A child with a visual impairment is one whose vision, even with correction, adversely impacts a child's educational performance. [34 C.F.R. § 300.8(c)(13)] Examples are children whose visual impairments may result from congenital defects, eye diseases, or injuries to the eye. The term includes both visual impairment and blindness as follows:

(1) Blind refers to a child whose visual acuity is 20/200 or less in the better eye after correction or who has a limitation in the field of vision that subtends an angle of 20 degrees. Some children who are legally blind have useful vision and may read print.

(2) Visually impaired refers to a child whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction or who have a limitation in the field of vision that adversely impacts educational progress.

(a) Progressive visual disorders: Children, whose current visual acuity is greater than 20/70, but who have a medically indicated expectation of visual deterioration may be considered for vision impaired eligibility based on documentation of the visual deterioration from the child's optometrist or ophthalmologist.

Eligibility and Placement.

(1) A current (within one year) eye examination report shall be completed and signed by the ophthalmologist or optometrist who examined the child.

(a) A report from a neurologist in lieu of the optometrist/ophthalmologist report is acceptable for students who have blindness due to a cortical vision impairment.

(2) A clinical low vision evaluation shall be completed by a low vision optometrist for children who are not totally blind;

(a) If the student is under the age of 8 and/or has a severe cognitive and/or physical disability that would make the use of low vision aids unfeasible, a functional vision evaluation may be used instead of a low vision evaluation to establish eligibility.

1. The low vision evaluation should be completed by age 10 for children who do not have one during eligibility determination prior to age 8 unless other circumstances apply.

2. The low vision evaluation is often difficult to schedule within the 60-day timeline, therefore, if children meet all other eligibility requirements, the eligibility report shall document the date of the scheduled upcoming low vision evaluation and the team may

proceed with the eligibility decision.

3. Once the low vision evaluation has occurred the eligibility information shall be updated, and as appropriate, the IEP.

(i) The low vision evaluation must occur within 120 days of receipt of parental consent to evaluate to determine eligibility for visual impairment.

- (3) A comprehensive education evaluation shall be administered to determine present levels of functioning. The impact of the visual impairment on the child's educational performance shall be considered for eligibility.

- (a) Educational assessments may include cognitive levels, academic achievement, and reading ability

1. Educational assessments related to vision must be completed by a teacher certified in the area of visual impairments.

- (b) In some cases, comprehensive psychological evaluations may be indicated and must be completed by appropriately certified personnel

- (4) Braille instruction is always considered critical to appropriate education for a child who is blind. Children identified with visual impairments shall be evaluated to determine the need for braille skills. The evaluation will include the present and future needs for braille instruction or the use of braille. For children for whom braille instruction and use is indicated, the individualized education program (IEP) shall include the following:

- (a) Results obtained from the evaluation conducted for the purpose of determining the need for Braille skills;
- (b) How instruction in braille will be implemented as the primary mode for learning through integration with other classroom activities;
- (c) Date on which braille instruction will commence;
- (d) The length of the period of instruction and the frequency and duration of each instructional session; and
- (e) The level of competency in braille reading and writing to be achieved by the end of the period and the objective assessment measures to be used.
- (f) For those children for whom braille instruction is not indicated, the IEP shall include a statement with supporting documentation that indicate the absences of braille instruction will not impair the child's ability to read and write effectively.

Confidentiality of Personally Identifiable Information

(Aligned with State Rule: 160-4-7-.08)

Confidential Information

All special education records, documents and information are confidential. ALL personnel (including contracted employees) employed by Georgia School for Innovation and the Classics are responsible for maintaining confidentiality in regards to students with disabilities and students suspected of having a disability. Special education records, written documents, and information shared verbally through the special education process are confidential. *For all personnel in the school system, breaching confidentiality is a violation of ethics and may result in disciplinary action.*

Maintaining Special Education Records

The following procedures must be followed in order to maintain confidentiality of *Special Education Records*:

- *Special Education Records* will be maintained as follows:
 - *Active Files*: Students who are currently receiving special education services.
 - *Inactive Files*: Students who have been discontinued from special education programs, did not qualify for services, or have graduated.
 - It is the responsibility of the assigned *Special Education Case Manager* to appropriately maintain each *Special Education Record* on his/her caseload.
- The *Special Education Case Manager* is responsible for preparing the file for *inactive status* at the *school level*. The *Special Education Secretary* is responsible of preparing the file for *inactive status* at the *central office level*. The *Student Information Clerk* at each school will inform the *Special Education Secretary* of the *inactive status* through email or phone call.
- The *Special Education Case Manager* at each school is responsible for transferring *Special Education Records (Active and Inactive Files)* as the student transitions.
- Unless in immediate use, *Active Files* should be maintained in a locked filing cabinet at each school in the case manager's office location.
- A list of authorized employees (specific titles, not names) with access to *Special Education Records* should be displayed on the outside of the file cabinet.
- Authorized employees removing *Special Education Records* from the file cabinet must complete the sign-out sheet located in the front of each file.
- *Special Education Records* should not be taken home.
- Only staff working with a student with a disability should have access to information regarding the student.
- Staff should not share verbal or written information with other staff that do not work or interact with the students.
- Administrators, nurses, counselors, bus drivers, paraprofessionals, and teachers working with a student with a disability should have access to the student records. Information is not to be shared with others not working with the student.

- **Under no circumstances should a psychological report be included in the teacher's folder!**

Location of Special Education Records

- The Special Education Teacher will collect and maintain the following records:
 - IEP documents, including Amendments
 - Special Education Student Progress Reports
 - Special Education Teachers Pre and Post Test Data
 - Parent Notices of Meetings
 - Student Data Sheet
 - Check & Connect Data
 - Progress Monitoring Portfolios
 - Hearing Aid Check Log (hearing impaired teachers only)
- The Special Education Department will collect and maintain the following records:
 - Permission for Access to Records Form
 - Referral Forms
 - Parental Consent for Evaluation
 - Test Protocols
 - Regular and Special Education (SLD, BD) teacher observation reports
 - Vision and Hearing Screening Test Results
 - Audiological Reports
 - Social Histories
 - Psychological Reports (only in SPED and/or Guidance Folders)
 - Eligibility Report (only in Sped and /or Guidance Folders)
 - Appropriate Medical Reports (e.g. Ophthalmology, Audiology)
 - Parental Consent for Change of Placement
 - Student Support Team Meeting Records
 - Eligibility Reports
 - IEP, including Amendments
 - Transition Plans
 - Permission for Release of Information

Access Rights and Required Procedures

Parents have the right to inspect and review all records relating to their child unless Georgia School for Innovation and the Classics has been advised that the parents do not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

- Legal Guardians are permitted to inspect and review any education records relating to their child that are collected, maintained, or used by the Georgia School for Innovation and the Classics .
- Georgia School for Innovation and the Classics must comply with a guardian's request without unnecessary delay and before any meeting regarding an IEP, any due process

hearing, or resolution session, and in no circumstances more than 45 days after the request has been made.

- All employees should **notify the Special Education Director immediately if a guardian requests access to their child's *Special Education Record*.**
- The right to inspect and review all education records includes:
 - The right to a response from Georgia School for Innovation and the Classics to reasonable requests for explanations and interpretations of the records.
 - The right to request that Georgia School for Innovation and the Classics provides copies of the records containing the information if failure to provide those copies would effectively prevent the guardians from exercising the right to inspect and review the records.
 - Each guardian has a right to have a representative inspect and review the records.
- **The rights of parents regarding education records are transferred to the adult student at age 18.**

Amendment of Records at Parent Request/Results of Hearing

Parents who believe that information contained in the education records collected is inaccurate or misleading or violates the privacy or other rights of the student may request that the Georgia School for Innovation and the Classics amend the information. ***If any Georgia School for Innovation and the Classics employee receives a parent request to amend a Special Education Record, the employee should contact the Special Education Director immediately.***

Parental Consent

Parental consent must be obtained before personally identifiable information, including *Special Education Records* is disclosed to other parties unless the disclosure is authorized without parental consent. Prior consent is NOT required to release information to:

- Parents or eligible children
- Other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate education interests. This includes teachers within Georgia School for Innovation and the Classics, legally constituted cooperating agencies or other agencies providing shared services;
- Official of another school, school system, or institution of postsecondary education in which the child seeks or is eligible to enroll upon condition that parent or student (if 18) have signed a release of records.

Georgia School for Innovation and the Classics System must obtain parental consent prior to accessing a child's or parent's public benefits or insurance for the first time and after providing notification to the child's parents. The parental consent to access a child's or parent's benefits or insurance shall:

- Specify the personally identifiable information that may be disclosed, the purpose of the disclosure, and the agency to which the disclosure may be made.

- Specify that the parent understands and agrees that the LEA may access the child's or parent's public benefits or insurance to pay for services provided under IDEA.

Georgia School for Innovation and the Classics must ensure there is no delay in implementing a child's IEP, including any case in which the payment source for providing or paying for special education and related services to the child is being determined. Georgia School for Innovation and the Classics may use Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under IDEA, as permitted by the public benefits or insurance. The parent is not required to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE. Parents will not incur any out-of-pocket expenses such as the payment of a deductible or co-pay amount incurred in filing a claim for services provided, but the school system may pay the cost the parents would otherwise be required to pay. The school system may not use a child's benefits under a public benefits or insurance program if that use would:

- Decrease available lifetime coverage or any other insured benefit
- Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and are required for the child outside of the time the child is in school.
- Increase premiums or lead to the discontinuation of benefits or insurance
- Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenses

Prior to accessing a child's or parent's public benefits or insurance for the first time, and annually thereafter, the school system shall provide written notification to the child's parents that includes:

- A statement of parental consent provisions
- A statement of the "no cost" provisions
- A statement that the parents have the right to withdraw their consent to disclosure of their child's personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program at any time
- A statement that the withdrawal of consent or refusal to provide consent to disclose personally identifiable information to the agency responsible for the administration of Georgia's public benefits or insurance program does not relieve the school system of its responsibility to ensure that all required services are provided at no cost to the parents.

Georgia School for Innovation and the Classics may access the parent's private insurance proceeds only if the parents provide consent. Each time the school system proposes to access the private insurance proceeds, the system must obtain parental consent and inform the parents that their refusal to permit access to their private insurance does not relieve the school of its responsibility to ensure that all required services are provided at no cost to the parents.

Destruction of Special Education Records

School Systems are required to maintain the special education records up to the date that the student turns 22 years of age. After the age of 22, and notification has been provided to the parent/guardian the records may be destroyed. After graduation or exiting from high school, documents may be necessary in order for former students to qualify for certain benefits, employment, post-secondary education opportunities, and for other services. Georgia School for Innovation and the Classics will maintain the special education files for all students up to five years after graduation.

Special education teachers are required to provide students and/or their parents/guardians a copy of the most recent IEP, psychological evaluation, and eligibility report before the end of the student's last year in school (graduation or exit). This may be done at the Annual Review or Exit Meeting. It is acceptable to arrange a transfer of these documents in May. Teachers are urged to remind the students and/or parents/guardians that these documents may be required as future pursuits are undertaken, and that the original documents will be destroyed five years after graduation.

Prohibition on Mandatory Medication

Each school must prohibit personnel from requiring parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202© of the Controlled Substance Act (21 U.S.C. 812©) for a child as a condition of attending school, receiving an evaluation or receiving services. Nothing listed above shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a child's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services as it relates to child find.

CONFIDENTIALITY: FREQUENTLY ASKED QUESTIONS

1. **Who am I able to discuss issues with concerning my special education students?** You may only share personal information on your students with teachers that have direct contact with that student. You may speak with administrators, counselors and lead teachers also.
2. **Can I discuss issues concerning special education students with teachers that do not teach the student?** Not if you are sharing information that will identify the student. You may discuss issues concerning students in general, but you may not share any information that would enable another teacher to identify the child.
3. **What do I do if the student has a relative that contacts me regarding the student?** You may only share information on the student with their parent or guardian. If the relative is not a parent or guardian, you may not share information with them.
4. **Can I have my paraprofessional make copies of IEP's for me?** No, paraprofessionals and classroom aides are not permitted access to confidential records, unless they personally work with the student.
5. **I have a student whose parents are getting a divorce and the mother has requested that I not share any information with the father. Can I withhold this information?** No. The father has a right to the information, unless there has been a legal document denying him access to the child's student records.
6. **I don't have a filing cabinet with a lock in my room, what should I do?** You need to find somewhere to store the information that is locked. You may need to have your school purchase a locked filing cabinet for you, or keep your files locked in the lead teacher's office. These files must NOT be accessible!
7. **A member of a community organization has come to me requesting information on one of my students to help them in the community. Can I share information with someone outside of the school system?** NO. The best rule is to not speak to anyone concerning your students. If you feel that sharing information would benefit the student, you may call a meeting with the parents and this person to discuss issues together. You should obtain written permission from the parent to have this person involved in the meeting.
8. **As a special education teacher, am I allowed to share the names of the students I teach with others?** No. Students have a right to privacy in regards to their special education status. By sharing the names of students you teach, you are identifying the student as receiving special education services.
9. **What advice do you have regarding who or what we are allowed to share in general?** Your safest bet is to only share information with teachers that currently teach the student, as well as counselors and administrators.

SECTION 2: SUPPORTS AND SERVICES

Least Restrictive Environment (LRE)

(Aligned with State Rule 160-4-7-.07)

Georgia School for Innovation and the Classics will implement procedures to ensure that students with disabilities receive FAPE in the Least Restrictive Environment (LRE) to access the General Curriculum. We support this policy of providing an education in the least restrictive environment by offering a variety of alternative placements to ensure that, to the maximum extent appropriate, exceptional children will be educated with children who do not have disabilities. The appropriate placement is determined at the student's annual IEP meeting.

In keeping with the concept of LRE, the Georgia School for Innovation and the Classics implements procedures to insure students are included with their peers without disabilities to the maximum extent appropriate. Inclusion is a philosophy that affects how special education students are perceived. Students with disabilities are members of a community of learners and should be included when appropriate. All students need to develop age-appropriate skills, which can usually be accomplished in the educational environment with the continuum of services delivered through the school setting. The goal of inclusion is to balance students' needs to accomplish an optimal educational outcome. Therefore, what is most appropriate for a student with disabilities must be decided on an individual basis not based on attitudes or what is appropriate for other students with disabilities. This can be accomplished through a collaborative effort between the school and parent. Community agencies should be involved when appropriate.

The Georgia School for Innovation and the Classics' philosophy is to maximize students' potential in the educational setting. This can only be accomplished through a delivery of services that evaluates/assesses a student with disabilities on an individual basis with inclusion options being considered but not mandatory. When placement committees consider inclusion, the guide for all decisions will be the student's IEP. Once student needs are established, the committee then must consider all educational environments to appropriately meet the IEP goals/ objectives. Several factors should be considered including:

- Normalized, regular classroom settings should always be considered. Special adaptations in materials, methods, and class size/staffing ratios should be considered as ways to provide services in this setting.
- All children should be afforded opportunities to develop social skills with their non-disabled peers.
- Creative options should be considered to provide these opportunities, including non-academic and extra-curricular activity settings.
- Students who chronically exhibit behaviors that are severely disruptive or dangerous to themselves and others may have limited opportunities for inclusion in academic settings. The focus is providing protection for the learning opportunities of all students.

- Print instruction materials in specialized, accessible formats to children who are blind or other print disabled in a timely manner.
- Access to Physical Education and Specially Designed Physical Education.
- Children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the LEA, including art, music, and Career, Technical and Agricultural Education.
- Inclusion options that are not exclusively designed for socialization opportunities should consider the classroom curriculum being offered. The goal is to provide instruction that is related to the regular subject matter under study. For example, a middle school Georgia geography lesson might be modified to address locating the state on a map or globe, a related art activity using topics addressed or locating a hometown for a student with disabilities. When modifications cannot be achieved to address related objectives and a completely separate or parallel objective is required for the student with disabilities, the purpose of integration is defeated. Inclusion for that class for academic or IEP instruction may not be the most valid option for that segment of the school day.

Schools are encouraged to be flexible and search for creative ways to provide inclusive opportunities for students with disabilities. IEPs can always be reviewed at parent or teacher request, which allows schools to experiment with various instructional models on a short-term basis to determine their effectiveness. The following flow chart reflects this continuum of alternative placements:

LEVEL 1

Exceptional children in regular classes with or without support services (paraprofessional, consultative, collaborative, co-teaching)

LEVEL 2

Regular class attendance plus supplementary instructional services outside of the general education setting for individual or small group

LEVEL 3

Part-time Special Education Class (resource)

LEVEL 4

Full-time Special Education Class (self-contained)

LEVEL 5

Public Separate School

LEVEL 6

Homebound*

LEVEL 7

Instruction in hospital, residential or total care services

*Homebound services may be used as a short-term placement option when parent and school agree at an IEP meeting with the following considerations:

- FAPE is provided and includes access to general curriculum and opportunity to make progress on goals and objectives in IEP.
- home-based services must be reviewed no less than quarterly by the IEP team
- FAPE is provided to incarcerated students through our homebound services
- home-based IEP must include reintegration plan for returning to the school setting

Delivery Models

A continuum of delivery models is available to assist students with disabilities to access an appropriate education:

Resource Program- Resource programs are designed for students with mild disabilities. These students are enrolled in a regular classroom and receive special education services, in either the general or special education environment, for no more than half of the instructional day

Self-Contained Program- Self-contained programs are designed for students who require a more structured program, over a longer period of time. These students receive special education services for at least half of the instructional day in either a special or regular education setting.

Consultative Model- Students with disabilities are supported in the general education program through consultative services provided by the special education staff. Regular education teachers receive assistance from special education teachers in developing appropriate modifications and adaptations to meet the needs of the student. At a minimum, the special education teacher will work with the student for one segment per month.

Co-Teaching Model- This program design includes team teaching by both a regular and special education teacher. The student remains in the general education classroom and the special education teacher provides support.

Departmental Model- The departmental model involves the student receiving special education or related services from a certified teacher, but one who is not certified in the student's area of disability. When a student is served through the Departmental Model, the student must receive at least one segment per month from a teacher certified in a student's primary area of disability.

Support Services

Georgia School for Innovation and the Classics has many sources of quality support services available to children in special education.

Georgia Learning Resource System (GLRS)- The GLRS center is open to teachers who serve exceptional students in Georgia School for Innovation and the Classics and surrounding counties within the Coastal

Georgia Area. GLRS provides in-service training, and maintains materials for teachers to preview and borrow. GLRS is located in Augusta, Ga 706.826.1128

Guidance Counselor- Guidance counselors are located at each school to provide student counseling to lead to increased personal growth, self-understand, and maturity. Interpreting individual standardized test scores and to assist students to understand their aptitudes and abilities, and supervising the preparation and processing of college, scholarship, and employment applications.

Hospital / Homebound Instruction (HHB) - Instructional services provided to students who have a medically diagnosed condition which restricts them to their home or hospital for a period of time that will significantly interfere with their education.

Occupational / Physical Therapy (OT / PT)- Qualified therapist provide screenings and evaluations to determine the need for these for students who demonstrate weaknesses with gross motor, fine motor, sensory, neuromuscular, cardiopulmonary, or sensory motor functions.

GNETS (Sand Hills) - Provides a therapeutic and educational program for students with severe emotional disabilities in CSRA.

Psychology- Psychological services are provided to offer comprehensive psychological evaluations upon referral.

Hearing / Vision Screening- The Georgia School for Innovation and the Classics provides vision and hearing screenings for all students referred for evaluations.

Speech Language Therapists- Licensed Speech Language Therapist provide support for students demonstrating communication deficits.

Preschool Placements

A variety of placements are available for our preschool aged students with disabilities.

Students may participate in a regular education preschool program, Head Start, and private daycare program.

- Supportive services in the general education setting can be provided, such as paraprofessionals, interpreter, etc.
- Direct services from special education personnel may also be provided using a consultative, collaborative, or coteaching model.
- The student could remain in a regular education preschool program and related services can be provided outside of the regular program- individual or small group (speech therapy, occupational therapy, physical therapy).

Students not attending a regular early child program can also receive a variety of services (separate special education program in the public school, home):

- Related services provided in their home
- Related services provided in service providers office
- Related services provided in an agreed upon location
- Any combination of the above and/or other settings based on the child's IEP

Nonacademic and Extracurricular Settings

Georgia School for Innovation and the Classics will ensure that students with disabilities will participate to the maximum extent appropriate in extracurricular services and activities including: meals, recess periods, physical education, counseling, athletics, transportation, health services, recreational activities, special interest groups, clubs, and other services and activities. The school must ensure that each child has the supplementary aids and services determined by the IEP team to be appropriate and necessary for the child to participate in nonacademic settings.

Individualized Education Program

(Aligned to State Rule 160-4-7-.06)

Upon determination of eligibility an Individualized Education Plan (IEP) is developed. The purpose of an IEP is to:

- Understand the student's present levels of academic achievement and functional performance
- To set individualized goals for a student, and
- To state the special education and related services that the school system will provide for the student.

An IEP is a written statement for each child with a disability that is developed, reviewed and revised in a meeting in accordance with State Rule 160-4-7-.06. The IEP is developed by an IEP team of participants that are familiar with the student and his/her disability. The IEP Team is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. The IEP must consist of the parents of the child, a special education teacher, a general education teacher, and a local educational agency representative (LEA). The IEP team must also include a participant who can interpret the instructional implications of the evaluation results. Other participants of the IEP include the student, counselor, administrator, etc.

Required Sections of the IEP:

- **Present Level of Performance** – how the child's disability affects involvement and progress in general curriculum.
- **Assessments and identified needs (academic, functional, developmental)**- discussion of assessments, evaluations, and other identified needs.
- **Effect of the disability on involvement and progress in general curriculum**- discussion of how the disability impacts the student's progress in school.
- **Parental Concerns**- any concerns parents may have about child, curriculum, school, needs, etc.

- **Consideration of special factors-** does the child need speech, a behavior plan, interpreter, alternate format of text, hearing support, vision support
- **Measurable annual goals** – academic and functional goals designed to meet the child’s needs that result from the child’s disability to enable the child to be involved and make progress in the general education curriculum and meet other educational needs.
- **Benchmarks/short-term objectives for students on alternative assessment-** How will the student’s progress towards long term goals be measured
- **Criteria for measurement of goals/objectives-** How will goals/objectives be measured
- **Progress reporting schedule-** How often will parents be informed of IEP goal progress
- **Plan for services-** statement of services, modifications, accommodations, and support services being provided to the student
- **Consideration of assistive technology-** does the student require assistive technology to access the general curriculum
- **Explanation for exclusion of participation with non-disabled peers-** explanation of extent to which the student will not participate with non-disabled peers.
- **Testing accommodations or modifications-** what is needed for
- **Consideration of Extended School Year-** discuss on need for ESY

Transition Services

These services are required for students entering 9th grade or by their 16th birthday, whichever comes first, or younger if determined appropriate by the IEP Team and updated annually.

- **Appropriate post-secondary goals-** based on age appropriate transition assessments related to training, education, employment, and independent living, where appropriate
- **Transition services required to meet goals-** what services and program of study is needed to assist the student in reaching his/her goals.
- **Student involvement: preferences and interests-** what does the student enjoy
- **Representative of participating agency-** any persons helping child to achieve goals, the student is required to be invited

Transfer of Rights

Beginning no later than one year before the student reaches age 18, the IEP must include a statement that the student has been informed of the student’s rights under Part B of IDEA, if any, which will transfer to the student on reach age 18.

Excusal of IEP Team Member

A member of the IEP Team is not required to attend an IEP Team meeting, in whole or in part, if the parent of the child with a disability and the LEA agree, in writing, that the attendance of a member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed in the meeting. [Parent Consent for Excusal from IEP Meeting](#)

A member of the IEP team may be excused from attending the IEP meeting when the meeting involves a modification or discussion of their area of curriculum or related services, if:

- The parent and LEA consent in writing; and

- The member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

Transition for children birth through 2

In the case of a child, birth through age 2, who was previously served under Babies Can't Wait, an invitation to the initial IEP Team meeting must, at the request of the parent, be sent to the BCW service coordinator or other representatives of BCW to assist with the smooth transition of services. The Georgia School for Innovation and the Classics Special Education Department is obligated to provide an Individualized Education Plan (IEP) or an Individualized Family Service Plan (IFSP) to each child by their third birthday. If a child's third birthday occurs during the summer, the IEP Team shall meet prior to the summer to determine the date when services will begin, usually the first day of school. [BCW Referral Process](#); [SPECIAL EDUCATION TRANSITION PLAN](#)

Scheduling and Meeting Notices

Timelines:

- An **initial IEP meeting** must be held within 30 calendar days after it is determined that a student has a disability and is eligible for services.
- An **IEP annual review** must be held annually to review the student's progress and develop the next year's IEP.
- An IEP meeting may be held to **revise or amend** a current IEP during the year due to lack of progress toward goals or in the general education curriculum or as other circumstances warrant it.
- At the beginning of each school year, each LEA must have an IEP in effect, for each child with a disability within its jurisdiction.
- As soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.
- **Without exception**, all IEP annual review meetings must be scheduled to **meet 3-4 weeks prior to the expiration date of the current IEP**. This will allow time for rescheduling dates if necessary.

Scheduling and planning the meeting:

- The Special Education Case Manager is responsible for scheduling all IEP meetings.
- The Special Education Case Manager shall take steps to ensure that one or both parents are present at each IEP Team meeting or are afforded the opportunity to participate, including notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed upon time and place.
- Best practice guidelines for scheduling and planning for the IEP meeting include:
 1. Call parents to plan the date and time of the meeting 3-4 weeks in advance of the expiration of the current IEP and/or expiration of the current eligibility date. Talk with parents about their concerns and input on the upcoming IEP so that the appropriate IEP

Team members can be invited and important information can be incorporated into the draft IEP.

2. Contact school participants required, including related service providers (SLPs, VI, DHH, OT, PT, OI, etc.) and secure a LEA representative for the meeting. (Do not ask someone to sign that does not attend.)
3. After determining the agreed upon date and time, the case manager **MUST** send a ***Notice of Special Education IEP/Placement Meeting to each person listed on the notice.***

Notice of Meeting:

- Notice of Special Education IEP/Placement Meeting **may** be mailed to the parent via US Mail or sent home via the student. **BEST PRACTICE is to send 2 copies home – 1 for parent to keep, 1 to return to school.** The Special Education Case Manager should follow up on all meeting notices to ensure that parents have appropriate notice.
- The invitation to the IEP Meeting shall indicate the purpose, time, and location.
- The invitation must also inform the parents of who will be in attendance and the parents' right to invite other individuals to the meeting.
- The invitation shall also inform the parents of a child previously served in Babies Can't Wait of their right to request that an invitation to the initial IEP Team meeting be sent to the service coordinator or other representative of Babies Can't Wait to assist with the smooth transition of services.
- If student is entering 9th grade or 16 years old, the invitation must indicate a purpose of considering postsecondary goals and transition services. The invitation must also invite the student and any other transition agency to the meeting.
- Document all contacts regarding IEP meeting in INFINITE CAMPUS.
 - Parent must have a **minimum of three** notifications for each meeting. **Even if parents respond to the first notice, follow-up notices and reminders must still be sent.**
 - If the parent does not respond to the first notification, different methods should be used for further notifications (e.g. US Mail, email, phone call, text, in person, home visits).
 - Document results of notifications in detail in the Log tab on INFINITE CAMPUS (e.g. phone call and left message, phone call and parent indicated they would/would not attend, copies of correspondence to and from parents, detailed records and results of visits made to the home).
 - If neither parent can attend an IEP Team meeting, they **MUST** be offered other methods for participation, including individual or conference telephone/video conferences. (Send draft copy home prior to meeting date)
 - If the Special Education Case Manager does not receive **ANY** communication from parents after repeated notifications, he/she should contact the Special Education Director for support and guidance.
 - LEA must arrange for an interpreter for a parent who is deaf or whose native language is other than English.
 - A copy of the IEP shall be provided to the parents at no cost.

Purpose of Meeting:

- The Notice of Special Education IEP/Placement Meeting MUST indicate the purpose(s) of each meeting so that parents can meaningfully participate.

Invited Participants/Meeting Attendance:

- **Required Participants.** The following individuals **must** be invited to every IEP Meeting. Required members of the committee must stay for the entire meeting or an excusal should be signed by the parent. **Utilization of an excusal form should be on rare occasions.** [Parent Consent for Excusal from IEP Meeting](#)

- Parents/guardians
- Regular Education Teachers (at least **one** of whom must attend)
- Special Education Teacher(s)
- LEA (Principal, Assistant Principal, Special Education Director, School Psychologist, or knowledgeable staff member (such as another Special Education Teacher)
- An individual who can interpret the instructional implication of evaluation results (usually the special education teacher and/or the related services personnel who have evaluated the student.)
- Student (if transition is to be discussed or when rights have been transferred)
- Related Services Personnel or other school personnel (OT/PT/SLP/Counselor) who serve, evaluate, or have special knowledge regarding the student

***Parental Excusal Form** must be completed if a **required** participant (LEA, Special Education Teacher, or General Education Teacher) **is not in attendance** (for any of the meeting) **or must leave meeting early.** **If the staff member's area of curriculum or related service is to be discussed, he/she must submit input into the development of the IEP in writing prior to the meeting.** [Parent Consent for Excusal from IEP Meeting Appendix-17](#)

- **Additional participants.**
 - Individuals requested by parent
 - Vocational Rehabilitation or other agency personnel, when appropriate. This requires parental permission (or student permission if rights have transferred)
 - Special Education Department Lead or Other Special Education Teacher, when requested by a member of the team or when serving as the LEA.
 - Special Education Director when requested by a member of the team, when serving as the LEA, or to attend as required for initial placement IEP meetings
 - Future teachers and/or administrators as needed to assist in the transition of students between schools.
 - School Psychologist as needed.
 - If student is also an English Language Learner (ELL), the ELL teacher must be invited to the meeting to provide information on ACCESS scores, services, and accommodations needed. Accommodations for ACCESS testing should be

documented in the IEP Testing Accommodations section. **ELL services are not documented on the Special Education Services page.**

If an attendee comes to the meeting and is not listed on the original Notice of Special Education IEP/Placement Meeting, the parent must provide verbal or written consent to allow any individual to participate in the IEP meeting. Document this permission on the Meeting Notes section of IEP.

LEA Representative.

- The LEA Representative is defined as “a representative of the local education agency (LEA)” who is qualified to:
 - provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities,
 - is knowledgeable about the general education curriculum and,
 - is knowledgeable about the availability of resources of the LEA.

Parent not in Attendance:

Provided you have documented at least three contacts at least 10 days prior to the meeting to the parent regarding the meeting:

What happens if the parent cancels the first meeting?

- Reschedule

What happens if the parent cancels the second scheduled meeting?

- Reschedule

What happens if the parent cancels the third scheduled meeting?

- Provide written notification that the meeting will proceed without them prior to conducting meeting. **“The IEP Team has made several attempts to conduct this meeting and will have to proceed with this meeting in the event that you are not present for this meeting”.**
- Provide opportunity for parent to review draft documents and offer opportunity to review with parent following the meeting.

What happens if the parent does not show up at the first scheduled meeting?

- If the parent does not show up at the scheduled meeting, contact parent by phone, email, or text. Would they prefer to participate a phone conference or videoconference, reschedule the meeting, or give permission to hold meeting without their presence?
- DOCUMENT communication and results of communication with a statement on Meeting Notes page in INFINITE CAMPUS – (accessible when you run an audit) and in Log tab of INFINITE CAMPUS.

- If parent can't be reached, go ahead and conduct the meeting and offer parent an opportunity to review with you.

What happens if the parent has stated or returned the written notice confirming their attendance but does not show for the IEP meeting the 2nd attempt?

- Same as above

If the parent does not show for the 3rd meeting scheduled:

- **The meeting may be held without the parent.**
- This only occurs if 3 separate meeting dates/times have been scheduled in which the parent communicated that they would attend but did not show up for the meeting.

What happens when you cannot reach a parent, or the parent has not responded to any of the notifications?

- **The meeting may be held without the parent if at least 3 separate attempts to contact/notify** the parent through a variety of contact methods and over the time period of at least 10 school days were made.
- The meeting notifications must include 3 different methods of notice (e.g. mail, phone call, email, in-person) including one MAILED via US Mail with detailed documentation of attempts.
- If the case manager does not receive **ANY** communication from parents after repeated notifications, he/she should contact the Special Education Director for support and guidance.
- Document the attempts in the meeting notes section of IEP and in Log of INFINITE CAMPUS.

Parent permission to hold IEP meeting:

- A parent can request the meeting be held without them if specific procedures are followed and documented.
- Notice of Meeting Invitation is sent home and the parent has returned the notice documenting his/her decision to allow the meeting to proceed. The box at the bottom stating, "I am unable to attend the meeting. The meeting may proceed without me. I understand that I will receive a copy of the IEP and any other documents. I can have these documents explained to me if I request the school to explain them" has been checked and the parent's signature is on the form.
- If the parent has not returned written documentation stating the Team has permission to meet without him/her but has verbally stated that the meeting may proceed without their attendance. Document on Meeting Notes in INFINITE CAMPUS and on Log tab. Continue efforts to obtain the written documentation (without it you have no proof that the parent provided this permission).

NOTE: If the meeting is to be held without the parent present, the meeting must still be conducted with all other participants. **No IEP Team member is to sign an IEP unless that individual was present at the IEP meeting.**

MAKE A REASONABLE ATTEMPT TO HAVE THE PARENT AND STUDENT (WHEN APPROPRIATE) ATTEND AND PARTICIPATE IN THE IEP MEETING. IF THEY CANNOT ATTEND, OFFER THE OPTION OF PARTICIPATION VIA CONFERENCE CALL, OR ANY OTHER METHOD. ASK THE SPECIAL EDUCATION DIRECTOR FOR ASSISTANCE.

Individualized Education Plan/Individualized Family Service Plan

At the beginning of the school year each LEA must have an IEP in effect, for each child with a disability within its jurisdiction.

IEP or IFSP for children aged three through five. In the case of a child with a disability aged three through five, an IEP or IFSP shall be in place. If the IFSP is utilized, it must be:

- Consistent with the Georgia rule for IEPs
- Agreed to by the LEA and the child's parents
- LEA must provide parents a detailed explanation of the differences between and IFSP and an IEP
- LEA must obtain written informed consent from the parents

What is the difference between an IEP & IFSP?

	IFSP Individualized Family Service Plan	IEP Individualized Education Plan
Target Population	Birth – 2 years old	3- 5 years old
Focus	Early intervention to meet needs of child & family in natural environment (child's home or daycare)	Support in school system to ensure that the child has the same opportunity to be educated as non-disabled peers
Eligibility	Based on evaluation of child from Birth – 2 years old	Based on evaluation of child 3-5 years old
Development of Plan	IFSP Team- Family, OT, SLP, Early childhood special education teacher, pediatrician	IEP- Takes in account strengths of child concerns of parent results of evaluation, academic, developmental & functional needs
Review of Plan	Every 6 months	At least annually

Statement of Performance	Information about present level: motor, cognitive, communication, social/emotional, adaptive	Information about present level: academic achievement, functional performance, how disability affects child's participation in appropriate activities
Services	Provided in natural environment	Provided, to the maximum extent appropriate, within school alongside non-disabled peers
Goals & Objectives	Helps children reach developmental goals	Helps prepare children to learn with peers in school environment

FERPA and Transmittal of Records

To facilitate transition of children from one school district to another, the new LEA in which the child enrolls must take reasonable steps to promptly retain the child's records, including IEP, supporting documents, and any other records relating to the provision of special education or related services to the child, from the previous LEA in which the child was enrolled, pursuant to the Family Educational Rights and Privacy Act (which does not require prior parental consent to disclose education records to officials of another school where the child seeks or intends to enroll. The previous LEA in which the child was enrolled must take reasonable steps to promptly respond to the request from the new LEA.

Each Schools Lead Special Education Teacher will ensure the following procedures are followed:

Transfer Students from Within Georgia [Student Transfers from Within Georgia](#)

Transfer Students from Outside of Georgia [Student Transfers from Outside Georgia](#)

Using the Transfer IEP Checklist [Transfer Student Checklist](#)

IEP Annual Reviews

Preparing for the IEP Annual Review

1. The case manager should gather all data for the Present Levels of Academic Achievement and Functional Performance on the draft IEP:
 - Psychological Evaluation (check original)
 - State and District Assessments
 - Related Services Assessments
 - Progress Monitoring Data
 - Grades
 - Attendance
 - Discipline Records/Office Referrals
 - Student Information Sheets from general education teachers [Student Information Sheet](#)
2. Talk with parents prior to the meeting:
 - Concerns
 - Important Goals
3. Talk with teachers, including those who will not be attending the meeting:
 - Strengths
 - Progress in the general education curriculum
 - Accommodations, modifications, and supports needed in general education
 - Possible goals
4. Prepare the DRAFT IEP:

A draft of the IEP should be typed prior to the meeting. Any changes that need to be made/adjusted, can be done during the meeting and prior to providing the parent/guardian with the final copy of the IEP. Please send draft home for parent to review prior to the meeting.

Draft IEPs

- Each IEP is an original document. Information should not be cut and pasted from a previous IEP without appropriate updates.
- The [IEP checklist Appendix-24](#) should serve as a guide for completing the IEP.
- The Lead Special Education Teacher at each school should review all draft IEPs prior to the annual review/meeting to allow for corrections.
- A copy of the draft IEP should be provided at the IEP meeting and sent home to parent prior to meeting.
- The draft IEP should clearly be labeled as a draft. The case manager is responsible for communicating that the draft IEP is for discussion purposes only.
- The Special Education Services should not be completed on the Draft IEP until discussed at the IEP meeting.
- The Special Education Teacher/Case Manager must make additions and/or revisions to his/her original draft of the IEP as every section of the IEP is discussed.
- It would be helpful if the Special Education Case Manager had access to a computer during the meeting so that additions/corrections to the draft can be made.
- ****Final copy with revisions made must be provided to parent within 10 school days.** This is the LAW!**
- Upon completion of the final IEP,
 - Submit IEP to Lead Sped teacher to review with all appropriate papers (signature pages, closed out goals, signed meeting notices, etc.) within 3 days of meeting.
 - Lead sped teacher will forward signature pages to sped office for finalization, after reviewed, but within 5 days of meeting.
 - Sped office will finalize IEP, file original copy and mail copy home.

Review and Revision of the IEP

SAMPLE IEP AGENDA

(Initial, Reevaluation, and/or Annual Reviews)

1. Introduction of team members.
 2. If needed, review and sign Parent Consent for Excusal forms. **(Should be rare!)**
 3. Parental Rights given and explained (see Parental Rights at a Glance)
 4. Statement of purpose of the meeting
 5. Discussion of Present Level of Education Achievement and Functional Performance (PLAAFP)
 - Strengths first to set a positive tone
 - Parent concerns
 - Review current/recent data and evaluations
 - o Progress monitoring
 - o Review most recent state and district testing
 - o Any other recent assessment information available
 6. Needs and baseline data
 7. Impact of the student's disability on the participation and progress in the general curriculum
 8. Address all Considerations of Special Factors, as appropriate
 - Behavior Intervention Plan (positive interventions & strategies)
 - Limited English proficiency, if applicable
 - Braille instruction for students with visual impairments
 - Communication needs
 - Assistive Technology*
 - ESY
 9. Measurable Annual Goals that meet the needs specified in the present levels.
 10. Short-Term Objectives as needed. These are required for students taking the Georgia Alternate Assessment (GAA).
 11. State/District Testing Accommodations
 12. Student Supports
 - Instructional Accommodations
 - Classroom Testing Accommodations
 - Supplementary Aids and Services
 - Supports for School Personnel
 13. Options for Services and Final Placement Recommendations with consideration for Least Restrictive Environment
 14. Copies of all applicable forms, i.e....Eligibility, IEP meeting notes, and IEP given to parents. If not provided at the meeting, let the parent(s) know when to expect this information and how it will be delivered (e.g., mailed or sent home with student).
- Note: Additional items as determined by meeting purpose in the appropriate section above. Follow order of IEP form.
 - o Transition Services Plan with Transition IEP Goals (prior to 9th Grade, but no later than age 16)
 - o Transfer of rights to the student (student informed of transfer at age 17; rights transfer at age 18)

Revisions of the IEP

In making changes to an IEP after the annual IEP Team meeting, the parents and the LEA may agree not to convene an IEP Team meeting for the purposes of making those changes and may develop a written document to amend or modify the child's IEP. If changes are made, the LEA must ensure that the IEP Team is informed of those changes and parents must be provided with a revised copy of the IEP with amendments incorporated. A regular education teacher must participate in the review and revision of the IEP.

Each Case Manager must ensure the IEP Team reviews the IEP at least annually and revises the IEP to address:

- Any lack of expected progress toward the annual goals and in the general curriculum
- Results of any reevaluations conducted
- Information about the child provided to or by the parents
- The child's anticipated needs
- Special factors
- Failure to meet transition objectives
- Failure of a participating agency to provide transition services
- Other matters

Children with Disabilities in Adult Prisons

The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

- Participation in State and district-wide assessments
- Requirements related to transition planning and transition services
- Modifications of IEP or placement

IEP Goals and Objectives:

Annual goals/objectives are developed to address specific deficits as described in the present levels of academic and functional performance and secondary transition needs. Goals are measurable targets predicted to be met by the completion of the IEP and objectives are smaller steps designed to enable students to reach the ultimate goal(s).

- Must be skill building: What skills does the student need to develop in order to access, participate and make progress in the general curriculum and school activities?
- Goals and objectives are derived from the specific needs/weaknesses that have been identified in the PLAAFP. Each area of difficulty that is a result of the disability must be addressed through goals and objectives.
- Goals and objectives are to be written for reading, math, speech, behavior, functional skills, etc. – Any subject/area in which special education services are provided below grade level – student is working on skills that are prerequisite to the grade level CCGPS (even if the service delivery model is consultative, collaborative or co-teaching).
- Goals and objectives are not the CCGPS.
- Must contain performance, conditions and criteria. Clear and measurable present levels make writing clear and measurable goals easier.
- There must be a data collection (progress monitoring) strategy that supports the measurability of the goal. This is **required!**
- **Student progress** toward meeting the goals/objectives in the IEP must be provided to parents each 9 weeks.

IEP Goals and Objectives: Transfer Students

- Use the goals and objectives included in the IEP from the previous school upon enrollment. Review student progress. If goals need to be changed, schedule an amendment meeting.
- For Initial IEPs: From the date of the initial eligibility report/meeting, IEP must be written within 30 days, including goals and objectives.
- For Annual Review IEPs: Have all goals and objectives from the previous year reviewed and marked for progress. Write new goals and objectives for the current/new IEP.
- Students, who receive consultative services, co-taught services, collaborative services, and/or resource services AND are being instructed ON GRADE LEVEL, can include only MEASURABLE long-term goals in the IEP.
- [(160-4-7-06 Individualized Education Program (IEP)]. The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with this Rule, and that must include...(b) A statement of measurable annual goals, including academic and functional goals...] Goals should be attained in one year.

Helpful Hints:

- All students, including those with IEPs are to receive instruction based on the CCGPS. Proficiency on the CCGPS is the goal for all students.
- IEP goals should be written to address weaknesses noted in the PLAAFP.
- IEP goals target specific skills that are necessary for the student to master in order to access the CCGPS.
- Documentation for progress toward annual goals/objectives should be available through progress monitoring.
- For GAA students and any other students who receive consultative services, co-taught services, collaborative services, and/or resource services AND are being instructed BELOW GRADE LEVEL, the IEP must include MEASURABLE long-term goals and short-term objectives in all academic, functional, and behavioral areas, to include: reading, ELA, math, science, and social studies. [(160-4-7-06 Individualized Education Program (IEP). The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with this Rule, and that must include...(c) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;]
- For students identified as EBD, OHI, or who have a BIP or behavior concerns addressed on a daily basis, MEASURABLE annual goals with appropriate evaluation/data sources named.
- If related services are required and the student is served consultatively, co-taught, or collaboratively, the case manager and the therapist must collaborate to write appropriate long-term goals and short-term objectives (as appropriate).

Student Supports

- Instructional Accommodations
 - Directly related to deficits described in the present levels. Must be stated in specific observable terms. Should state who is to develop or provide the accommodations/modifications and when the accommodations/modifications will be provided.
 - List specific subject areas that apply.
 - List instructional aides and practices that **must** be provided to allow the student to participate and make progress in the general education setting and to access the CCGPS to the greatest extent possible.
 - Use complete sentences. Don't use phrases like "will benefit from". Must be what accommodations will be provided.
- Classroom Testing Accommodations should be consistent with instructional accommodations. However, some instructional accommodations may not be appropriate for state tests.

- Supplementary Aids and Services are provided in the general education classroom or any other education-related setting to enable student with disability to be educated with non-disabled peers.
- Supports for School Personnel is any training for teachers or staff to be able to meet the individual needs of the specific student for which this IEP is written.

The case manager is responsible for providing and explaining the student's accommodations and supports to all of teachers and support staff who work directly with the student at the beginning of the year/semester. [IEP / 504 Verification of Receipt](#)

Assessment Determination: District and Statewide Assessments Grades K-12

- Assessment determination is made on an individual basis according to whether the student is taught grade level standards, modified achievement standards, or alternate standards.
- Complete the chart with specific information for each test. The IEP Team may not identify any accommodations that are not on the approved list. If the IEP Team identifies an accommodation that is not on the list, contact System Testing Coordinator.
- Refer to DOE approved Testing Accommodations guide or contact School Test Coordinator.
- **Accommodation Chart**
 - **Test:** List ALL tests required at the student's grade level to include local benchmarks. **Address all of the following via Infinite Campus** that pertain to the student.
 - **Subtests**
 - **Setting**
 - **Timing/Scheduling**
 - **Presentation**
 - **Response**

*MODIFICATION OF CONTENT INSTRUCTION AND ASSESSMENTS MAY IMPACT STUDENT LEARNING AND THE ACQUISITION OF CRITICAL CONTENT. PROVIDE STUDENT ACCOMMODATIONS RATHER THAN MODIFICATIONS AS APPROPRIATE.

Related Services

Related Services are those services an IEP team determines are necessary for a child to benefit from special education services and participate in their academic program to the best of their abilities. Criteria to determine related services eligibility should be based on specific student needs.

Occupational Therapy, Physical Therapy, Speech/Language, Psychological Services, Counseling, Orientation and Mobility, Social Work and Audio-logical Evaluations can fall under related services.

Occupational/Physical Therapy:

Referring a student for OT/PT Evaluation –

- Should a Case Manager or IEP Team feel a child may need OT/PT, contact the Special Education Director or therapist to consult.
- If an evaluation is appropriate, contact the parent to obtain permission for the evaluation to occur.
- Upon completion, hold an IEP to review results and make determination regarding eligibility for services with the Educationally Relevant Therapy Tool provided by the GADOE and development of IEP as appropriate.
- If you receive a “prescription” for OT/PT, notify your Special Education Director and forward a copy to the Special Education Director and OT/PT.
- The District is not required to automatically provide the services.
- IEP Team should look at it as a recommendation, determine the need via the Educationally Relevant Therapy Tool and discuss it to determine if there is an educational need for such services. [Educationally Relevant Therapy Tool](#)

Dismissal from OT/PT:

- When a student achieves the sensory/motor skills required for participation in his/her academic program and no longer requires direct services from OT/PT, the student’s services will be reviewed using the Educationally Relevant Therapy Tool.
- A statement will be made on the PLAAFP that mastery of Goals and Short-Term Objectives has been obtained and will be monitored for continued mastery in the academic setting.
- The student will then be monitored to ensure she/he can maintain and implement the learned skills without direct service.
- The Related Services page of the IEP will list OT/PT (as indicated) as consultative model, 1x/mo. The duration can be less than one year.
- An OT/PT service now requires use of the Educationally Relevant Therapy or Clinically Relevant Therapy Tool.

OT/PT providers write separate goals/objectives for students receiving therapy. Therapy is provided to support students in achieving academic and/or functional goals/objectives. OT/PT is considered to be related services that do not stand alone. This is one difference between educationally relevant and medically necessary therapy.

Special Education: Instruction/Related Services in General Education Classroom:

Special education instruction/related services may be provided in the general education setting (consultation, collaborative or co-teaching). This section of the IEP specifies the amount of time students will receive special education services in the general education classroom.

- List special education services provided in the general education setting.
- All options of services (collaborative, co-teaching, alternate, para support) should be discussed and checked off on the IEP as having been considered.
- Paraprofessional support is listed under “Supportive Services” in this section.

Special Education: Instruction/Related Services Outside the General Education Setting.

Special education instruction/related services may be provided outside of the general education setting. These are pull-out sections taught by a special education provider and are indicated in this portion of the IEP.

- In cases where a student receives special transportation, list in this section under “Related Services” for 10 segments weekly.
- If a student is transported during the day to another facility, please include this in your FTE data sheet.

Explanation of the extent, if any, to which the child will not participate with peers without disabilities in the regular class and/or in nonacademic and extracurricular activities: (LRE Statement)

There must be an explanation of the extent to which the child will NOT participate with nondisabled children in the regular class and in the nonacademic and extracurricular activities.

- Include a statement to explain rationale for removing the student from the general education classroom. This is an explanation of what the child will receive instructionally that is not available in the regular education setting (specialized reading/math/functional skills, etc.)
- Leave blank if all services are provided in the general education setting.

Extended School Year (ESY):

We often think of ESY as “summer school” and that certainly is a component, but ESY encompasses *any* time school is out of session and a student returns having regression and is unable to recoup skills in an acceptable amount of time. ESY services may include a variety of program delivery models: work packets sent home, strategies to support the maintenance of appropriate behavior.

- ESY must be addressed at every IEP Annual meeting, regardless of what time of year it is held. The decision can be changed later in the year if data supports this. (DO NOT MARK N/A: MARK YES OR NO).
- Data-driven decision based on the progress made over the past year’s IEP Goals and objectives

If student regresses over the course of a year, a meeting may be held to discuss the possible need for ESY. This will be the EXCEPTION and not be used often.

ESY is NOT:

- It is not a mandated 12-months service for all students with disabilities.
- It is not required for the convenience of the school or parents and, therefore, cannot serve as a day care or respite care service.
- It is not required or intended to maximize educational opportunities for any student with disabilities.
- It is not necessary to continue instruction on all of the previous year's IEP goals during the ESY period; the focus should be on specific, critical skills.
- It is not to help students with disabilities advance in relation to their peers.
- It is not for those students with disabilities who exhibit regression, which is solely related to medical problems resulting in degeneration, or transitional life situations such as divorce or death of a family member. This type of regression is not due to the interruption of summer vacation.
- It is not required solely when a child fails to achieve IEP goals and objectives during the school year.
- It is not to provide a child with education beyond what is prescribed in his/her IEP goals and objectives.

The following factors should be considered in reviewing a student's eligibility for ESY services:

- Nature of the child's disability
- Severity of child's disability
- Age of the student
- Areas of learning crucial to the child's attainment of self-sufficiency and independence
- Contents to any applicable transition plan
- Progress of skills identified in the IEP goals and objectives
- Rate of progress or rate of regression which may limit the student's ability to achieve IEP goals/objectives
- Relative importance of the IEP goals at issue;
- Whether related services are needed to enable the student to progress toward IEP goals
- Delays or interruption of services during the school year.
- Other pertinent information such as emerging skills

Extended School Year Services

- Must be a team decision and not dictated by one member of the IEP team.
- Are based on the student's specific skills that are necessary for overall educational progress as determined by the IEP team.
- Are not automatically provided from year to year.
- Are not services to be provided to maximize a student's potential

- Should be decided early enough to ensure that the parents can meaningfully exercise their due process rights if they wish to challenge an ESY decision.
- Are designed to maintain a reasonable readiness to begin the next school year.
- Should not be provided as daycare or respite care services.
- Are not to be considered in order to help students with disabilities advance in relation to their peers.

Critical Skills

Critical skills relate to those skills that lead to independent functioning. Development of these skills can lead to reduced dependency on future caretakers and enhance student's integration with non-disabled individuals. These skills can include such things as communication and social skills. In determining critical skills, it is important to recognize the mixture of academic and behavioral issues that need to be considered. Reading, math, and written language could be considered critical skills; however, seldom would deficits in these areas alone be considered critical skills without consideration of the student's age, ability, and the number of years the student has left in school. The following questions may be helpful to the IEP team in determining which objectives are considered critical skills:

- How old is the student?
- How many years does the student have left in school?
- Is the skill required across a number of future environments?
- If the student does not perform the skill, will someone else have to do it for him?

Criteria for

Regression/Recoupment

- Is there a likelihood of SUBSTANTIAL regression of critical skills caused by the break of instruction and a failure to recover those lost skills in a reasonable time following the break? (Some degree of loss of skills typically occurs with all students during normal school breaks and would not be considered substantial.)
- The first 4-6 weeks of school are recognized as an adequate recoupment timeframe following the summer break. For all other breaks during the year, 2-3 weeks is an appropriate timeframe. "Substantial regression" must be determined individually for each student, taking into consideration the capacity of the student to recoup lost skills.

Progress towards Goals (Critical Skills)

- Will the rate of progress towards attainment of critical skills prevent the student from receiving some benefit from his/her normal educational program? Will the lack of acquisition or maintenance of this skill significantly inhibit the student's ability to function? Will the lack of acquisition /maintenance of this skill present a barrier to continuous progress or self-sufficiency?

Emerging Skills/Breakthrough Opportunities

- Is the student at a critical point of acquisition or readiness, and will his/her ability to acquire the skill be lost or greatly reduced as a result of an interruption of services?

Interfering Behaviors

- Did the behavior during the current school year interfere or prevent the student from receiving benefit from his/her educational program? Will cessation of behavioral programming during the summer break prevent the student from receiving benefit from his/her educational programming during the next school year without ESY services?

Nature and/or Severity of the Disability

- Is the nature and/or severity of the student's disability likely to prevent the student from receiving some benefit from his/her educational program during the regular school year without ESY services?

Special Circumstances or Other Factors

- Are there any special circumstances that will prevent the student from receiving benefit from his/her educational program during the regular school year? Ex. – A student's behavior has previously interfered with his/her ability to acquire a critical skill and now there is a window of opportunity for assisting the student to acquire the skills because the previously interfering behavior is under control.

ESY Frequently Asked Questions

Must a school system provide transportation for ESY? *Transportation is a related service and must be provided if it is necessary for the student to receive FAPE.*

Are ESY and summer school programs the same? *Summer school is not the same as ESY, but ESY services can be accomplished in a summer school program. The lack of need for ESY services does not prohibit the student from participating in a summer school program for other reasons.*

Must a student be served in their least restrictive environment for ESY? *Students receiving ESY services must be educated in the least restrictive environment in which the student's IEP can be implemented. However, because ESY services are provided during a time when the full continuum of educational placements is not normally available, the district is not required to establish programs to ensure that a full continuum of educational placements is available solely for the purpose of providing ESY services.*

My student's IEP was written in December and did not expire at the end of the school year; therefore, I have no pre-break data information on my student's critical skills. How should I address regression/recoupment? *At the end of the school year, teachers should assess all objectives identified as critical skills from the student's IEP, even if the IEP has not expired, and document the results. If documentation is not available at the beginning of the school year, teachers should conduct probes on those critical skills to obtain the current functioning level as soon as possible and begin documentation using the Break 2 data collection form.*

It is imperative that teachers use the data to improve student performance of skills so that regression without recoupment is not evident.

Does a student automatically receive special education support within the summer school programs for students failing the CRCT? Is this considered ESY? *Students with disabilities are eligible for summer school programs if they meet the same criteria for attendance as their non-disabled peers. This is not ESY. However, they can also be eligible for ESY services and receive those services through the summer school program if it is appropriate. If this is the case, an IEP team has determined the environment and the necessity of special education support.*

Is ESY appropriate for a student initially placed this school year? *Yes, but careful consideration must be given in this situation. Documentation must be available to indicate why the determination was made along with predictive data necessitating ESY services. This should be the exception rather than the rule.*

How is a critical skill determined on the IEP? *Critical skills relate to those that lead to independent functioning. They can be academic, social, or communication skills and the determination is made by the IEP team. Some helpful things to consider would be the age of the student, how much longer the student has left in school, and if the student is unable perform the skill, will someone else have to do it for him or her?*

IEP Team Signatures:

- Have each member of the IEP Team, including the parent, sign or initial an attendance page printed from INFINITE CAMPUS. **No one is permitted to sign the attendance page if they were not present at the meeting.**

Copies of IEP/draft IEP to parent and other committee members:

- A draft copy of the IEP must be provided to the parent at the end of each IEP meeting. This is the system's offer of FAPE for the student.
- Final copy of the IEP **MUST** be provided to parent within 10 days of the meeting.
- If a parent does not attend an Initial IEP meeting or change of Eligibility meeting the IEP and Eligibility must be approved by parent before being implemented. Make copies of all paperwork being sent home in the event it gets lost or is not returned.
- A parent signature is not required on the IEP but is needed on the attendance sheet if they attended the meeting.

Notes

- Minutes of meetings are not required. However, if notes are taken during the meeting, then one person has to be identified as the individual taking the notes. If notes are taken during the meeting, use the "Meeting Notes" section of INFINITE CAMPUS.
- Notes are to be summary notes and **are not to be specific.**
- Notes are to be a summary of what was discussed, with particular attention to addressing parent concerns and student needs.
- Individual names and specific quotes by individuals should not be recorded in summary of notes.
- All-important items discussed as part of the IEP will have already been recorded in specific sections of the IEP.

Disputes

If problems arise during the meeting which cannot be resolved, the meeting should be adjourned and rescheduled at a time when the Special Education Director can attend.

Amendments

Parent permission must be obtained and documented prior to amending the IEP. Amendments may be made to IEPs to increase/decrease services, adjust goals and objectives, change student supports, add Transition Plans and Summary of Performances, and other minor changes of a student's program. Amendments do not replace the IEP Annual Review and **should be written with the end date of the original Annual Review. Amendments should include the meeting notice and a signed copy of the Amendment with the revised page(s) of the IEP to the Special Education Secretary. If a student transfers to our system from a system that does not use INFINITE CAMPUS, you must enter the information completely in INFINITE CAMPUS and hold a Transfer to System meeting within 10 days of the student enrolling in our system.**

Additional Resources/Services

Special Transportation:

When regular bus transportation is determined to be inappropriate, Special Education Transportation must be listed in the IEP. An IEP Amendment meeting must be completed to add Special Education Transportation if the Initial Meeting or Annual Review has already been held. Special Education Transportation should be added to the Supplemental Aides and Services section of the IEP in INFINITE CAMPUS. The Special Education Director and Transportation Director should be contacted and invited to the IEP meeting prior to placing a child on the Special Education bus.

Rarely can a child be suspended from the bus if the student receives special transportation as a related service on the IEP. **Special Education services cannot be taken away without a review of the IEP.** An immediate review of the IEP must be scheduled. The Special Education Director must be contacted when problems arise on a special education bus.

If a student requires special transportation, a [SPED Transportation Request](#) must be completed. This form should be completed with input from both the parent and case manager. It is imperative that all sections of this form are completed and accurate. Once form is completed, the case manager will email the form to the Special Education Director. The Special Education Director will make arrangements with transportation. This process can take up to three days to process, since transportation routing must be adjusted.

Assistive Technology

To consult with the student's teachers, evaluate, and provide assistive technology devices/equipment and intervention services to students with special needs in the following areas:

1. Academic and Learning Aids
2. Aids for Daily Living
3. Assistive Listening devices and Environmental Aids
4. Augmentative Communication
5. Computer Access and Instruction
6. Environmental Control
7. Mobility Aids
8. Pre-vocational and Vocational Aids
9. Recreation and Leisure
10. Seating and Positioning Aids
11. Visual Aids

If the IEP Team determines that the child with a disability requires school purchased assistive technology at home or in other settings to receive a FAPE, the assistive technology must be provided to the child at no cost to the parent. The need for assistive technology in the non-school settings should be documented in the child's IEP.

Referral Procedures:

1. Referrals and/or Requests for Services should be the result of an IEP Team recommendation.
2. Special Education Case Manager completes and submits referral packet to the system assistive technology contact.
3. The following documents must be included with the referral:
 - Request for Services
 - Student Request Form
 - Parent Permission Form for a consultation
 - Assistive Technology Background
 - Current IEP
 - Current work sample with writing referrals
 - Information about current reading level for reading referrals

Once the completed referral packet is forwarded to the Special Education Director, the consultation will be scheduled.

After the consultation is completed, a report will be given to the Special Education Director. An IEP meeting should then be scheduled to discuss the results of the consultation and any recommendations, so that these can be included in the current IEP.

Hospital Homebound:

Hospital/ Homebound teachers will provide academic instruction that enables the student to keep up with their academic responsibilities while at home, thus allowing the student to return to his/her regular school program with as little interruption as possible. It is the goal of the Hospital/ Homebound staff to work closely with the family and the student's assigned school in order to facilitate a smooth, successful transition for the student upon returning to a regular school program. In regards to students with disabilities, the IEP team may include HHB services in the IEP if it is documented that the student is eligible due to one of the following criteria. The time frame for services should be documented as well.

Eligibility Policies:

- I understand that eligibility for services is based on the Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services, and that a medical referral form issued from a licensed physician or licensed psychiatrist is required to determine eligibility.
- I understand that local education agency (LEA) HHB services personnel may contact the licensed physician or licensed psychiatrist to obtain information needed to determine if my child will be eligible for HHB services and provide appropriate instructional delivery.
- I understand that my child must be enrolled in a public school prior to the referral for HHB services.

- I understand that the HHB services are for students confined to the home or hospital due to a medical or psychological condition, which is acute, catastrophic, chronic, or repeated intermittent.
- I understand that I will be required to sign an agreement regarding HHB services policies and procedures.
- I understand that if my child is eligible for HHB services, my child may be dismissed from the HHB program and may be required to return to school if his or her medical or psychological conditions improve as documented by a licensed physician or licensed psychiatrist.
- I understand that if my child is eligible for HHB services, he or she is subject to the same mandatory attendance requirements as other students.

Policies and Procedures

- A parent, guardian, or an approved adult parent designee as identified in the Educational Service Plan (ESP) shall be present during each entire home instructional period.
- A table or a desk in a workspace that is well ventilated, smoke-free, clean, and quiet (i.e., free of radio, TV, pets, and visitors) must be provided.
- A schedule for student study time between teacher visits will be established and the student will be prepared for each session with the teacher.
- Instructional materials must be obtained from the school, and assignments completed and submitted on time.
- Assignments will be returned to the regular school teacher for grading if the student is on HHB services for a short period of time.
- A parent, guardian, emancipated minor, student 18 years of age or older, or an approved adult parent designee as identified in the ESP must notify the HHB teacher at least 24 hours in advance if an instructional session must be cancelled. The LEA may, at its discretion, reschedule the cancelled session. The HHB teacher will notify the parent, guardian, or approved adult parent designee if they need to cancel a session and the session may be rescheduled.
- For long-term or intermittent HHB students, the HHB teacher, in collaboration with the regular school teacher, shall assign grades for the work completed.
- The parent/guardian, emancipated minor, or student 18 years of age or older must submit a release form from the licensed physician or licensed psychiatrist upon the student's return to school.
- To extend HHB services beyond the originally identified return to school date, the licensed physician or licensed psychiatrist must submit an updated medical referral request form.

Cause for Dismissal

- If the licensed physician or licensed psychiatrist recommends that the student is able to attend school or can no longer participate or benefit from HHB services, the student will be removed from the program.
- If the student is employed in any capacity, goes on vacation, regularly participates in extracurricular activities, or is no longer confined at home, the student will be removed from the program.
- If the parent, guardian, emancipated minor, student 18 years of age or older or adult parent designee cancels three sessions without 24 hours' notice, the student will be removed from the program.
- If the conditions of the location where HHB services are provided are not conducive for instruction or threaten the health and welfare of the HHB teacher, the student will be removed from the program.

*Required forms for documentation can be obtained from each school's HHB contact or from the system level HHB contact at the special education office. Phone: 912-437-8862.

Section 3: Personnel, Facilities, and Caseloads

(Aligned with Rule: 160-4-7-.14)

Maintenance of current credentials is the ongoing responsibility of any professional employed by Georgia School for Innovation and the Classics. Maintenance of records of current credentials shall be the responsibility of Georgia School for Innovation and the Classics. The school system will recruit, hire, train, and retain an adequate supply of highly qualified personnel, including special education, related services, and leadership personnel to meet the needs of children with disabilities. The Special Education Director will review all certifications in July and complete [Certification Review](#).

Related service personnel must maintain current, State approved or recognized certification, licensing, registration or other comparable requirements that apply to the professional discipline in which they are providing services. These related service personnel must have not had certification or licensure requirements waived on an emergency, temporary or provisional basis.

The required standard credential for all personnel providing educational interpreting for children who are deaf or hard of hearing in Georgia School for Innovation and the Classics, regardless of job title, shall hold a current Georgia Quality Assurance Screening (G-QAS) rating of Level III or higher in both interpreting and transliterating, as approved and maintained by the Georgia Department of Labor/Vocational Rehabilitation Program (DOL/VR), 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, and/or documentation of advance interpreting skills and qualifications through a current Educational Interpreter Performance Assessment (EIPA) rating of Level 3/5 or higher. The EIPA rating cannot be more than five years old. Maintenance of current credentials is the ongoing responsibility of the interpreter.

The Georgia School for Innovation and the Classics will 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 children to be served. Thirty-eight square feet shall be provided for each child 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 children and class, the kind and amount of furniture and equipment required and the necessity for storage capabilities.

The following are maximum class sizes and caseloads for personnel providing services for children, age 3 through 5 in Community, Full Day, and Part Day classes. All numbers shown for Maximum Class Size are with a Paraprofessional.

	Maximum Class Size	Caseload
Full Day	8	16
Part Day	12	32
Community		32

Warm Body Counts

Each month, teachers will turn in an accurate count of students in their classes. The teacher will compile these numbers into a [Warm Body Count](#) for their school and turn in at each teacher meeting. The Special Education Director will review these numbers to determine if students are appropriately distributed throughout classes.

Class Size and Caseload

Program Area	Delivery Self-Contained (SC) Resource (R)	Maximum w/o Para	Maximum w/Para*	Case Load
Intellectual Disabilities				
Mild	SC	10	13	14
Mild	R	10	13	26
Moderate	SC	N/A	11	11
Severe	SC	N/A	7	7
Profound	SC	N/A	6	6
Emotional / Behavioral Disabilities	SC	8	11	12
	R	7	10	26
Specific Learning Disabilities	SC	12	16	16
	R	8	10	26
Visual Impairments	SC	N/A	6	7
	R	3	4	13
Deaf/Hard of Hearing	SC	6	8	8
	R	3	4	11
Deaf-Blind	SC	N/A	6	7
Speech-Language Impairments	SC	11	15	15
	R	7	N/A	29 / 55
Orthopedic Impairment	SC	N/A	11	11
	R	4	5	15

Note: Each *paraprofessional (para) is equivalent to 1/3 teacher and affects individual class size, caseload, and system averages 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 sizes).

Note:

Students, with an IEP designating the service location for the delivery of goals and objective to be the regular classroom environment, shall be reported in their special education program category if instruction is provided in a: Team/Collaborative Model; or Consultative Model.

SECTION 4: DISCIPLINE

(Aligned with State Rule 160-4-7-.1 0)

General Provisions

The Georgia School for Innovation and the Classics code of student conduct shall apply to all children unless a child's Individual Education Plan (IEP) specifically provides otherwise. The Georgia School for Innovation and the Classics shall ensure that the parents and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline and suspension/expulsion upon the child's entry into a special education program, at the annual IEP review, and via the school handbook.

- Each student receiving special education services in the district is flagged in Infinite Campus, so administrators can easily identify these students.
- Case Managers must provide school administrators with a current copy of the student's Behavior Intervention Plan, so it may be reviewed prior to administering discipline consequences. A copy of the BIP must be provided during pre-planning and within 3 days of being amended.
- When students are assigned to In-School Suspension, special education teachers may:
 - a. Pull students from ISS for specific segments to provide special education services
 - b. Provide services to the student while in ISS. If the teacher chooses to provide services in ISS, they must complete the [ISS Services Log](#)

Authority of School Personnel

The Georgia School for Innovation and the Classics personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of the discipline rule, is appropriate for a child with a disability who violates a code of student conduct. Georgia School for Innovation and the Classics personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 school days (to include those of above) in that same school year for separate incidents of misconduct as long as the removals do not constitute a change of placement under the discipline rule. If a child with a disability is removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the Georgia School for Innovation and the Classics will provide services to the extent required under the discipline rule. Parents must be notified of discipline infraction that will result in a removal from the current placement for more than 10 school days. It is considered by the Georgia School for Innovation and the Classics to be best practice to notify parents of any discipline infraction that results in a removal. This includes but is not limited to In-School Suspension and Out of School Suspension. School administrators or their

designee will monitor the number of removals for students with disabilities. This person will notify the Special Education Director when students reach the fifth day of removal or the third office discipline referral. The Special Education Director will also access discipline records via the system school information system on an as needed basis.

****An IEP meeting should be held at the third office referral or fifth day of removal (whichever comes first) to discuss the behavior with the parent as well as update or complete a Functional Behavior Assessment and Behavior Intervention Plan for the student.**

In the event that disciplinary changes in placement would exceed 10 school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability (see manifestation section of this manual) [Manifestation Determination Form](#) under this Rule, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except as provided in (Section e) of the Discipline Rule shown below.

A child with a disability who is removed from his or her current placement for more than 10 school days must:

1. Continue to receive educational services, as provided in Rule 160-4-7-.02 Free and Appropriate Public Education, so as to enable the child to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
2. Receive, as appropriate, a [FUNCTIONAL BEHAVIORAL ASSESSMENT](#) and behavioral intervention services and modifications as set forth in the behavioral intervention plan and IEP, where appropriate, that are designed to address the behavior violation so it does not recur. In the event that a student with a disability reaches three office referrals or five days of removal from the current setting an FBA and BIP should be implemented. Case managers should contact the parent to seek permission to complete the FBA. The IEP committee should then meet to discuss the results of the FBA and complete a BIP based on the information from the FBA.
3. The LEA is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for **10 school days or less in that school year, if services are provided to a child without disabilities who has been similarly removed.**
4. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the current removal is not for more than 10 consecutive school days and is not a change in placement because of disciplinary removals, school personnel, in consultation with at least one of the child's teachers, should determine the extent to which services are needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although

in another setting, and to progress towards meeting the goals set out in the child's IEP.

5. If the removal is for more than 10 school days or is a change in placement because of disciplinary removals, the child's IEP Team determines appropriate services/placement needed in order to provide a free, appropriate public education, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.
6. The services required in (e) may be provided in an interim alternative educational setting.

If a student is removed from his or her placement for more than 10 days, the case manager will arrange with guardian to provide services. Services will be provided by either the special education case manager or other designated staff at an agreed upon time and location. Services can be provided before school, after school, during lunch, or over the summer. The case manager will complete the [Continuation of Services](#) letter and [Continuation of Services Log](#). Once services have been completed, a copy of this letter and services should be filed in teacher folder and a copy sent to the Special Education Director.

If a parent refuses continuation of services, they must indicate on the letter and the letter should be filed in the teacher file and a copy sent to the Special Education Director.

Special Circumstances

Georgia School for Innovation and the Classics personnel may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the State or the LEA;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to a school function under the jurisdiction of the State or the LEA; or
3. Has inflicted serious bodily injury upon another person while at school, on school related activities/field trips.

If a child is removed for one of the reasons listed above, the Special Education Director should be contacted immediately by school administration or their designee. An IEP team meeting must be scheduled to determine if the behavior was a manifestation of the disability as well as the appropriateness of an interim alternative education setting within ten days of the infraction. [Discipline Flow Chart](#)

Appeals

The parent of a student with a disability can appeal decisions related to discipline. This includes the manifestation determination as well as the selection of an interim alternative educational setting regarding the issues of weapons, illegal drugs or controlled substances, or serious bodily injury. Parents are provided the information about the appeal process via the parental safeguards given at initial placement and then annually at IEP meetings. Parental safeguards are also given to parents in the case of a manifestation determination meeting. The LEA at the meetings explains the parental safeguards to include the process for appealing any decisions made by the committee. To appeal the decision made by the IEP committee, parents should request a hearing in writing to the Special Education Director.

The Georgia School for Innovation and the Classics can also appeal decisions related to discipline if the system believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

In making a determination under this Rule, the administrative law judge or hearing officer may:

1. Return the child with a disability to the placement from which the child was removed if the administrative law judge or hearing officer determines that the removal was a violation of this Rule or that the child's behavior was a manifestation of the child's disability; or
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the administrative law judge or hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others. [34 C.F.R. §300.531(b)(2)(i)-(ii)]
3. This determination is subject to review through due process hearings and judicial proceedings. [34 C.F.R. § 300.536(b)(2)]

These appeal procedures may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others. [34 C.F.R. § 300.531(b)(3)]

Whenever a hearing is requested under paragraph(8)(a) of the Discipline Rule, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing consistent with Rule 160-4-7- .12 Dispute Resolution, except as provided in 1 and 2 below.

1. The State is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is file. The administrative law judge or hearing officer must make a

determination within 10 school days after the hearing. [34 C .F .R. § 300 .531(c)(2)]

2. Unless the parents and LEA agree in writing to waive the resolution meeting described in Rule 160-4-7-.12 Dispute Resolution or agree to use the mediation process described in the same Rule:

A resolution meeting must occur within seven days of receiving notice of the due process hearing request/complaint; and the due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process hearing request/complaint. The decisions on expedited due process hearings are appealable consistent with Rule 160-4-7-.12 Dispute Resolution.

PLACEMENT DURING APPEALS:

When an appeal under this Rule has been made by either the parent or the LEA, the child must remain in the interim alternative educational setting pending the decision of the administrative law judge or hearing officer or until the expiration of the 45 school day time period provided for in this Rule, section 5, Special Circumstances, whichever comes first, unless the parent and the LEA agree otherwise. [34 C .F .R. § 300 .533]

Protections for Children Not Yet Eligible for Special Education and Related Services:

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in this Rule if the LEA had knowledge (as determined in accordance with this Rule) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. [34 C .F .R. §300 .534(a)]

- (1) An LEA must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred -

- The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or a teacher of the child, that the child is in need of special education and related services;
- The parent of the child requested an evaluation of the child pursuant to Rule 160-4-7-.04 Eligibility Determinations and Criteria; or
- The teacher of the child or other personnel of the LEA expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the LEA or to other supervisory personnel of the LEA. [34 CFR §300 .534(b)(1)-(3)]

An LEA would not be deemed to have knowledge that a child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child has been evaluated and determined not to be a child with a disability as described in Rule 160-4-7- .04 Eligibility Determinations and Criteria. [34C .F .R. § 300 .534(c)(1) -(2)]

If an LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engaged in comparable behaviors. [34C.F.R. § 300 .534(tl)(1)]

(1) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. The evaluation will be completed within 60 days of the receipt of permission to evaluate. The school psychologist or contracted psychologist will complete the evaluation. School personnel that work directly with the student or that are required members of an eligibility team, administration, and parents will have access to the results of the evaluation. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and the information provided by the parents, the agency must provide special education and related services. [34 C .F .R. § 300 .534(tl)(2)(i) -(iii)]

Referral to and Action by Law Enforcement and Judicial Authorities:

There is nothing in the Discipline Rule that prohibits the LEA from reporting a crime committed by a child with a disability to appropriate authorities or prevents State law enforcement or judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. [34 C .F .R. § 300 .535(a)] In the event that a student with a disability commits a crime, the administrator of the school must be contacted immediately. The administrator will refer to the School Resource Officer (SRO) so that the proper steps can be taken according to the law. The Special Education Director should be contacted immediately as well. This will ensure that a manifestation determination meeting can be scheduled as quickly as possible.

A LEA reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. The school in which the crime occurred is responsible for providing records to authorities. [34C .F .R. § 300 .535(b)(1)]

A LEA reporting a crime under this Rule may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. [34 C.F.R. § 300.535(b)(2)]

Change of Placement because of Disciplinary Removals:

For purposes of removal of a child with a disability from the child's current educational placement under this Rule, a change in placement occurs if:

1. The removal is for more than 10 consecutive school days, or
2. The child has been subjected to a series of removals that constitute a pattern -
 - (a) Because the series of removals total more than 10 school days in a school year;
 - (b) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals, and;
 - (c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another. [34 C.F.R. § 300.536(a)]
 - (d) The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. [34 C.F.R. § 300.536(b)(1)]
 1. This determination is subject to review through due process hearings and judicial proceedings. [34 C.F.R. § 300.536(b)(2)]

Manifestation Determination

The Special Education Director and School Psychologist should be notified of any required [Manifestation Determination Form](#). The Special Education Director is the facilitator of every Manifestation Determination Meeting unless a designee is appointed.

When required:

- A Manifestation Determination is **only** required when the school is proposing to change the student's placement.
 - A Change of placement is:
 - Removal from current setting for more than 10 consecutive or cumulative school days.

Who Conducts the Manifestation Determination?

- This is a process that is to be conducted by the local education agency, the parent, and relevant members of the IEP team (as determined by the parent and the local education agency).
- It is not required that it be conducted as part of an IEP meeting, but it can be conducted as part of an IEP meeting.

Timing of the Manifestation Determination:

- Within 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.

Process of the Manifestation Determination:

- The relevant members of the IEP team review all relevant information in the student's file:
 - child's IEP (including psychological report information),
 - teacher reports and observations,
 - discipline record, and
 - relevant information provided by parent
 - FBA and BIP if already completed
- After reviewing the relevant information, the process requires two key determinations:
 - If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability (Did the student's disability cause him/her to misbehave?); or
 - If the conduct in question was the direct result of the local education agency's failure to implement the IEP, including the Behavior Intervention Plan.

*****The IEP team should analyze the child's behavior as demonstrated across settings and across time when determining whether the conduct in question is a direct result of the disability.**

Manifestation Determined:

- **The relevant members of the team have determined that the conduct was the direct result of the child's disability or that it was the failure of the LEA to implement the IEP.**
 - A child with a disability should not be subject to discipline in the same manner as the non-disabled child.
 - The IEP Team **must** conduct a functional behavioral assessment and implement a behavior intervention plan to address the behavioral violation if not already done.
 - If a behavior intervention plan was in place, the IEP Team is required to review the plan and modify it, as necessary, to address the behavior. (The BIP is to address inappropriate behaviors through education rather than punishment).
- **The relevant members of the team have determined that the conduct was NOT the direct result of the child's disability.**
 - The school is authorized to impose the same penalty as would be applicable to the student without a disability who has committed the same infraction.
 - If an Interim Alternative Educational Setting is proposed, the setting must be determined by the IEP team.
 - Long-term disciplinary actions can be imposed upon a student with a disability to the extent such alternatives are applied to children without disabilities when (all 3 factors must be present):
 - the student's behavior is determined not to be a manifestation of the child's disability; **and**

- the student is treated the same as a student without a disability would be treated for the same infraction; **and**
- the school continues to make FAPE available.

NOTE: A student does not have to have EBD eligibility for the behavior to be a manifestation of his/her disability.

Federal and State Laws Apply: (mandatory reporting to law enforcement)

- A student can be removed from school, for up to 45 school days, without regard to whether the behavior is determined to be a manifestation of the child's disability for:
 - **Weapons:** If a student carries or possesses a weapon (to/at school, on school premises, or at a school function)
 - **Drugs:** If the student knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substances (to/at school, on school premises, or at a school function).
 - **Serious Bodily Injury:** If a student has inflicted bodily injury upon another person (to/at school, on school premises, or at a school function)
 - Serious bodily injury - involves a) a substantial risk of death, b) extreme physical pain, c) protracted and obvious disfigurement; or d) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Special Circumstances related to a manifestation of disability/not a manifestation of disability:

- If the behavior is determined to be a manifestation of the disability-
 - the student's removal cannot exceed 45 school days
 - IEP team will need to conduct an FBA and develop a BIP to address the behavior, or review and modify an existing BIP
- If the behavior is not a manifestation of the disability-
 - The school may seek to impose a penalty that lasts longer than 45 school days based on the school district's code of conduct (for offenses related to weapons, drugs or serious bodily damage) and the student with a disability is subject to the same consequence as applied to a student without a disability.

NOTE: School officials have been authorized to "consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct."

Functional Behavioral Assessment (FBA) Appendix-32

A FBA is conducted to identify the purpose of specific behaviors. Usually a student's behavior is driven by two principals: the behavior allows the child to "get" something, or the behavior allows the child to "escape" something. An FBA is a team problem solving process that relies on a variety of techniques and strategies to identify the purpose of the behavior. This process helps the IEP Team to develop interventions to directly address the function of the problem behavior.

Behavioral Intervention Plan (BIP)

BIPs are developed for students demonstrating problem behaviors. These plans are developed based on the data collected from the FBA and include positive strategies, supports, program modification, and supplementary aids and services, as needed to address the behavior. BIPs emphasize the skills students need to help them behave in a more appropriate manner. Supports included in a BIP may include persons outside of the classroom, such as: peers, family, custodians, volunteers, etc. When developing a BIP, it is important to develop a plan to reinforce appropriate behavior at least twice as much as the inappropriate behavior is criticized.

- Each student that is eligible as a student with an Emotional/Behavioral Disorder must have either a goal to address the behavior need or a Functional Behavior Assessment and Behavior Intervention Plan.
- If a student with a disability is referred to the office for discipline **a minimum of three times**, then a FBA must be performed and a BIP must be created.
- Copies of the FBA and BIP must be with the IEP in the due process folder both at the school and the board office.
- Progress Monitoring of behavior must be completed whether with an IEP goal or BIP. This will be done via behavior charts, tally sheets, etc.
- BIPs are done through the INFINITE CAMPUS.
- Any SWD placed in an alternative setting **MUST** have a FBA and BIP prior to placement unless there is a weapons/drug/serious bodily injury charge etc.

Physical Interventions

Physical Intervention is to be avoided if at all possible. Restraint is to be used **ONLY** when the student is in imminent danger of hurting self or others. Restraint for non-compliance is not acceptable. Only employees that have current certification/training in MINDSETS should engage in physical intervention of a student. The goal of the physical intervention is to assist the student to regain self-control. It is important to remain calm, supportive, gentle and non-aggressive throughout the procedure- including voice. It is important to only use physical intervention techniques taught through Mindsets Training. Parents must be informed of any physical intervention in writing using the [PHYSICAL RESTRAINT DOCUMENTATION FORM](#) and copy must be kept on file.

SECTION 5: STUDENT PROGRESS

Georgia School for Innovation and the Classics will implement procedures and practices to ensure that ALL students with disabilities receive an effective special education program that results in progress toward IEP annual goals and in the general education curriculum.

The following sections include procedures related to Summative and Formative Assessment.

Progress Monitoring for IEPs

(aligned with Rule 160-4-7-.06)

The IEP document must be written to include the following components that have implication for **progress monitoring**:

1. A statement of the **present levels of academic achievement and functional performance** (should include a result of state and district testing as well as progress monitoring and baseline data for developing goals);
2. A statement of **measurable annual goals**, including academic and functional goals (based on needs and corresponding baseline data from the PLAAFP);
3. A description of **how the child's progress toward meeting the annual goals will be measured** (what measures will be used to monitor progress);
4. How the parents will be informed of the child's progress, **including whether the child's progress is adequate to meet the annual goals** established by the IEP team; and with a frequency no less than that of parents of nondisabled children (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards).

Case Managers will maintain progress monitoring folders to measure student progress on each IEP goal. It is an expectation that case managers have a data sheet for each IEP goal and each Transition Plan goal to monitor progress. These data sheets should be maintained in the progress monitoring folders. These folders will be reviewed by the Special Education Director and/or Lead Teacher at least once each semester. A progress monitoring review sheet will be completed and provided to the principal at the end of the school year for the summative conference. [Progress Monitoring Review](#)

The IEP Annual Review will be conducted to **(a) determine if the IEP goals were met; and (b) review the IEP to address and lack of expected progress toward the annual goals and in the general education curriculum.**

Summative/Formative Assessment in the General Curriculum

1. Students with disabilities must participate in **state and district testing**.
2. Accommodations must be provided for **classroom testing and state and district testing** that allow students to demonstrate their level of proficiency in the general curriculum as specified on the IEP.
3. Students with significant cognitive disabilities meeting specified guidelines via www.gadoe.org take the Georgia Alternate Assessment that is aligned with grade level standards. This will be determined through the INFINITE CAMPUS Program.
4. The IEP team must analyze state and district testing results and consider how the student's disability impacts progress in the general curriculum.
5. Specially designed instruction (appropriate accommodations, supports, and supplementary aids and services) must be provided that allows the student to make progress in grade level standards.
6. Specialized instruction is provided in the Least Restrictive Environment through supportive instruction, co-teaching, or small class instruction, as appropriate, to ensure the student has access to and makes progress in the grade level general curriculum.
7. District benchmark testing and frequent checks for understanding (formative assessments) provide data to inform standards-based instruction.
8. Administrators or instructional coaches provide feedback to co-teachers in inclusive settings through the TKES Walkthrough Format to assist teachers in adjusting instruction.

Georgia Alternate Assessment (GAA)

The GAA is only to be used for students with significant disabilities being taught in a functional curriculum. The participation in this assessment should not be more than 1% of the district's student population. The IEP team must inform parents of students who participate in the GAA that their child's assessment is an alternate assessment based on alternate achievement standards. Changing a student from a standardized state assessment to the GAA is an IEP team decision and requires the presence of the school psychologist and a review by the Director of Special Education.

Assessment Accommodations

- Accommodations should be very specific in the way they are written. Nothing should be open to interpretation.
- Never implement an accommodation just before testing. Providing accommodations that are unfamiliar to the student will most likely decrease student performance.
- An IEP or amendment must be held to change, add, or delete testing accommodations.
- Accommodations specified in the IEP must be supplied to all teachers.
- Any accommodation not on the IEP may not be provided.
- DO NOT OVER ACCOMMODATE.
- Beware of supplying non-standard accommodations
- Accommodations on standardized tests should be consistent with those provided during routine instruction and classroom assessments.
- Accommodations are provided to allow the student access to participate in the test, not to ensure proficiency.

Formative Assessment/Progress Monitoring of IEP Goals and Objectives

Special educators should understand and follow appropriate procedures to ensure the delivery of special education programs that confer meaningful educational benefit which include:

1. Conducting **relevant assessments** of students, which provide information to teachers on a student's unique academic and functional needs and how best to address those needs. Such assessments include criterion-referenced tests, curriculum-based measures (CBM), curriculum-based assessments, and direct observation data.
2. Developing meaningful educational programs for students based on the assessment, which consists of special education and related services grounded in **research-based practices**.
3. Generating **measurable annual goals** that will be used to monitor a student's academic and functional progress.
4. **Monitoring the student's progress by collecting data** on his or her growth toward those goals, and make instructional changes when necessary.
5. Individual IEP annual goals are developed that enable progress in the general curriculum and meet each of the child's other educational needs that result from the child's disability.

6. Evidence-based intervention must be provided to address IEP annual goals and objectives as appropriate.

What is Progress Monitoring?

- Progress monitoring is a type of formative assessment that addresses the basic foundational skills in reading, math, writing, and behavior needed to access and make progress in the general education.
- Progress monitoring is **repeated measurement** of academic performance used to quantify:
 - A student's **rate of improvement**
 - A student's **responsiveness to instruction**

Georgia School for Innovation and the Classics School-Wide Progress Monitoring Tools

Preschool	Work Sampling
Grades K-2	STAR Reading & Math, IXL
Grades 4-5	STAR Reading & Math, IXL
Grades 6-8	STAR Reading & Math, IXL
Grades 9-12	Study Island, IXL

Process for Progress Monitoring for IEPs



Special Education Case Managers are responsible for ensuring that each student on their caseload has an IEP that incorporates progress monitoring in areas impacted by their disability and for each annual goal.

SECTION 6: PARENT ENGAGEMENT

Georgia School for Innovation and the Classics will implement procedures and practices to ensure parent engagement as a means of improving results for students with disabilities.

The following sections include procedures related to (1) Parent Participation and (2) Complaint Process.

Parent Participation

(Aligned with State Rules 160-4-4-.04, 160-4-4-.05, 160-4-4-.06, 160-4-7-.09)

- Parents are to be included as members of any decision-making team for their child to include: eligibility meetings, initial evaluation, reevaluation, development of the IEP, the provision of a FAPE, and educational placement. This requirement does not include informal or unscheduled meetings involving district personnel or meetings on issues such as teaching methods, lesson plans, as long as those decisions are not addressed in the student's IEP.
- Written notice shall also be provided if the school refuses to take action. The communication to the parents shall include a description of the action proposed or refused by the school, an explanation of why the school proposes or refuses to take action, and a description of an options considered and the reasons why those options were rejected. Communication to the parent shall include a description of each evaluation procedure, assessment, record or report the school used as a basis for the proposed or refused action. Also included shall be a description of any other factors which are relevant to the proposal or refusal.
- Parents are required participants in the IEP meeting and should be active participants in the development of the IEP. Typically, parents know their child very well—not just the child's strengths and weaknesses, but all the qualities that make their child unique. Parents should describe what **goals** are most important to them and to their child, share their **concerns and suggestions for enhancing their child's education**, and give insights into their son or daughter's **interests, likes and dislikes, and learning styles**. Parents can also talk about **long-term needs and goals** for the child's successful adult life.
- The Special Education Case Manager shall take steps to ensure **that one or both parents of a child with a disability are present** at each IEP Team meeting or are **afforded the opportunity to participate, including notifying parents of the meeting early enough** to ensure that they will have an opportunity to attend, and **scheduling the meeting at a mutually agreed upon time and place**.

- **The invitation to the IEP Team meeting shall indicate the purpose, time, and location of the meeting, participants who will be in attendance, and informs the parents of their right to invite other individuals who, in their opinion, have knowledge or special expertise regarding their child, including related services personnel.** The invitation shall also inform the parents of a child previously served in Babies Can't Wait of their right to request that an invitation to the initial IEP Team meeting be sent to the service coordinator or other representative of Babies Can't Wait to assist with the smooth transition of services.
- If neither parent can attend an IEP Team meeting, the Case Manager **must use other methods** to ensure parent participation, **including individual or conference telephone calls or videoconferences.** A meeting may be conducted without the parents in attendance if the Case Manager is unable to convince the parents that they should attend. In this case, the Case Manager **must keep a record of its attempts to arrange a mutually agreed on time and place such as detailed records of telephone calls made or attempted and the results of those calls; copies of correspondence sent to the parents and any responses received; and detailed records and results of visits made to the home or place of employment and the results of those visits.**
- The Special Education Case Manager must take whatever action is necessary to **ensure that the parents understand the proceedings** of the IEP Team meeting, including arranging for an interpreter for a parent who is deaf or whose native language is other than English.
- The Special Education Case Manager shall provide **a copy of the IEP** to parents at no cost. The Special Education Office will mail the final copy of the IEP home to parents/guardians.
- The Special Education Case Manager (whoever schedules the meeting) shall ensure that the **parents of each child with a disability are members of any group that makes decisions on the child's educational placement.**
- Graduation from high school with a regular education diploma constitutes a change in placement and requires [Prior Written Notice](#).
- The Special Education Case Manager must inform parent of places to contact for assistance in understanding the procedural safeguards/parents' rights, upon request.
- The Special Education Case Manager will provide parents with Parental Rights and full explanation of the procedural safeguards.

Complaint Process and Dispute Resolution

Aligned with State Rule 160-4-7-.12

- Parents are encouraged to contact their child's Special Education Teacher and, if necessary, the School Principal when a concern arises. If concerns cannot be satisfactorily addressed at the school level parents should contact the Special Education Director.
- Resolution Meeting. A resolution can be reached in several ways. The quickest and most efficient method is for the parent(s) to contact the Special Education Director who can often assist a family in working out differences with minimal time and conflict.
- Formal Complaint. Parents may file a formal complaint with the Georgia Department of Education (GaDOE) when they believe a violation of IDEA has occurred. A formal complaint investigation is a procedure to determine whether the district is complying with deferral or Georgia laws and/or regulations regarding the provision of special education and related services to children with disabilities. This investigation is conducted by the GaDOE.
- Voluntary Mediation. Mediation is a way to discuss and resolve disagreements between the parent and the district with the help of a trained, impartial third person. Mediation is offered to parents to resolve disputes. The process is voluntary and both parties (i.e. the parents and the district) must agree to mediation. Discussions during the mediation process are confidential and may not be used as evidence in any due process hearing or civil proceedings. If an agreement is reached during mediation, the agreement is legally binding in a State or District Court. The failure to carry out an agreement may also be the subject of a State complaint.
- Impartial Due Process Hearing. Parents may request a due process hearing regarding any matter related to the identification, evaluation, placement, or provision of special education and related services to the child. A hearing may be requested by the parent (or the school district) when the parties cannot agree, and other means of dispute resolution have not been successful. The request form is provided by the GaDOE and is located at the bottom of the Due Process Hearing Requests web page of the GaDOE website. The district will assist the parent in completing the Due Process Hearing Request Form if necessary. A due process hearing must be conducted, and the decision issued within 45 days of the request for a hearing.

SECTION 7: PROCEDURAL SAFEGUARDS & PARENTAL RIGHTS

(Aligned with State Rule: 160-4-7-.09)

The term “Procedural Safeguards Notice” also refers to the document commonly identified as “Parents Rights” which, must be given to parents only one time per year, except that a copy shall also be given to parents in the following circumstances:

- Upon initial referral or parents request for evaluation
- Upon receipt of the first state complaint in a school year
- Upon receipt of the first request for a due process hearing in a school year
- Upon notification by the school to the parent of the decision to remove the child from his/her current placement and the removal constitutes a change of placement under the discipline provisions of IDEA and state rules because of a violation of code of student conduct
- Prior to accessing a child’s or parents’ public benefits or insurance for the first time
- Upon request by the parent

Parents may elect to receive the Procedural Safeguard/Parent Rights notice by electronic mail.

The school may place a copy of the Procedural Safeguards/Parent Rights on its web site.

Content of Parental Rights

The content of the notice must include a full explanation of all the procedural safeguards available relating to:

- Independent Educational Evaluations
- Prior Written Notice
- Parental Consent
- Access to Education Records
- Opportunity to present and resolve complaints through the State complaint procedures and a due process hearing including:
 1. The time period in which to file a complaint or due process hearing
 2. The opportunity for the agency to resolve the complaint
 3. The difference between the due process hearing and the state complaint process, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
- The Availability of Mediation
- The child’s placement during the pendency of any due process hearing
- Procedures for children who are subject to placement in an interim alternative educational setting
- Requirements for unilateral placement by parents of children in private school at public expense.
- Due process hearings, including requirements for disclosure of evaluation results and recommendations
- Appeals of due process hearings, including the time period in which to file those actions
- Attorney’s fees
- Notice should be provided in a language understandable to parents

Parent Consent

At minimum, informed parental consent shall be obtained before:

- Conducting an initial evaluation to determine if the child qualifies as a child with a disability
- Conducting a re-evaluation of a child with a disability
- Providing initial special education and related services to a child with a disability
 1. Consent to provide special education and related services is the consent for any special education and related services described in the IEP to provide FAPE.
 2. Annual decisions about what services are to be provided are made through the IEP process and are not part of this consent requirement.
- Disclosing personally identifiable information
- Accessing a child's or parent's public benefits or insurance for the first time

Parental Consent for Assessment is provided by the school psychologist and will be printed on pink paper.

Except for an initial evaluation, initial placement, and re-evaluation, consent is not required as a condition of any benefit to the parent(s) or child.

Consent for initial evaluation shall not be construed as consent for initial provision of special education and related services.

The school must make reasonable efforts to obtain the informed consent from the parent for an evaluation to determine whether the child is a child with a disability.

For initial evaluations only, if the child is a ward of the state and is not residing with the child's parent, the school is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school cannot discover the whereabouts of the parent of the child
2. The rights of the parents of the child have been terminated in accordance with state law
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child

If the parent of a child in public school or seeking to enroll in public school does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, the school may, but is not required to pursue, the initial evaluation by utilizing the procedural safeguards of mediation or due process hearings. However, the school does not violate its obligations under Child Find if it declines to pursue the evaluation.

A school that is responsible for making FAPE available to a child with a disability must obtain informed consent from the parent of a child before the initial provision of special education and related services to the child.

If the parents of a child fail to respond or refuse to consent to services, the school may not utilize the procedural safeguards of mediation or a due process hearing in order to obtain agreement that service may be provided.

- If parents do not provide consent, the school is not in violation of the requirement to provide FAPE

- The school is not required to convene an IEP Team meeting or develop an IEP

The school must obtain informed parental consent prior to conducting a re-evaluation of a child with a disability

- If the parent refuses to consent to re-evaluation, the school may, but is not required to, pursue the re-evaluation by using the consent override procedures by accessing the mediation or due process hearing procedures.
- The school does not violate its obligation if it declines to pursue the re-evaluation

Parent Consent Not Required

The school need not obtain informed parental consent if it can demonstrate that it made reasonable efforts to obtain such consent and the child's parents failed to respond.

Parental consent is not required before:

- Reviewing existing data as part of an evaluation or re-evaluation
- Administering a test or other evaluations that is administered to all children unless consent is required of parents of all children.

Parent Refusal for Consent

A school may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the school.

If the parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or re-evaluation, or the parent fails to respond to a request to provide consent the school may not use the consent override procedures.

- The school is not required to consider the child as eligible for services.
- To meet the reasonable efforts requirement, the school must document its attempts to obtain parental consent.

A parent may revoke consent ([Revocation of Consent for the Provision of Special Education and Related Services](#)) or the receipt of special education and related services once the child is initially provided special education and related services.

- Revocation of consent to provide special education and related services is for all special education and related services; not individual services.
- The intent to withdraw the child from special education and related services must be made in writing by the parent to the school.
- The school may not continue to provide special education and related services to the child, but must, prior to removing the child from special education and related services, provide the parent prior written notice.
- The school may not sue the procedures of mediation or due process hearings to override the withdrawal of consent.
- The school will not be in violation of the responsibility to provide FAPE to a child with a disability because of the failure to provide further special education and related services.
- The school is not required to convene an IEP meeting for a child whose consent to receive special education and related services has been revoked.

- Subsequent referrals for special education and related services shall be considered an initial evaluation and subject to the sixty-day evaluation timeline.
- The school is not required to amend the records of the child to remove any references to the provisions of special education and related services prior to the receipt of the revocation of consent.

Revocation of Services

Terminating services, other than speech, requires an IEP committee meeting and involvement of the school psychologist.

Georgia School for Innovation and the Classics Parent Revocation of Consent Procedures

If a parent of a Special Education student or an adult student (18 years of age or older) requests that Special Education services be terminated, the following procedures should be followed.

- a) Director of Special Education should be notified.
- b) Staffing should be scheduled to discuss Revocation of Consent provisions and the individual circumstances of the specific student. Director of Special Education should be invited to this meeting.
- c) At the staffing, explanation of implications of a revocation of services should be relayed to the parent and adult student (if applicable). The school team should make all efforts to relay their recommendations regarding the student's educational program.
- d) If, after discussion, the parent continues to wish to revoke consent for services, they must be given a copy of their parental rights and they must complete and sign the [Revocation of Consent for the Provision of Special Education and Related Services](#) form and [Prior Written Notice](#).
- e) The SPED Amendment form will be signed by the parent/guardian at the staffing and documentation will be written to indicate the parent has revoked consent for Special Education services.
- g) ADD sheet should be sent to the Special Education office indicating that the student has been exited from Special Education services. ADD sheet should indicate that the parent has REVOKED consent for services. Accompanying [Revocation of Consent for the Provision of Special Education and Related Services](#) form and [Prior Written Notice](#) should be included.
- h) If the parent or adult student decides that they want the student to re-enter Special Education, the referral must be considered an Initial Referral and the 60-day timeline will be in effect once the signed consent is received in the Special Education office. If current testing or relevant educational testing and data are available, the team can use reasonable judgment to establish eligibility and determine Special Education services

Parental Training and Awareness

Parents may be provided assistance:

- To understand the special needs of their child and information about child development
- To acquire the necessary skills to support the implementation of their child's IEP if determined by the IEP Team as a related service.

SECTION 8: PRIVATE SCHOOL

(Aligned with State Rule: 160-4-7-.13)

Children with Disabilities in Private Schools Placed or Referred by Georgia School for Innovation and the Classics.

Georgia School for Innovation and the Classics will ensure that a child with a disability who is placed in or referred to a private school or facility by the school system as a means of providing special education and related services:

- Is provided special education and related services in conformance with an IEP
 1. no cost to the parents
 2. is provided an education that meets the standards provided by the DOE & GSICS
 3. Has all of the rights of a child with a disability who is served by GSIC

The Special Education Director will maintain a list of students privately placed and will participate in all IEP meetings for these students.

Placement of Children by Parents when FAPE is at Issue

If GSIC made an offer of FAPE available to the child and the parents elect to place the child in a private school or facility, GSIC is not required to pay for the cost of the education, including special education and related services, for the child at the private school or facility.

- **Disagreements about FAPE:** Such disagreements regarding the availability of a program appropriate for the child and the question of financial responsibility are subject to the procedural safeguards provided.
- **Reimbursement for Private School Placement:** If the parents of a child with a disability who previously received special education and related services in GSIC enroll the child in a private preschool, elementary school or secondary school without the consent of or referral by GSIC, a court or an administrative law judge (ALJ) may require GSIC to reimburse the parents for the cost of that enrollment if the court or ALJ finds that GSIC had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by an ALJ or a court even if it does not meet the state standards that apply to education provided by the State or GSIC.
- **Limitation on Reimbursement:** The cost of reimbursement described above may be reduced or denied if:
 1. At the most recent IEP Team meeting the parent attended prior to the removal of the child from GSIC, the parent did not inform the IEP Team that they were rejecting the placement proposed by GSIC to provide FAPE to their child and did not state their concerns or their intent to enroll the child in a private school at public expense; or
 2. At least 10 business days prior to the removal of the child from the LEA, the parents did not give written notice to GSIC that they were rejecting the placement proposed by GSIC to provide FAPE to the child and did not state their concerns or their intent to enroll the child in a private school at public expense.

3. If, prior to the parent's removal of the child from GSIC, GSIC informed the parent through the notice requirements of its intent to evaluate the child, including a statement of the purpose and scope of the evaluation that was appropriate and reasonable, but the parent did not make the child available for evaluation; or
 4. Upon a judicial finding of unreasonableness with respect to actions taken by the parents.
- **Exception to Limitation on Reimbursement:** The cost of reimbursement must not be reduced or denied for a parent's failure to provide the notice to GSIC immediately if:
 1. GSIC prevented the parents from providing the notice.
 2. The parents had not been provided a copy of the parent's rights under IDEA and, therefore, had not been notified of the requirement to provide the notice described above.
 3. The provision of notice would likely result in physical harm to child.
 - The cost of reimbursement may, in the discretion of the court or administrative law judge, not be reduced or denied for a parent's failure to provide the notice to GSIC if:
 1. The parents are not literate and cannot write in English
 2. The provision of notice would likely result in serious emotional harm to the child.

Children with Disabilities Enrolled by their Parents in Private Schools

- The term "parentally-placed private school children with disabilities" means children with disabilities enrolled by their parents in private schools, including religious schools or facilities when the provision of FAPE is not at issue. The term does not include private school children with disabilities placed by GSIC as a means of providing special education and related services
 1. Children who are home schooled within the district are also considered parentally-placed private school students.
- **Child Find.** Georgia School for Innovation and the Classics shall locate, identify, and evaluate all private school children with disabilities (including out of state students) enrolled by their parents in private, including religious, elementary and secondary schools located in GSIC in accordance with Child Find activities. The Child Find activities utilized to comply with this requirement must be comparable to activities undertaken for children with disabilities enrolled in GSIC. The notice will be posted on the website and posted at the health department for all students.
 1. The Child Find process must be designed to ensure the equitable participation of parentally-placed private school children and to provide an accurate count of children with disabilities. The Child Find notices are publicly displayed for all parents to view. The Special Education Director will review [Home Schooled Students with Disabilities](#) list on a monthly basis to maintain an accurate count of students with disabilities being home-schooled.
 2. The Special Education Director will consult with appropriate representatives of private school children with disabilities to carry out Child Find activities; the activities must be similar to those undertaken for the public school children and completed in a time period comparable to that for children attending public schools.

- **Provision of Services.** To the extent consistent with their number and location in the state, provisions must be made for the participation of private school children with disabilities in programs provided under Part B of IDEA by providing children with special education and related services in accordance with this section.
 1. A services plan shall be developed and implemented for each private school child with a disability who has been designated to receive special education and related services by the LEA in which the private school is located.
 2. The Special Education Director will maintain its records and provide to the GaDOE, the following information related to parentally-placed school children:
 - The number of children evaluated
 - The number of children determined to be children with disabilities
 - The number of children served

This information will be maintained with the timelines data reported. There will be a separate page on this file to maintain the information of parentally-placed school children.

- To meet the requirements for provision of services above, GSIC will adhere to the following guidelines regarding expenditures:
 1. For children ages 3-21, GSIC must expend an amount that is the same proportion of the systems' total Part B of IDEA flow through funding as the number of private school children with disabilities, ages 3-21, residing in its jurisdiction is to the total number of children with disabilities, ages 3-21, in its jurisdiction; and
 2. For children ages 3-5, GSIC must expend an amount that is the same proportion of the district's IDEA preschool funding as the number of private school children with disabilities, ages 3-5, residing in its jurisdiction is to the total number of children with disabilities, ages 3-5, in its jurisdiction.
 - Children ages 3-5 are considered to be parentally-placed private school children when they are enrolled by their parents in a private school that meets the definition of elementary school to include having a kindergarten program.
 3. If GSIC has not expended for equitable services all of the funds required in this section by the end of the fiscal year, GSIC must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.
 4. Expenditures for Child Find activities may not be considered in determining whether GSIC has met these requirements.
 5. GSIC shall consult with representatives of private school children in deciding how to conduct the annual count of the number of private school children with disabilities who reside in our jurisdiction. There is not a private school in our district at this time. The Special Education Director will consult the list of home-schooled children with disabilities monthly to maintain an accurate count.
 - The Special Education Director will ensure the count is conducted on December 1 each year.
 - The child count will be used to determine the amount GSIC must spend on providing special education and related services to private school children with disabilities in the following fiscal year.

6. State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally-placed private school children with disabilities.
- **Consultation.** To ensure timely and meaningful consultation, the Special Education Director must consult with private school representative and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:
 1. **The Child Find process**, including how parentally-placed private school children suspected of having a disability can participate equitably and how the parents, teachers, and private school officials will be informed of the process.
 2. **The determination of the proportionate share** of federal funds available to serve parentally-placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated.
 3. **The consultation process** among the Special Education Director, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed private school children with disabilities identified can meaningfully participate in special education and related services.
 4. **How, where, and by whom** special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, how services will be apportioned if funds are insufficient to serve all parentally-placed private school children and how and when those decisions will be made.
 5. **How, if GSIC disagrees with the views of the private school officials** on the provision of services or the types of services, GSIC will provide to the private school officials a written explanation of the reasons why GSIC chose not to provide services directly or through a contract.

The Special Education Director conducts a meeting in April to meet with private school officials and parents of parentally-placed private school children with disabilities. At this meeting, the Child Find process is discussed, along with the Proportionate Share process. [Proportionate Share Services Notification](#), [Private/ Home School Consultation Meeting](#), [Group Documentation of Private/Home Schools Participation/Affirmation](#), [Private / Home School Consultation Meeting](#)

- **Written affirmation.** When timely and meaningful consultation has occurred, GSIC must obtain written affirmation signed by representative of participating private schools. If the representatives of the participating private schools do not provide the affirmation within a reasonable period of time, GSIC must forward documentation of the consultation process to the GaDOE.
- **Compliance.** A private school official has the right to submit a complaint to the GaDOE that GSIC did not engage in consultation that was meaningful or timely or did not give due consideration to the views of the private school officials.
 1. The complaint must be submitted through the Formal Complaint Process.
 2. If the private school is dissatisfied with the decision of the GaDOE, the official may submit the complaint to the USDOE and the GaDOE must forward a copy of the appropriate documentation.

- **Equitable Services Determined.** 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 a public school.
 1. GSIC must make the final decisions with respect to the services to be provided to eligible parentally-placed private school children with disabilities prior to the start of the school year.
 2. A services plan shall be completed for each private school child with a disability who will receive special education and related services provided by GSIC. GSIC must:
 - Initiate and conduct meetings to develop, review, and revise a services plan for the child. This will be conducted by the Special Education Director.
 - Ensure that a representative of the private school attends each meeting. If the representative cannot attend, the Special Education Director shall use other measures to ensure participation, including individual or conference telephone calls.
- **Equitable Services Provided.** Services provided to private school children with disabilities must be provided by personnel who meet the same standards as personnel providing services in the public schools, except the personnel is not required to meet the highly qualified definition.
 1. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools. The determination of services will be based upon results of annual proportionate share consultation.
 2. Each parentally-placed private school child with disabilities who has been designated to receive special education and related services shall have a services plan that describes the specific special education and related services that GSIC will provide to the child.
 - The services plan must, to the extent appropriate, provide a statement of the special education and related services and supplementary aids and services to be provided to the child
 - The services plan must be in effect at the beginning of each school year and must be developed, reviewed and revised periodically, but not less than annually.
 3. **Services may be provided by:**
 - Employees of GSIC
 - Through contract by GSIC with an individual, organization, association, agency, or other entity.
 4. Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment must be secular, neutral, and nonideological.
 - **Locations of Services.** Services provided to private school children with disabilities may be provided on site at the child's private school, including a religious school, to the extent consistent with the law.
- If it is necessary for the child to benefit from or participate in the services provided under his or her services plan, the private school children with disabilities must be provided transportation according to the following:
 1. From the child's school or home to a site other than the private school; and
 2. From the services site to the private school, or to the child's home, depending on the timing of the services.
 3. GSIC is not required to provide transportation from the child's home or the private school.
 4. The cost of transportation as described, may be included in calculating whether GSIC has met the requirements of proportionate funding in this rule.

- **Complaints.** The procedural safeguards outlined in Procedural Safeguards/Parent Rights do not apply to complaints that GSIC has failed to meet requirements of this rule, including provision of services indicated on the child's services plan except that:
 1. The procedural safeguards outlined do apply to complaint that GSIC has failed to meet the requirements of Child Find, of this Rule, including the requirements in Rule 160-4-7-.05 Eligibility Determination and Criteria. Child Find complaints must be filed with the LEA in which the private school is located and a copy must be forwarded to GaDOE.
 2. The formal complaint procedure contained in Rule 160-4-7-.12 Dispute Resolution Complaints DO apply to complaints that GSIC has failed to meet the requirements of equitable and timely consultation.
- **Requirement that funds not benefit a private school.**
 1. GSIC may NOT use IDEA Part B Flow-through or federal preschool funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. GSIC shall use funds provided under the IDEA to meet the special education and related services needs of children enrolled in private schools but not for:
 - The needs of the private school; or
 - The general needs of the children enrolled in the private school.
- **Use of personnel.** GSIC may use IDEA Part B flow-through or federal preschool funds to provide personnel in a private school to the extent necessary to provide services under this rule to private school children with disabilities if those services are not normally provided by the private school.
 1. In order to provide services to private school children with disabilities, GSIC may use IDEA Part B flow-through or federal preschool funds to pay for the services of an employee of a private school if the employee performs the services outside of his or her regular hours of duty and under GSIC supervision and control.
- **Separate classes prohibited.** GSIC may not use IDEA Part B funds for classes that are organized separately on the basis of school enrollment or religion of the children if
 1. The classes are at the same site; and
 2. The classes include children enrolled in public schools and children enrolled in private schools.
- **Property, Equipment, and Supplies.** GSIC 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.
 1. GSIC may place equipment and supplies in a private school for a period of time needed for the program.
 2. GSIC 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.
 3. GSIC 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.
 4. No funds under IDEA Part B may be used for repairs, minor remodeling, or construction of private school facilities.

SECTION 9: SURROGATE PARENT

(Aligned with State Rule: 160-4-7-.11)

In order to provide every child eligible for a public education with the protection of procedural due process, a surrogate parent shall be appointed by the school system when:

- No parent can be identified
- The school system, after reasonable efforts, cannot locate the parents
- The child is a ward of the State under the laws of Georgia
- The child is an unaccompanied homeless youth

Procedures to determine need of a Surrogate Parent

- Case manager and Counselor review all records for information leading to location of parent. (document all attempts)
- Case manager requests support of School Resource Officer to locate parent(s)
- If, after reasonable efforts, parents can't be located school counselor will schedule a meeting to include: counselor, school administrator, school resource officer, case manager, parent involvement coordinator, and other agencies as appropriate, to determine need for surrogate parent.

Wards of the State

In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements.

Unaccompanied Homeless Youth

In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents, until a surrogate parent can be appointed that meets all of the requirements of surrogate parents.

Criteria for Selection of Surrogate Parents

Each school system must ensure that a person selected as a surrogate parent:

- Is not an employee of the GaDOE, the school system, or any other agency that is involved in the education or care of the child.
- Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents.
- Has knowledge and skills that ensure adequate representation of the child

Surrogate Parent Responsibilities

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and provisions of FAPE to the child. Any individual appointed to act as a surrogate parent for a child with a disability under IDEA 2004 shall not be liable for any civil damages for any action or actions done while performing duty as a surrogate parent, except for acts or omissions to act constituting gross, willful, or wanton negligence.

SECTION 10: BRIDGE LAW

(Aligned with State House Bill 400)

The BRIDGE (Building Resourceful Individuals to Develop Georgia's Economy) Act, House Bill 400, was signed into law May 2010 to create an atmosphere motivating middle- and high-school students to learn because they see the relevance of education to their dreams and future plans.

- Sixth, Seventh, and Eighth grade students receive:
 1. Counseling
 2. Regularly-Scheduled Advisement
 3. Career Awareness
 4. Information to assist students in evaluating their academic skills and career interests
 5. 8th grade students create an Individualized Graduation Plan
- High School students receive:
 1. Career Counseling
 2. Career Guidance
 3. Regularly-Scheduled Career Advisement
 4. Information to enable students to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment.

In Georgia School for Innovation and the Classics school principals are responsible for providing these services to students and school principals supervise and monitor the implementation.

For students receiving special education services, case managers help guide the development of transition plans for 8th graders to include career exploration. Students are encouraged to interview persons employed in career areas of their interest to find out more about their areas of interest. Students are also encouraged to develop transition plan goals that identify the academic skill areas needed for their area of interest. The middle school counselor and case manager help students develop an Individualized Graduation Plan and ensure they are scheduled for the appropriate classes in high school.

High school students receive the supportive services of a Vocational Rehabilitation Counselor to help guide with career advisement. Transition Plans are developed to begin narrowing the search for a career area of interest and educational requirements for acquiring the career of choice. Students begin researching post-secondary options and entrance requirements. Student transition plans also focus on independent living in the areas of life skills, budgeting, and transportation. Student, parents, case manager, counselor, and vocational rehabilitation counselor all work together to develop a personalized transition plan for students to provide seamless transition from high school.

SECTION 11: COLLEGE AND CAREER

Georgia School for Innovation and the Classics will follow policies and procedures to ensure that students with disabilities are prepared for college and/or career upon exiting high school.

Transition Service Plan:

Completed by the case manager for students during the eighth grade (prior to the 9th grade) or by age 16, whichever comes first. Transition Plans are reviewed and revised annually. Case Managers are responsible for monitoring student's progress toward their transition plan goals. Data should be maintained in the student's transition plan folder of the Progress Monitoring folders. Student **MUST** be listed on the IEP Notice. The student should attend the Transition Service Plan meeting. Any outside agencies/counselors/etc... **MUST** also be on the invitation.

- Transition service plans must be developed for each child prior to starting high school. These plans are developed for students during their 8th grade year. The plan details the student's needs based on age appropriate assessments and the course of study, career pathway the child plans to work towards.
- Transition Plans should focus on employment, education, and independent living. Suggestions for areas to address are listed on the [Transition Planning](#) form.
- Must include data from a transition survey, learning style assessment, etc... (Check & Connect Student and Parent Questionnaire, GACollege411 ;) [Student Questionnaire](#); [Parent Questionnaire](#); [Learning Style Inventory](#)
- Updated at least annually and is the road map to postsecondary outcome goals (what the student plans to do after high school).
- Due process rights transfer to students at age eighteen, students must be informed each year until rights transfer.
- See DOE Website for Transition Tool Box and examples of Transition Plans. [Transition Plan Information](#)

SECTION 12: GEORGIA NETWORK FOR EDUCATIONAL AND THERAPEUTIC SUPPORTS (GNETS)

The Psychoeducational Network, known as GNETS- Sand Hills, is a program to support Georgia School for Innovation and the Classics 's continuum of services by providing comprehensive special education and therapeutic support for the children served. The purpose of GNETS is to prevent children from requiring residential or other more restrict placements by offering cost-effective comprehensive services in local areas. Families have the opportunity to be engaged in all aspects of service planning. Child specialists (educators, psychologist, social workers, psychiatrists, behavior support specialists, or etc.) from a variety of professions collaborate on behalf of the children served. This program serves children ages 3 through 21 years of age in classes with direct therapeutic services, evaluation and assessment or other services as appropriate.

Sand Hills must operate a minimum of 180 days. The recommended maximum class size for preschool, elementary, and middle school classes is 8. The recommended maximum class size for high school classes is 10. Sand Hills must utilize evidence-based positive behavioral interventions, supports, and other strategies designed to increase children's resilience and social-emotional competence. The academic curriculum for all student is the general education curriculum.

Eligibility & Placement

Students participating in this program are referred through the IEP process. The IEP Team must include information from Coastal Academy staff. The student's case manager must complete Coastal Academy GNETS Program: Information Packet, in coordination with the special education director, for consideration into this program.

In order to be considered for the program, the following must be documented:

- Student must have an active IEP
- Student exhibits behaviors characteristic of EBD students
- Inability to learn which can't be explained by intellectual, sensory, neurophysiological or general health factors
- Inability to build or maintain interpersonal relationships
- Inappropriate, bizarre, withdrawn or immature behaviors
- Pervasive mood of unhappiness or depression
- Tendency to develop physical symptoms such as speech problems pains & fears
- Documentation as to the frequency, duration (at least 2 years) and severity of the condition.
- Documentation that the student has not responded to a variety of interventions including maximum services tried within the school system
- A social history identifying the presence and severity of psychosocial stressors in the student's life.
- Psychological and/or psychiatric evaluation identifying the presence and severity of emotional disability.

The students base school must remain actively involved in the student's programming and exit criteria must developed upon entry into the GNETS-Sand Hills program. Data must be collected by Sand Hills staff to document student performance. This on-going data will also be considered documentation of ongoing effectiveness and improvement. The Sand Hills staff will complete all IEP

amendments, conferences, and annual reviews for students placed in their program. The student's base school will be invited to participate in all IEP meetings.

Sand Hills Placement Procedures

1. Case Manager notifies parent, lead teacher, school psychologist, and special education director of emotional/behavioral concerns and obtains parent signature on Consent for Assessment form for the purpose of observations to:
 - Assist with interventions, strategies, including conducting a functional behavioral assessment and developing a behavior intervention plan.
 - Assess or determine the severity, duration and intensity of the behaviors observed.
 - Determine if a continuum of services has been offered to the student in the least restrictive educational environment and been found to be ineffective in meeting the student's needs
2. Special Education Director arranges for observations from Sand Hills staff
3. School Psychologist, Lead and/or Special Education director offers suggestions for interventions, strategies, and/or placement changes
4. If interventions and strategies are not effective, case manager notifies parents of the decision to initiate referral to Coastal Academy and schedules meeting to include: parent, regular education teacher, psychologist, counselor, school administrator and staff from Coastal Academy.
5. Case manager completes the Sand Hills referral packet & bring to meeting.
6. IEP Team convenes to determine placement at Sand Hills. If parent can't attend, case manager will notify parent of outcome.
7. If Coastal Academy is accepted as appropriate placement, Case manager will complete IEP amendment to reflect change of placement and services.
8. IEP team will generate exit criteria.
9. Sand Hills will schedule a tour of the facilities with parents and student.
10. If IEP expires within 60 days, case manager from sending school will complete IEP.
11. Case manager will notify administrative assistant to change case manager in INFINITE CAMPUS after all paperwork has been completed for transfer.
12. If half-day placement at Sand Hills is recommended for the student, the case manager from the base school will remain case manager and provide access in INFINITE CAMPUS for Sand Hills staff.

Section 13: Local Expectations for Special Education Teachers

Accountability:

Students with Disabilities

- All schools, local education agencies (LEAs) and the State itself must test at least 95% of each student group (categorized by race/ethnic background, limited English proficiency, socioeconomic status, migrant status, gender, and disability). Additionally, each student group (as well as the student population as a whole) must meet the State's annual measurable objective regarding the percentage of students scoring proficient on State assessments.
- Students with disabilities are included in State assessments with appropriate accommodations as determined by each student's Individualized Education Plan (IEP) team.
- The Georgia Alternate Assessment (GAA) is administered only to those students who are significantly cognitively impaired and are thus unable to participate in the regular State assessment program even with maximum accommodations, as determined by the student's Individualized Education Plan (IEP). **Should not be more than 1% of the student population.**
- Parents should be aware that a well-designed IEP should prepare students for assessments by ensuring that any modifications or accommodations given for assessments are also part of the daily instructional program.

Performance Goals and Indicators for Students with Disabilities:

Improve post-school outcomes for students with disabilities

- Decrease the percentage of students with disabilities who drop out of school.
- Increase the percentage of students with disabilities who earn a regular high school diploma.
- Increase the percentage of students with disabilities who transition to employment or postsecondary education.
- Increase the percentage of transition aged students with disabilities who have coordinated and measurable IEP goals and transition services that will lead to attainment of postsecondary goals.

Improve services for young children (ages 3 – 5) with disabilities

- Increase the percentage of young children referred by parent, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.
- Increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.
- Increase the percentage of young children with disabilities who show improved positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.

Improve the provision of a free and appropriate public education to students with disabilities

- Increase the percentage of students who are evaluated and determined eligible for special education within 60 days.
- Increase the percentage of students with disabilities who receive their instruction in the general education setting with appropriate supports and accommodations.

- Increase the performance of students with disabilities on statewide assessments when given appropriate accommodations.
- Decrease the percentage of students with disabilities who are removed from their school or placements for disciplinary reasons.
- Decrease the disproportionate representation of students with disabilities due to inappropriate policies, procedures, and practices.
- Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for students with disabilities.

Improve compliance with state and federal laws and regulations

- All identified noncompliance will be corrected as soon as possible, but no later than one year from identification.
- Dispute resolution procedures and requirements are followed within any applicable timelines. Includes formal complaints, mediation, due process hearings, and resolution sessions.
- Reports are submitted in a timely manner.

IEP Procedures:

- Special Education teachers employed by the Georgia School for Innovation and the Classics are expected to follow the procedures set forth in this manual for completion of IEPs.
- Annual Review Meetings should be scheduled by the case manager no later than 3 weeks prior to the ending date to ensure that if the meeting needs to be rescheduled the IEP will not expire.
- The redetermination of eligibility is due every third year. To ensure that no student's eligibility lapses a meeting should be held to discuss eligibility. This may be done at the Annual Review prior to the expiration date of the current eligibility. The requirement for Georgia School for Innovation and the Classics will be that the redetermination meeting be held prior to the countdown for eligibility counter reaching 120 calendar days for the student. This meeting must be scheduled by the student's case manager.
- The case manager should have a draft IEP ready to be checked by the school representative prior to the meeting. Any adjustments should be corrected before sharing the draft IEP with the team members at the annual review meeting. Please be cognizant of the fact that this person checks many IEPs and therefore cannot review a draft IEP without appropriate notice.
- A draft copy of the IEP should be provided at the meeting.
- Parents MUST receive a finalized copy of the IEP within 10 calendar days of the meeting. This is Georgia School for Innovation and the Classics Systems' offer of a Free Appropriate Public Education (FAPE). The final copy of the IEP will be mailed by the special education office, upon finalization.
- A copy of all paperwork should be sent to the Georgia School for Innovation and the Classics Special Education office. This will be monitored closely by the Special Education Director, Administrative Assistant, and Lead Teacher. The lack of compliance with this expectation may affect your annual evaluation.
- Multiple methods of contact with the parent MUST be documented before a meeting is held. MINIMUM OF 3
- If the parent does not show up for a meeting the case manager MUST contact them before proceeding. Offer a phone conference. This counts as parent participation. If parent cannot be reached and you have documented 3 previous attempts, you may proceed. [Parent not in Attendance:](#)

- Once you have rescheduled a meeting three times and the parent still does not attend you may continue however this should be on RARE occasions. Best practice would still be to try and contact the parent. DOCUMENTATION is the key!!

Progress Monitoring and Progress Reports:

- Progress Monitoring on IEP goals and objectives should be completed at least once every two weeks.
- Progress reports detailing progress on IEP goals and objectives should be sent home each nine weeks. These will be printed from INFINITE CAMPUS.

Teacher Responsibilities

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 following list is designed to serve as a guide for special education teachers in fulfilling their responsibilities. The teacher may also be assigned other tasks and responsibilities by the school administration.

- **Developing and Maintaining IEPs:** It is critical that teachers have a current, comprehensive, legal IEP on every student PRIOR to providing services. Teachers must verify on their beginning of the year checklist during preplanning, that they have access to an IEP for each student on their caseload. It is the special education teacher's responsibility to notify the school's testing coordinator of any accommodations for testing required by the IEP by completing the [Student Testing Accommodations](#) form, during preplanning, after any testing accommodation changes have been made, or as requested by testing coordinator.
- **Ensuring Accessibility of IEPs:** It is imperative that case managers ensure each 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, within 3 days of the student enrolling in the class. The case manager must provide this information to the teacher and the teacher must sign [IEP/504 Verification of Receipt](#) form. Each teacher and provider must also be informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided.
- **Maintaining Student Records:** To maintain compliance with State and Federal Regulations, the special education teacher is responsible for maintaining and reporting specific data on a regularly scheduled basis and periodically as requested by the administration. It is imperative that special education teachers adhere to specified due date deadlines for completing IEPs and when responding to requests for information from the Special Education Office.
 - **Student Data Sheet** The special education teacher is responsible for keeping a data sheet on each student and reporting any changes to the Special Education Office. Since this reporting procedure is used for FTE counts, it is extremely important that the information (especially segments, total hours and areas of exceptionality) are accurate. Teachers should maintain only one data sheet for each active student that reflects the most current information. The data sheet file will be mailed to teachers in September for the FTE 1 count and again in February for the FTE 3 count. Case managers are responsible for completing these forms accurately.
 - **Parent Contact Documentation:** All contacts with parents (e.g. phone calls, written confirmation) are to be documented as contacts are made. As we attempt to reduce paperwork, it becomes

increasingly important to keep logs of all types of parent contacts including attempts made within the INFINITE CAMPUS Contact Log at the time of contact.

- *Current Information:* The special education teacher is responsible for informing the Special Education Office any time a student moves into their school that is receiving special education services. Updates should be provided to the Special Education Office on each student when changes are made. Since this reporting procedure is used for FTE counts, it is extremely important that the information (especially segments, total hours and areas of exceptionality) are accurate.
NOTE: Send a [Student ADD Sheet](#) to the Special Education Office whenever a student moves into the school from out of county that has an active IEP and services are picked up. An ADD sheet should also be sent on any new students initially placed in the special education program.
- *FTE Reporting:* The special education teacher is responsible for verification of segments for the FTE counts. Remember funding is based on the segments reported on two dates: the first Tuesday in October, and the first Thursday in March. Forms must be completed by assigned deadline in September and February to allow time for review.
- *Materials and Equipment Inventory:* Special education teachers are to follow the school's guidelines as directed by the administration regarding material and equipment inventory. Inventory must be verified at the beginning of the school year and during post planning.
- *Evaluating Student Progress:* Pre and post testing are a due process requirement. Progress reporting at every grading period (grades and progress reports) and yearly annual reviews are required. Federal and state regulations require that parents are informed of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. The prediction of achievement by the end of the IEP should be an indicator to the IEP team that they may need to meet and make adjustments to the IEP. The Progress Report from INFINITE CAMPUS fulfills this requirement. Copies should be kept in the teacher's student folder.
- *Check and Connect:* All special education students are followed by a special education case manager. All special educator case managers are to follow the "Check and Connect" process to follow the students on their caseloads. C&C emphasizes developing strong positive relationships with students and regular monitoring of attendance, grades, and discipline referrals. C&C committee convenes each six weeks to discuss at risk students. The case manager is responsible for communicating to the committee when a student is failing more than 2 subject areas and/or is having discipline problems. The committee reviews various options, solutions, strategies and /or changes that address the concerns and ensures student success. [Check & Connect Data](#); [Check & Connect Grades](#)
- *Progress Monitoring Portfolio:* All students with special needs in this school system have individual progress monitoring portfolios which are maintained and updated by their case manager. The purpose of this instrument is to guide instruction, provide a systematic approach to data collection, to provide documentation of student progress in response to interventions, and to provide longitudinal data on student progress over time. Special educators need to use this data to guide their implementation of the IEP and also provide parents with current information at IEP meetings. The portfolio will be reviewed at least once each semester using the [Progress Monitoring Review](#) sheets.
- *Attending Due Process Meetings:* Special education teachers must attend SST meetings, placement and IEP meetings for students they serve or prospective referrals. Teacher responsibilities also include working with other support staff (e.g. obtaining referral form from

the guidance office, completing social worker referrals) and completing due process procedures with parents (e.g. notifying parents of meetings, obtaining signatures). Since meetings and observation will at times conflict with scheduled classes, it is very important that special education teachers communicate any disruptions in services to each student's teacher. Teachers should also search for ways to minimize the negative impact on their students such as creative scheduling and shared supervision with other teachers.

- *ATTENDING PROFESSIONAL LEARNING MEETINGS:* Teachers are required to attend staff meetings that are held on a regular basis to address special education needs (e.g. noting procedural changes, developing instructional guides).
- *SUPERVISING PARAPROFESSIONALS:* Special education teachers should discuss the goals and organization of the programs with paraprofessionals so they can understand the responsibilities for which they have been trained. The [Parapro/Teacher Conference Form](#) has been developed to guide this discussion. Nevertheless, the ultimate responsibility of the students and their activities within the classroom lies with the special education teacher. A schedule of duties with detailed activities, times and target group for functions, will be established to effectively utilize paraprofessional services. Teacher should review these regularly with the paraprofessionals to assure that these responsibilities are clearly understood and to monitor progress. Teachers supervising paraprofessionals should complete an [Employee Appraisal Record](#) at least once a year.
- *GIVING SUPPORT SERVICES TO REGULAR EDUCATION STAFF:* Special education teachers should work closely with regular classroom teachers. Students with disabilities may require special considerations or materials while in the regular classroom. Special education teachers can promote increased understanding and acceptance of disabled students in all educational settings through a variety of methods (e.g. conducting in-service meetings, written documentation of this contact is encouraged, helping to identify students). Special education teachers are required to inform all general education teachers that work with special education students of any specified IEP Modification/Accommodations. Use the Accommodations Verification Form for this purpose.

Teacher Responsibilities will be reviewed throughout the year and information will be compiled on the [Responsibility Review](#) form. This form will be reviewed with the teacher and signed by both the teacher and an administrator. This form will become part of the teacher's summative review process.

FTE Procedures:

- Each Case Manager will complete the [IC vs IEP](#) Sheet to ensure IEP services match student schedule at the beginning of each semester.
- Each Case Manager will complete the FTE Student form for each student on their caseload three weeks prior to FTE date.
- FTE Student sheets will be turned in to Lead Special Education Teacher for review
- Once FTE sheets have been reviewed by Lead, forms will be sent to Special Education Director.
- SIS Staff will enter information into PowerSchool
- After all information is completed, the SIS clerk will check for errors returned via PowerSchool. These are corrected with teacher input and or SPED Director input.
- Once errors are corrected, the System Level Student Information Specialist (SIS) prints a report of all SPED FTE data for the SPED Director to review.
- The SPED Director will review the data and compare it to the IEP as needed.

- If issues are noted, the SPED Director will contact the data clerk to resolve the problems.
- After the SPED Director and SIS Coordinator address all school level issues, the System Level SIS Clerk prints another report for review by the SPED Director.
- Once this is finalized, the System Level SIS uploads and signs off on the FTE report.

Taping Special Education Meetings

Parents will be allowed to tape meetings as long as the school system also records the meeting. The IEP Team will secure a cassette recorder for this purpose. After both the parent and school tape recorders are started the individual who is chairing the committee meeting will record the following information on the tape:

- the date of the meeting
- the student's name
- the names and titles of members in attendance at the meeting
- a reading of the following statement: "This meeting is being audio taped by both the parent and school staff. Written minutes are also being taken and those documents shall reflect the official record of this meeting." At conclusion of the meeting, the cassette should be forwarded to the Director of Special Education in an envelope containing the student's name and date of meeting. These recordings will be considered a part of the student's record but will be maintained in a separate file in the Special Education Director's office.

Presence of Attorneys or other Advocates in IEP Meetings

If a parent comes to any IEP meeting with an attorney or other individual serving as an advocate, *the meeting will be adjourned, and the Director of Special Education notified. The meeting will be rescheduled when the Director of Special Education and the attorney representing the Georgia School for Innovation and the Classics Board of Education can attend.* The parent should, however, be offered the opportunity of continuing the meeting without the presence of the attorney or advocate.

If a parent brings any party to the IEP meeting they have not indicated would attend when returning the meeting notice, make every effort to have the party's name and relationship to the student clearly stated before the meeting starts. If there is reason to suspect impropriety regarding the party's identification or intent, cancel the meeting or put the meeting on hold and immediately contact the Director of Special Education.

Graduation / Exiting High School

Federal regulations require that when graduation is anticipated, a final transition meeting must be held prior to the end of the school year. The system must provide a Summary of Educational Performance for all students with disabilities who exit high school. The student should also be provided with a copy of current psychological, eligibility, and IEP. Case Manager will schedule meeting to include representative from Vocational Rehabilitation, with parent consent. Case Manager will also have student complete [Transition Post-Graduation Contact Form](#).

Drop Out Prevention Procedures

The Georgia School for Innovation and the Classics would like to see all students complete their educational program. Each student with a disability is followed by a case manager. All special education case managers are to follow the "Check & Connect" process to follow the students on their caseloads. "Check & Connect"

emphasizes developing a strong positive relationship with students and their family, regular monitoring of attendance, grades, and discipline referrals. The “Check & Connect” committee convenes at least four times a year to discuss at-risk students. The case manager is responsible for communicating to the committee when a student is failing more than 2 subject areas and/or is having discipline or attendance problems. The committee reviews various options, solutions, strategies and/or changes that address the concerns and ensures student success.

If a student in the special education program indicates a desire to drop out or comes in with a parent to withdraw and is not transitioning to another school setting:

- A crisis meeting is called immediately or scheduled within 3 days. The participants of this meeting should include: school counselor, lead special education teacher, case manager, parent, student, school administrator, special education director, and any other involved person. The purpose of this meeting is to determine if accommodations can be made to encourage completion of school.
- Special Education [Special Education Withdrawal Conference](#) form should be completed and signed by all participants. Student should receive a copy of the Georgia School for Innovation and the Classics [Community Supports](#).
- If student quits coming to school, case manager will reach out to parent and student to schedule meeting by phone and will mail home a copy for the Special Education [Special Education Withdrawal Notice](#) and a copy of the Georgia School for Innovation and the Classics [Community Supports](#) page.
- If student and parent refuse to attend, case manager must document at least three attempts to meet with parent and place documentation in teacher file.

Section 14: Local Procedures

Student Referrals

- **Babies Can't Wait (BCW) Referrals ([BCW Referral Process](#))**
 - Notification sent from BCW
 - Preschool Sped teacher arranges Transition Meeting
 - Preschool Special Education Transition Plan form is completed
 - Transition meeting is held
 - Consent to Screen & Parental Rights provided to parent
 - Vision / Hearing Screening passed
 - Consent to Evaluate is signed
 - Psychologist schedules date for evaluation (all 5 developmental areas are assessed + speech/language if appropriate)
 - Preschool Sped teacher arranges Eligibility meeting
 - IEP is developed (if appropriate) prior to child's third birthday.
 - Preschool Outcome Data form is completed
- **Community preschool-aged children referred by parents/guardian, but not enrolled in a certified preschool or pre-kindergarten ([Not Enrolled in Preschool](#))**
 - The referral is called in by parent/guardian to the special education office
 - Preschool Special Education Transition Plan form is completed by parent
 - Consent to Screen & Parental Rights provided to parent
 - Vision / Hearing Screening passes
 - A developmental screening is completed
 - Students scoring within normal limits are referred back to the home setting for monitoring by parent and referred at a later date if necessary.
 - Students scoring within the potential delay area or below are referred for further intervention as appropriate and scheduled for follow-up screening in areas of potential delay.
 - If student is not demonstrating progress at follow-up screening, Consent to Evaluate is signed
 - Psychologist schedules date for evaluation (all 5 developmental areas are assessed + speech/language if appropriate)
 - Preschool Sped teacher arranges Eligibility meeting
 - IEP is developed (if appropriate) prior to child's third birthday.
 - Preschool Outcome Data form is completed
- **Community preschool aged children enrolled in a private daycare or private Pre-K program ([Preschool 3-5 Referral Process: Enrolled in Private Preschool or Daycare](#))**
 - The referral is called in by parent/guardian to the special education office
 - Preschool Special Education Transition Plan form is completed by parent
 - Consent to Screen & Parental Rights provided to parent
 - Vision / Hearing Screening passes
 - Prior intervention documentation is requested
 - A developmental screening is completed
 - Students scoring within normal limits are referred back to the daycare/pre-K program for monitoring by parent and referred at a later date if necessary.

- If prior intervention documentation is received, students scoring within the potential delay area or below are scheduled for follow-up evaluation
 - If student is not demonstrating progress at follow-up screening, Consent to Evaluate is signed
 - Psychologist schedules date for evaluation (all 5 developmental areas are assessed + speech/language if appropriate)
 - Preschool Sped teacher arranges Eligibility meeting
 - IEP is developed (if appropriate) prior to child's third birthday.
 - Preschool Outcome Data form is completed
- **Preschool aged students enrolled in public school Pre-K program** ([Preschool 3-5 Referral Process: Enrolled in Public Preschool](#))
 - All students are assessed by the Pre-Kindergarten teacher in all content areas of the Pre-K program content standards at the beginning of the school year.
 - All deficit areas are targeted for intervention by the teacher.
 - The SST/RTI coordinator is notified by the teacher, as needed, and a committee meeting is scheduled with recommendations made.
 - With prior intervention s documented, RTI documentation is completed and Tier III meeting is scheduled with the school psychologist, parent, and lead special education teacher or pre-k teacher.
 - Consent for Screening is signed
 - Vision and hearing screening passed
 - A developmental screening is completed
 - Students scoring within normal limits are referred back to SST for monitoring and referred at a later date if necessary.
 - If prior intervention documentation is received, students scoring within the potential delay area or below are referred for special education evaluation and an initial referral packet is completed.
 - Consent to Evaluate is signed
 - Psychologist schedules date for evaluation (all 5 developmental areas are assessed + speech/language if appropriate)
 - Preschool Sped teacher arranges Eligibility meeting
 - IEP is developed (if appropriate) prior to child's third birthday.
 - Preschool Outcome Data form is completed
- **Preschool aged students enrolled in Coastal Area Head Start Program** ([Preschool 3-5 Referral Process: Enrolled in Public Preschool](#))
 - All students are assessed by the Head Start teacher in all content areas of the Head Start curriculum at the beginning of the school year. All students are also screened for speech and language delays.
 - All deficit areas are targeted for intervention by the classroom teacher and SLP assigned to Head Start. Head Start should have a committee to help with decisions.
 - If agreement is reached that the child has made progress with intervention and is functioning within normal limits, the child is monitored with continued attendance in Head Start program by parents/guardians and teachers. Referral to special education preschool can be made at a later date, if necessary.

- If student is not demonstrating adequate progress with interventions, RTI documentation should be completed and Tier III meeting scheduled with the school psychologist, parent, Head Start and lead special education teacher or pre-k teacher.
- Consent for Screening is signed
- Vision and hearing screening passed
- A developmental screening is completed
- Students scoring within normal limits are referred back to SST for monitoring and referred at a later date if necessary.
- If prior intervention documentation is received, students scoring within the potential delay area or below are referred for special education evaluation and an initial referral packet is completed.
- Consent to Evaluate is signed
- Psychologist schedules date for evaluation (all 5 developmental areas are assessed + speech/language if appropriate)
- Preschool Sped teacher arranges Eligibility meeting
- IEP is developed (if appropriate) prior to child's third birthday.
- Preschool Outcome Data form is completed

Private / Home School Referrals

Private Schools

- Referrals must meet all referral criteria of the Georgia School for Innovation and the Classics.
- Referral for psychological testing should not take place until after a Student Support Team meeting has taken place to ensure all curriculum alternatives have been tried. School psychologist must participate in this meeting.
- If SST considers further evaluation to determine Special Education needs for the student, the school psychologist will be review the data and complete referral form.

Home Schools

- Referrals for psychological and/or speech/language evaluations should be made through the office of the Director of Special Education. [Referral for Special Education Evaluation/Eligibility](#)

Reevaluation Referral Procedures (Preschool and School Age)

[Reevaluation Conference](#)

The Special Education teacher completes an Initial Referral packet and turns in to special education office. Administrative assistant will review packet for completion and either email teacher for missing information or forward to psychologist as complete. *Teacher should retain a copy of this packet for teacher folder.*

Packet consisting of:

- Referral for Reevaluation
- Copy of most recent standardized test scores
- Copy of most recent classroom tests
(*screening results for preschool students & preschool statement of status*)
- Data from current intervention programs (teachers, preschool teachers)
- Vision & hearing results (*within one year*)
- Permission to release records

- Medical Progress monitoring data
- Teacher Observation
- Annotated work samples
- Student background information sheet
- Consent for vision/hearing screening
- Recent vision information (*required for OHI students*)
- Copy of previous psychological
- Information from SLP, OT, PT, if applicable
(*CM must notify service providers that re-evaluation has been initiated*)

Psychologist will review packet for completion. Once signed off on as complete,

- Admin. Assistant (AA) will print Consent to Evaluation (pink form) & send to CM
- CM will provide parent a copy of parental rights & Consent to Evaluate
- CM will obtain a signed consent for evaluation & submit to psychologist
- Psychologist will stamp consent to evaluate to document received date
(*ay timeline begins*)
- Psychologist will begin evaluation and notify service providers if additional evaluations are needed
- Once evaluation is complete, Psychologist will notify AA to schedule meeting within 10 days of evaluation.
- AA will make three copies of psychological (permanent file, working file, parent)
- AA will send working file copy to CM, to develop IEP
- CM will develop draft of IEP & notify service providers for input

Sand Hills Placement Procedures

1. Case Manager notifies parent, lead teacher, and special education director of emotional/behavioral concerns and obtains parent signature on Consent for Assessment form for the purpose of observations to:
 - Assist with interventions, strategies, including conducting a functional behavioral assessment and developing a behavior intervention plan.
 - Assess or determine the severity, duration and intensity of the behaviors observed.
 - Determine if a continuum of services has been offered to the student in the least restrictive educational environment and been found to be ineffective in meeting the student's needs
2. Special Education Director arranges for observations from Sand Hills staff
3. School Psychologist, Lead and/or Special Education director offers suggestions for interventions, strategies, and/or placement changes
4. If interventions and strategies are not effective, case manager notifies parents of the decision to initiate referral to Sand Hills and schedules meeting to include: parent, regular education teacher, psychologist, counselor, school administrator and staff from Sand Hills.
5. Case manager completes the Coastal Academy referral packet & bring to meeting.
6. IEP Team convenes to determine placement at Sand Hills. If parent can't attend, case manager will notify parent of outcome.

7. If Sand Hills is accepted as appropriate placement, Case manager will complete IEP amendment to reflect change of placement and services.
8. IEP team will generate exit criteria.
9. Sand Hills will schedule a tour of the facilities with parents and student.
10. If IEP expires within 60 days, case manager from sending school will complete IEP.
11. Case manager will notify administrative assistant to change case manager in INFINITE CAMPUS after all paperwork has been completed for transfer.
12. If half-day placement at Sand Hills is recommended for the student, the case manager from the base school will remain case manager and provide access in INFINITE CAMPUS for Sand Hills staff.

Transferring Back to Base School from Sand Hills

- If student has met exit criteria and being considered for placement at base school:
 1. Sand Hills will schedule IEP meeting with parent, base school, school administrator and school psychologist
 2. IEP Team will develop a plan for transition to promote successful transition
 - Recommendation is to start with half-day transition and set review date for consideration of full-day.
 3. Sand Hills will complete notice and IEP paperwork
 4. If IEP is due within 60 days, Sand Hills will complete annual review

New Student from Within Georgia

Student Transfers from Within Georgia

1. Special Education Lead Teacher confirms that student was receiving sped services at previous school by consulting any of the following: parent, previous school, records received.
2. Upon enrollment:
 - Lead Sped Teacher initiates transfer checklist
 - Lead Sped Teacher completes ADD sheet and sends to Sped Office
 - Lead Sped Teacher assigns case manager in INFINITE CAMPUS
 - Case Manager contacts parents to introduce self and discuss services
 - Special Education Director & Case Manager schedule student for services
 - Case manager notifies SLP (if receiving speech)
 - Records request should be sent to previous school
3. Services are provided as soon as possible, in consultation with the parent, by either following the IEP from previous county or developing a new IEP.
4. If records are sufficient, Psychologist will notify Lead Teacher to schedule staffing
 - Lead teacher/ Case Manager will schedule staffing (*psychologist not required*)
 - Complete student Transfer forms in INFINITE CAMPUS
 - Create IEP in INFINITE CAMPUS or accept current IEP
 - Changes to the previous IEP can be made by amending the IEP (*Amend IEP tab in INFINITE CAMPUS if from a previous INFINITE CAMPUS district, or entering information into GO if from a system not using INFINITE CAMPUS*).
5. If records are not sufficient within 30 days of enrollment:
 - Special Education Director will schedule staffing within 45 days of enrollment
 - Lead / Case Manager will complete transfer & redetermination forms in INFINITE CAMPUS
 - Case Manager will create new IEP at this meeting
 - Case Manager will get consent to screen for Vision / Hearing
 - Case Manager will get parent to complete Background Information
 - Case Manager will get consent to evaluate after Vision/Hearing Results

New Students from Out of State

Student Transfers from Outside Georgia

1. Special Education Lead Teacher confirms that student was receiving sped services at previous school by consulting any of the following: parent, previous school, records received.
2. Upon enrollment:
 - Lead Sped Teacher initiates transfer checklist
 - Lead Sped Teacher completes ADD sheet and sends to Sped Office
 - Lead Sped Teacher assigns case manager in INFINITE CAMPUS
 - Case Manager contacts parents to introduce self and discuss services
 - Special Education Director schedule student for services
 - Lead Sped Teacher notifies SLP (if receiving speech)
 - Records request should be sent to previous school
3. Services are provided as soon as possible, in consultation with the parent, by either following the IEP from previous county or developing a new IEP.
4. If records are sufficient, Psychologist will notify Lead Teacher to schedule staffing
 - Special Education Director will schedule staffing (*psychologist IS required*)
 - Complete student Transfer forms in INFINITE CAMPUS
 - Create IEP in INFINITE CAMPUS
5. If records are not sufficient within 30 days of enrollment:
 - Special Education Director will schedule staffing within 45 days of enrollment
 - Lead / Case Manager will complete transfer & redetermination forms in INFINITE CAMPUS
 - Case Manager will create new IEP at this meeting
 - Case Manager will get consent to screen for Vision / Hearing
 - Case Manager will get parent to complete Background Information
 - Psychologist will get consent to evaluate after Vision/Hearing Results

FAPE & Adult Students

FAPE must be provided to adult students aged 18 through 21 who:

- Had been identified as a child with a disability and had received services in accordance with an IEP but who left school prior to their incarceration in an adult correctional facility or local jail.
- Did not have an IEP in their last educational setting, but who had actually been identified as a child with a disability.
- Have graduated from high school but have not been awarded a regular high school diploma.
- The term regular high school diploma does not include an alternative degree that is not aligned with the State's academic standards such as a special education diploma, certificate of attendance or a general educational development credential (GED).

Limitations

The obligation to provide FAPE to all children with disabilities does not apply with respect to the following:

- Adults aged 18 through 21, who in the last educational placement, prior to their incarceration in an adult correctional facility:
 - Were not identified as a child with a disability.
 - Did not have an IEP in effect.
 - Graduated from high school with a regular high school diploma.

Procedures for Students Aging out

According to Georgia Rules, districts are required to develop a written procedure for completion of services when a student reaches the age of 22. The last day Georgia School for Innovation and the Classics will provide services to students with disabilities will be the day of school the year of their 22nd birthday. If a student turns 22 over the summer months, they will not be permitted to enroll for the next school year. The ultimate goal is to transition students to their desired activity in collaboration with other agencies or supports so that, by the 22nd birthday, transition has occurred and the student can continue in appropriate adult activities. When a student with an IEP graduates with a regular diploma or ages out of school (i.e., turns 22 years of age), he or she must be provided with a Summary of Performance (SOP) of his or her academic and functional needs.

Check & Connect

Check & Connect is an intervention designed to enhance student engagement at school through building positive relationships and problem solving. The goal of *Check & Connect* is to improve student performance academically, socially, and behaviorally.

All special education students are closely supervised by a special education case manager. The case manager is expected to monitor attendance, behavior and grades for each student on their caseload weekly using the [Check & Connect Data](#) form and [Check & Connect Grades](#). Case managers are expected to maintain a positive relationship with their students and their guardians, through regular communication. This process is documented in the case manager's *Check & Connect* notebook. Our *Check & Connect* team will meet approximately every 6 weeks to discuss students of concern. We will consider interventions, options, strategies, and/or changes needed to help the student succeed.

Students to be discussed are the students failing more than two subject areas, students having discipline problems, or students with severe emotional needs. The team should consist of the student's case manager, guidance counselor, administrator, lead teacher and other school staff able to provide support for our special education students.

Promotion / Retention

The IEP Team is responsible for determining how a student progresses through the required curriculum. For most students with disabilities, the achievement of grade level proficiency and mastery of standards is appropriate criteria for promotion. However, for some students, the IEP Team may determine that grade placement or promotion should be based on alternate criteria. For students instructed in a functional curriculum that do not participate in standardized assessments, the IEP committee should address the curriculum and determine a specific set of criteria for promotion in the IEP. The decision to use alternate criteria should be an individual decision.

If the student does not achieve predetermined proficiency standards, the student may not be promoted unless promotion is the unanimous decision by the IEP committee. If it is the decision of the IEP committee to promote a student who did not achieve grade level proficiency, the committee must develop a plan for the student to achieve grade level proficiency the following year of the grade to which he/she is being promoted.

If a student is performing consistently below standards, they should be discussed in Check and Connect. If retention is being considered, a promotion / retention discussion meeting should be scheduled by the case manager to include: parent, student, administrator, case manager, counselor, and general education teachers. This meeting should be scheduled as soon as retention is considered a possibility, but no later than April. The [Promotion/ Retention Discussion](#) form should be completed.

Procedures for Senior Transition Meeting

During the months of March and April, each Case Manager will schedule a Transition Meeting for each senior. The Case Manager will send out meeting notices to all appropriate parties, including parents, student, vocational rehabilitation counselor, and a general education teacher. At this meeting, the Case Manager will:

- Complete and review the Summary of Performance,
- Amend IEP to end services on the last day of school,
- Document discussion of discontinuation of services & destruction of records, and
- Complete final progress report
- Have student complete post-graduation contact form

Once all of these forms are turned in to the special education office, the administrative assistant will provide Case Manager with a copy of students:

- Most recent psychological
- Most recent eligibility
- Most recent IEP
- Summary of Performance

The Case Manager will notify parent on the day the forms are being sent home with the student, to ensure safe keeping.

Procedures for OT and/or PT Services

Initial Evaluations

In the event a student requires an evaluation for possible OT and/or PT, the parent will need to:

- Obtain a doctor's prescription for either OT and/or PT evaluation
- Complete and sign the Consent for Assessment form
- Submit all documentation to student's case manager

Once all paperwork has been submitted, the Case Manager will notify the Director of Special Education. The Director of Special Education will schedule an evaluation with the appropriate therapist.

Continuing Services

In order for a student to continue with OT and/or PT services that were received in the preceding year, the parent will need to:

- Obtain a new doctor's prescription dated on or after July 1st
- Submit all documentation to the student's case manager

Once all paperwork has been submitted, the Case Manager will submit documentation to the special education office and notify therapist to begin services.

APPENDIX

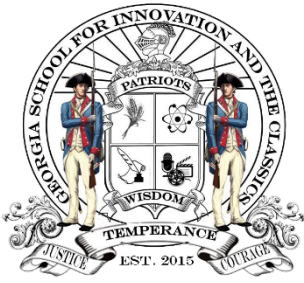
Child Find Notice

In accordance with IDEA regulations, the Georgia School for Innovation and the Classics system seeks to ensure that all disabled students (ages birth-21) who are in need of special education within its jurisdiction are identified, located, and evaluated, including those attending private school and home school. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by a Multidisciplinary Placement Team.

If the "child find" process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the Multidisciplinary Placement Team to determine the student's eligibility for special education services.

If you know a child with a disability who is not being served, please notify:

Scott Hooker
Director of Special Education
5073 Storey Mill Road
Hephzibah, GA 38015
Phone: 706.955.1853
Email: shooker@gsiccharter.com



Georgia School for Innovation and the Classics System
Referral for Special Education Evaluation/Eligibility

CONFIDENTIAL

Date of Hearing/Vision Screening _____/_____/_____
Evaluation Request Date _____/_____/_____ (must be within one year)

Name of Individual Requesting Evaluation: _____

Please complete all items. Incomplete referrals will be returned to the referring team.

I. General Information

Name: _____ Date of Birth: _____ Age: _____ Sex: _____
Primary Teacher: _____ School: _____ Grade: _____ Grades Retained: _____

Served ELL: Y or N Served EIP: Y or N Served Migrant: Y or N

Father's Name: _____ Employer: _____
Mother's Name: _____ Employer: _____
Address: _____ Phone: _____
Marital Status: _____ Married _____ Divorced _____ Separated _____ Widowed _____ Single
Number of Brothers _____ Number of Sisters _____

Describe Family Background and Medical History, including complications at birth and childhood illnesses, as well as family concerns that may affect learning.

II. Initial Referrals:

Presenting Problem: Describe in detail what the student does or does not do that is of concern to you.

List Student Strengths:

III. Behavior Checklist (*Check all that apply*)

A) Social / Emotional Behavior

- | | | |
|---|---|--|
| <input type="checkbox"/> Demands excessive attention | <input type="checkbox"/> Relates well to adults | <input type="checkbox"/> Aggressive towards others |
| <input type="checkbox"/> Assumes leadership in groups | <input type="checkbox"/> Loud, boisterous | <input type="checkbox"/> Plays well with other peers |
| <input type="checkbox"/> Exhibits uncooperative behavior | <input type="checkbox"/> Absent frequently | <input type="checkbox"/> Has few close friends |
| <input type="checkbox"/> Seems emotionally well adjusted | <input type="checkbox"/> Easily frustrated | <input type="checkbox"/> Lacks motivation, apathetic |
| <input type="checkbox"/> Does not readily adjust to change | <input type="checkbox"/> Poor self-control | <input type="checkbox"/> Overly sensitive |
| <input type="checkbox"/> Careless about physical appearance | <input type="checkbox"/> Poor sport | <input type="checkbox"/> Appears unhappy |
| <input type="checkbox"/> Lacks respect for other's property | <input type="checkbox"/> Daydreams | <input type="checkbox"/> Appears happy |
| <input type="checkbox"/> More immature than majority | <input type="checkbox"/> Restless | <input type="checkbox"/> Disturbs other students |
| <input type="checkbox"/> Overly dependent on others | <input type="checkbox"/> Fearful | <input type="checkbox"/> Tries to control others |
| <input type="checkbox"/> Overly anxious to please | <input type="checkbox"/> Shy and withdrawn | <input type="checkbox"/> Sad and depressed |
| <input type="checkbox"/> Behavior unpredictable | <input type="checkbox"/> Other _____ | |

B) Study Skills and Learning Behavior:

- | | |
|---|--|
| <input type="checkbox"/> Puts forth best effort but continues to fail | <input type="checkbox"/> Poor communication skills |
| <input type="checkbox"/> Seldom completes assignments | <input type="checkbox"/> Disorganized work habits |
| <input type="checkbox"/> Needs more individual assistance | <input type="checkbox"/> Poor concept of time |
| <input type="checkbox"/> Difficulty in following directions | <input type="checkbox"/> Ignores school rules |
| <input type="checkbox"/> Easily distracted from task at hand | <input type="checkbox"/> Other: _____ |

C) Motor Behavior:

- | | |
|--|--|
| <input type="checkbox"/> Works at a slower pace than classmates | <input type="checkbox"/> Reverses/ rotates letters/ words |
| <input type="checkbox"/> Speech, vision, or hearing difficulties | <input type="checkbox"/> Easily distracted from task at hand |
| <input type="checkbox"/> Unable to copy from board or book accurately | <input type="checkbox"/> Poorly coordinated |
| <input type="checkbox"/> Difficulty participating in games due to coordination | <input type="checkbox"/> Overly active |
| <input type="checkbox"/> Other _____ | |

D) Perceptions

Indicate your perception of the following:

Student's attitude toward authority figures: _____

Student's reaction to praise: _____

Student's reaction to punishment: _____

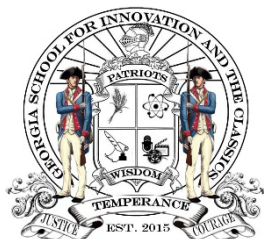
Student's reaction to success: _____

Student's reaction to failure: _____

Additional information that would be helpful to the psychologist and/or special education teacher:

IV: Description of Prior Interventions. *(Must be RESEARCH-BASED methods)*

Area of Difficulty:	
Scientific, research, or evidence-based interventions:	
Intervention:	
Beginning Date:	
Ending Date:	
Frequency:	
Baseline Performance Data	
Performance Date:	
Performance Data:	
Summary:	
Intervention Date:	
Intervention Data:	
Summary:	



Student Records Release

Student's Legal Name: _____ Date of Birth: _____

Grade at Time of Withdrawal: _____ Social Security Number: _____

Has This Student Ever Been Enrolled at GSIC Before? _____ **Yes** _____ **No**

Records Release Authorization

Former School: _____

School Address: _____

City: _____ State: _____ Zip Code: _____

Phone #: _____ Fax#: _____

I hereby authorize the former school to release the records listed below:

*Grades w/ Current Year and
Withdrawal Grades
Cumulative Records
Immunization Records
Birth Certificate
Attendance Records
Discipline Records
Copy of Social Security Card*

*Aptitude/Achievement
Test Scores
Individual Education
Plan (I.E.P.)
Psychological
Evaluation
Staffing Minutes (etc.)
Other Test Scores
Date Entered School*

Parent's Signature

Date

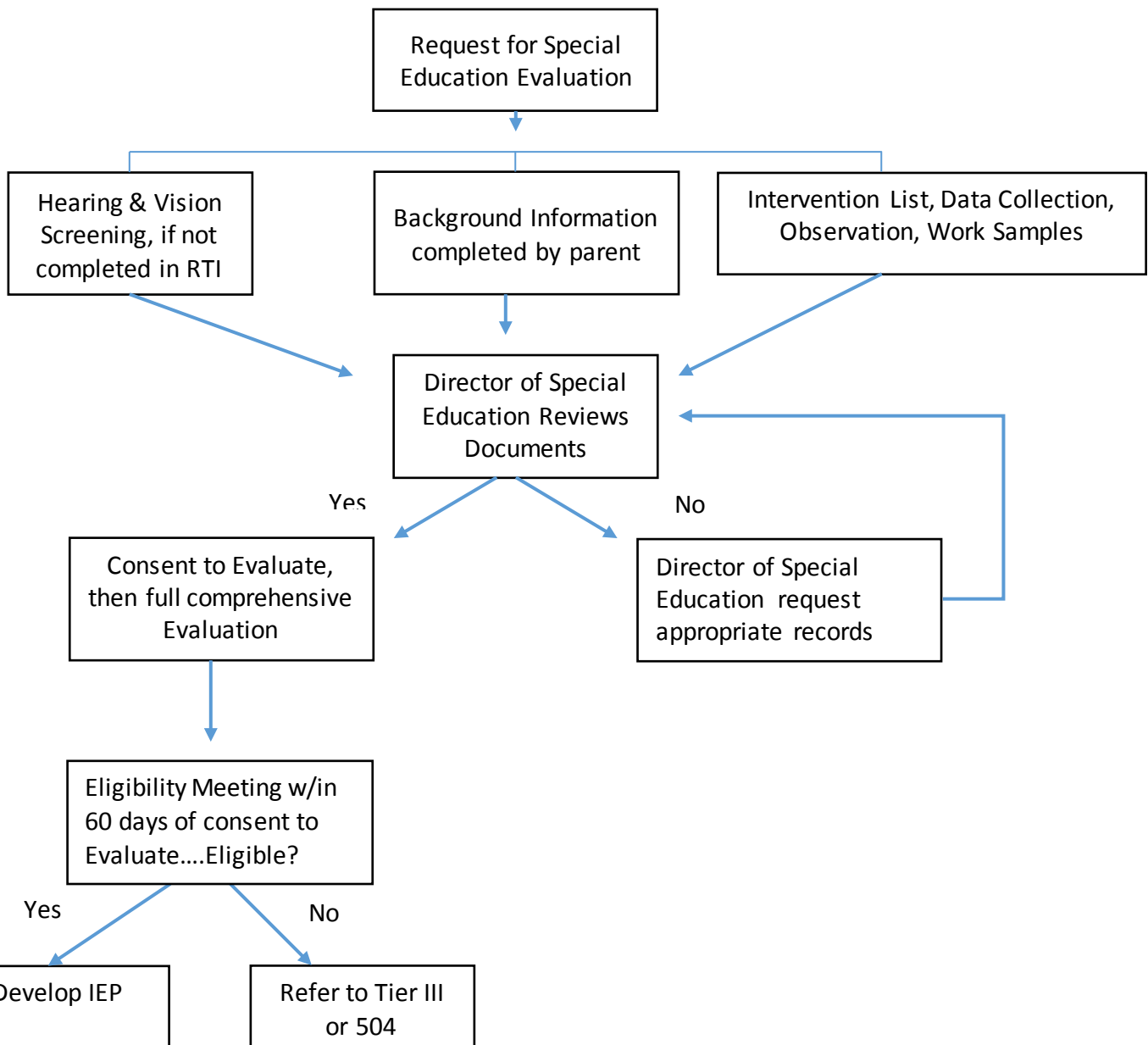
Please Send Records to:

Georgia School for Innovation and the Classics

5073 Storey Mill Road, Hephzibah, GA 30815

Phone: (706) 434-8085 Fax: (706) 434-8086

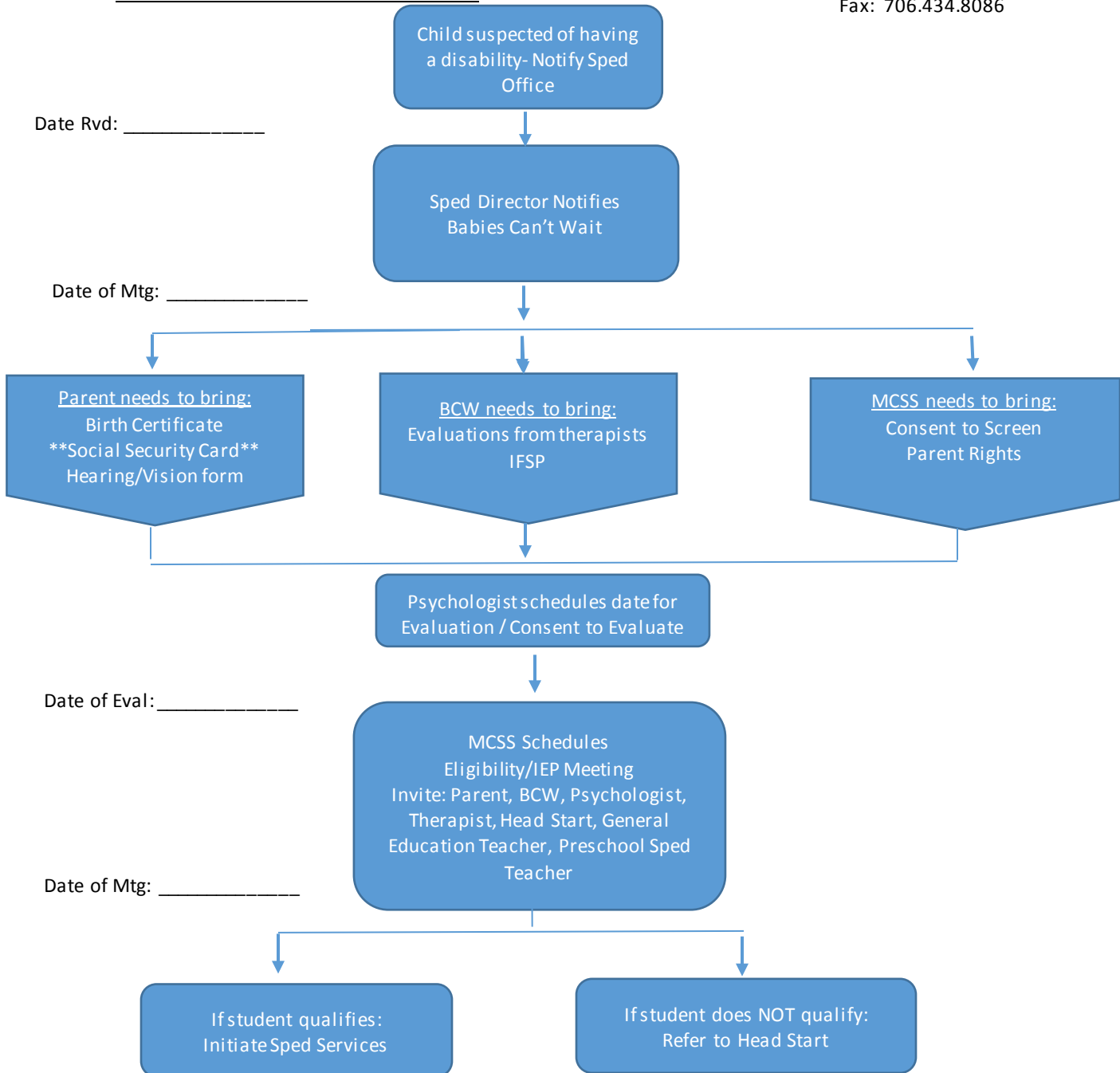
Initial Referral to Special Education



Birth-Age Three Referral Process

Student: _____
 DOB: _____
 Parent: _____
 Phone: _____
 Address: _____

Sped Director:
 Scott Hooker
shooker@gsiccharter.com
 Phone: 706.955.1853
 Fax: 706.434.8086



Preschool 3-5 Referral Process

Not Enrolled in Preschool

Student: _____ DOB: _____

Parent: _____ Phone: _____

Address: _____

Date Rvd: _____

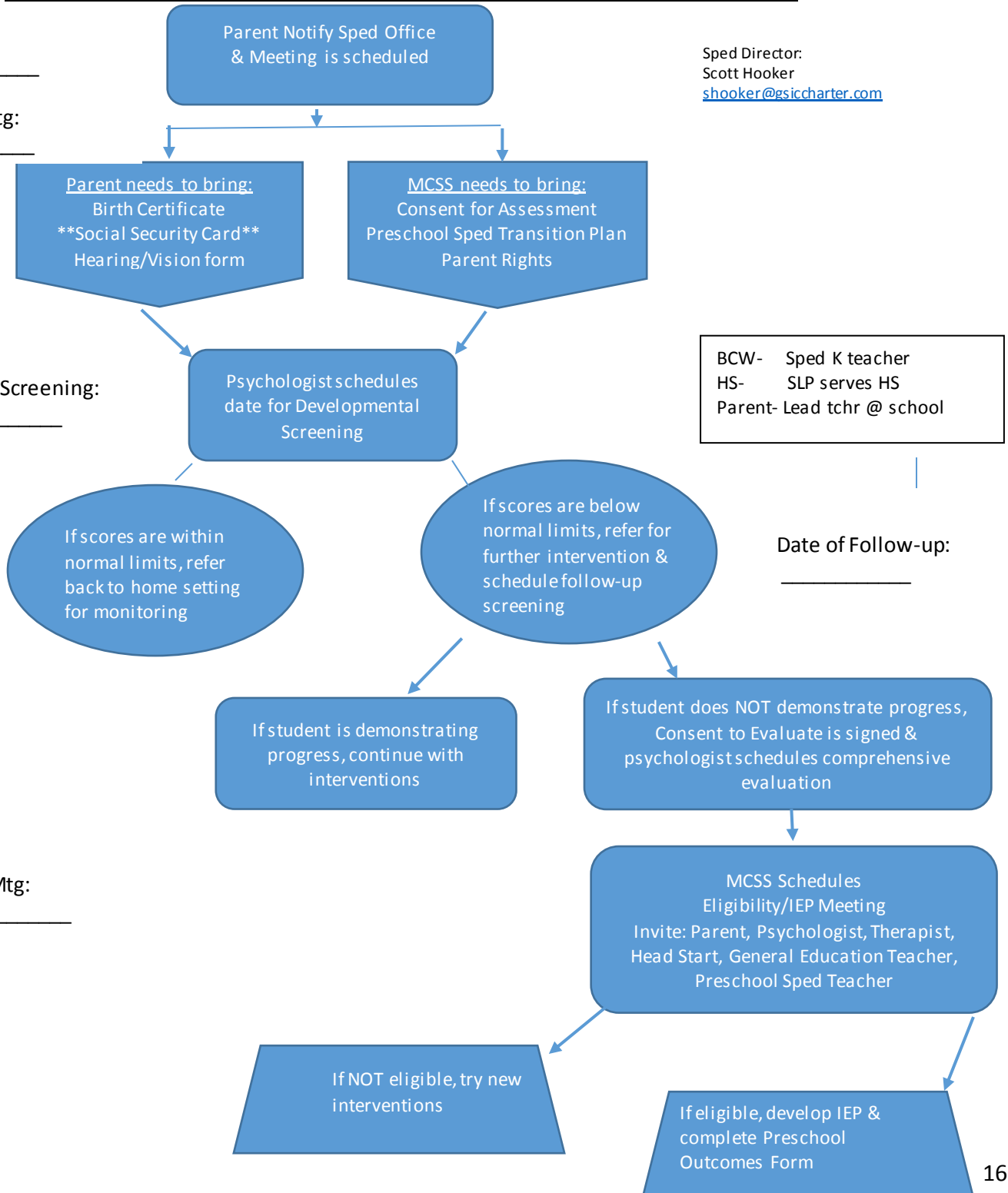
Date of Mtg: _____

Sped Director:
Scott Hooker
shooker@gsiccharter.com

Date of Screening: _____

Date of Follow-up: _____

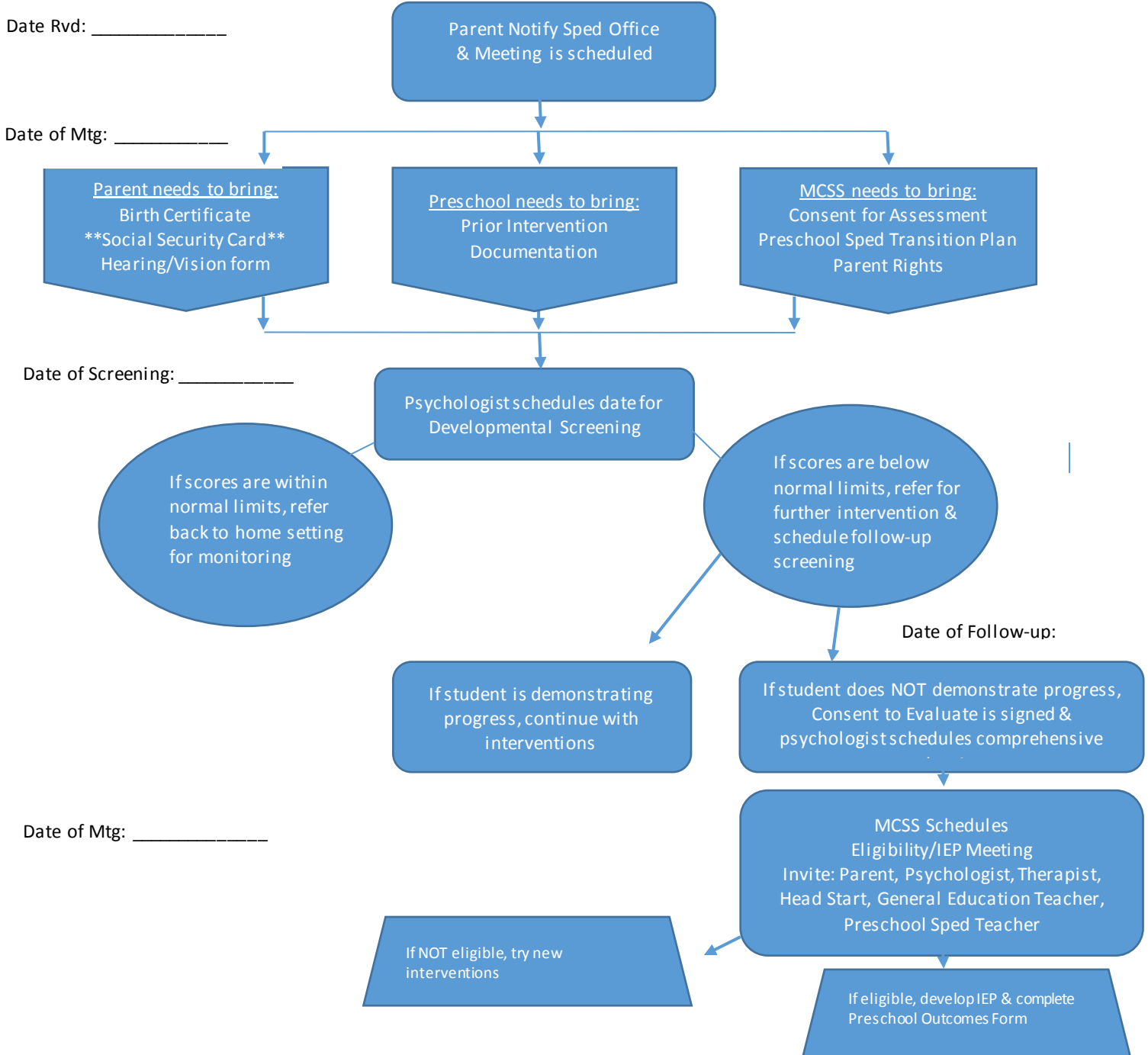
Date of Mtg: _____



Preschool 3-5 Referral Process: Enrolled in Private Preschool or Daycare

Student: _____
 DOB: _____
 Parent: _____
 Phone: _____
 Address: _____

Sped Director:
 Scott Hooker
shooker@gsiccharter.com
 Phone: 706.955.1853
 Fax: 706.434.8086



Preschool 3-5 Referral Process: Enrolled in Public Preschool

Student: _____
 DOB: _____
 Parent: _____
 Phone: _____
 Address: _____

- A. All students are assessed by Pre-K teachers in all content areas.
- B. All deficit areas are targeted for interventions.
- C. SST is initiated if interventions are not successful.

Date of Mtg: _____

SST Team Initiates Referral at
Tier III Meeting

MCSS:
 Consent for Assessment is signed
 Vision / Hearing Screening is Completed
 Prior Intervention Documentation

Date of Screening: _____

Psychologist schedules date for
Developmental Screening

If scores are within
normal limits, refer
back to SST for
monitoring

If scores are below normal limits,
Consent to Evaluate is signed &
psychologist schedules
comprehensive Evaluation

Date of Evaluation: _____

Psychologist schedules date for
Comprehensive Evaluation

Date of Eligibility Mtg: _____

Administrative Assistant Schedules
Eligibility/IEP Meeting
Invite: Parent, Psychologist, Therapist,
General Education Teacher, Preschool
Sped Teacher

If not eligible, refer back to SST

If eligible, develop IEP & complete
Preschool Outcomes Form



Georgia School for Innovation and the Classics

Request for Academic/Behavior Screening

Date of Request: _____

Screening Requested by: _____

Rationale for Screening Request: _____

Date Screening Completed: _____

Screening Completed by: _____

Summary of Screening: _____



Georgia School for Innovation and the Classics

Special Education

Initial Referral Checklist

Student: _____ Grade: _____ School: _____

RTI Coordinator: _____ Date folder submitted to Sped Office: _____

Date reviewed by psychologist: _____

Tier II

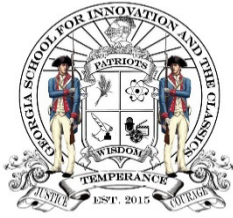
- _____ 1. Pre-Meeting Information
- _____ 2. Background Information Form
- _____ 3. Consent for Vision and Hearing Screening
- _____ 4. Vision and Hearing Screening Results
- _____ 5. RTI Meeting Minutes (*Initial and Mid-level*)
- _____ 7. RTI Referral Request Form (*Last*)
- _____ 8. Grade Level Meeting Minutes
- _____ 9. Instructional Information Questionnaire
- _____ 10. Intervention Chart Form

Tier III

- _____ 11. RTI Meeting Minutes (*Initial and Mid-level*)
- _____ 12. Red Flag Data Form (*If the student is ESOL, collect the four language questionnaires*)
- _____ 13. Referral to Student Support Team/Tier III (*Last*)
- _____ 14. Referral to Psychological Testing Data Sheet (*12 weeks of data failing to meet goals*)
- _____ 15. Discipline records (*if necessary*)
- _____ 16. Copy of group administered state and local standardized tests (*ITBS, Georgia Milestones, EOCT, and STAR*). Two tests falling below the standards.
- _____ 17. Consent to Evaluate
- _____ 18. Classroom Observation and Work Sample Analysis (*One for each deficit*)
- _____ 19. Adaptive behavior (*Home and school versions provided by school psychologist*)
- _____ 20. Behavior checklist (*Parent and teacher versions provided by school psychologist*)

Psychologist Signature: _____

Date: _____



Georgia School for Innovation and the Classics Special Education

Re-Evaluation Referral for Special Education Eligibility and Services

Student: _____ Grade: _____ School: _____

Case Manager: _____ Disability Area(s): _____

- _____ Referral for Special Education and Eligibility *(Form 64)*
- _____ Copy of most recent state test results *(GKIDS, Georgia Milestones, EOCT)*
- _____ Copy of most recent local test/screening *(GRASP, STAR, Istation, etc.)*
- _____ Printouts from current computer based interventions
- _____ Goals / Progress Monitoring
- _____ Annotated work sample for all areas of weakness *(Fill out the work sample sheet and give copy of work sample).*
- _____ Student Background Information Sheet
- _____ Parent Consent for Vision and Hearing
- _____ Vision/Hearing screening
- _____ Permission to release records if applicable *(required for DHH, VI, and OHI)*
- _____ Other Health Impairment
 - _____ Current medical documentation
(Recent doctor diagnosis or previous diagnosis with documentation of continued medical interventions)
- _____ Medical documentation of disability *(if applicable)*
- _____ Copy of previous psychological evaluation and list previous eligibility category
(Provided by special education administrative assistant)
- _____ Information from SLP, OT, PT if student receives these services *(if applicable)*

	Date	Initial
Sent to Sped Office		
Returned to CM		
Approved		
Consent Sent to CM		
Consent Returned		
Received by Psychologist		

Parental Consent for Placement

Date: _____

Dear Parent/Legal Guardian/Surrogate Parent
of _____,

The Individualized Education Program (IEP)/Placement Committee met on _____ and has recommended that your child participate in the special education and related services program(s) designed to meet his/her individual educational needs as identified in his/her IEP.

____ Yes, I do agree with this placement.

____ No, I do **not** agree with this placement for the following reasons:

Signature of Parent/Guardian/Surrogate Parent:

Signature date: _____

Note: A copy of your child's IEP, placement committee minutes, and "Your Rights As Parents Regarding Special Education" are enclosed.

IC Rev. 3/2005

Evaluation Log

[illegible]

Classroom Observation

Student Name _____ Grade _____

Teacher/Observer Name _____ Date _____

Objective of Lesson and Class Setting _____

Is the work on grade level? If not, what level? _____

What assistance did the student receive? _____

Read to _____ Repeat/rephrase _____ Extra time _____ Manipulatives _____ Other _____

Explain the assistance received: _____

Classroom observation of learning:

Is there a pattern of errors?

- _____ Fails to follow necessary steps to solve problems.
- _____ Lack of understanding of abstract knowledge (concrete understanding only).
- _____ Does not draw conclusions (___ oral questioning, ___ reading).
- _____ Not able to use visuals (charts, graphs, etc.).
- _____ Does not apply phonics skills.
- _____ Omits, adds, substitutes, or reverses sounds/words (___ reading, ___ writing, ___ oral).
- _____ Inconsistent with knowledge (know word/number one time but not another).
- _____ Loses place when reading or working.
- _____ Difficulty with sequence (___ reading, ___ recall, ___ writing, ___ sound order).
- _____ Does not use context when reading.
- _____ Difficulty recalling facts/details (___ implicit, ___ explicit).
- _____ Difficulty identifying main idea.
- _____ Does not express thought completely (___ oral ___ writing).
- _____ Lacks organization in writing.
- _____ Demonstrates improper letter/number formation.
- _____ Incorrect use of verbs/grammar (___ oral ___ written)
- _____ Fails to utilize spelling rules.
- _____ Demonstrates errors when copying.
- _____ Fails to utilize punctuation and/or capitalization rules.
- _____ Vocabulary use is simple/below grade level (___ written, ___ oral)
- _____ Lacks adequate sentence structure (___ written, ___ oral)

Strength noted in the work sample: _____

Is the student lacking prerequisite skills? Explain. _____

Are there factors which hinder progress? (attention, processing time, lack of vocabulary knowledge, motor weakness, articulation errors)

Include notes from observation on the back of this form.

Office of Special Education

Notification of Special Education Status Change

Date: _____

Student: _____

This student:

_____ Became eligible for Special Education in the area of _____

_____ Was evaluated and not found eligible for Special Education.

_____ Was dismissed from Special Education

_____ Other: _____

Further Considerations:

_____ Place student in the RTI Process

_____ Consider 504 Eligibility

_____ Other: _____

If you have any questions or concerns, please contact:

Scott Hooker, Special Education Coordinator 706.955.1853

Send a copy of this form to principal, Case manager, and counselor when Special Education Status Changes.

Parent Consent for Excusal from IEP Meeting

Student: _____ Date _____

Parent: _____

IEP Date: _____ Time: _____ Location: _____

_____, a required member of your child's IEP Team has requested to be excused in whole, or in part from the IEP meeting scheduled for the date indicated above. A required team member may be excused from attending an IEP meeting with parental consent. Excusing the attendance of a teacher or related service provider at an IEP Team meeting is **optional**.

☐ I agree to excuse the attendance of _____ at the
Teacher or related service provider

IEP Meeting scheduled for _____ because (check one):
Date

☐ This staff member's area of the curriculum or related services is not being modified or discussed in this meeting.

OR

☐ Although the meeting involves a modification to or discussion of this staff member's area of the curriculum or related services, he/she will submit in writing, to the parent and IEP Team, input into the development of the IEP prior to the meeting.

☐ I do not agree to the excusal. Please contact me to reschedule the meeting when required members are able to attend.

Parent – Please sign and return entire form to your child's school.

Signature of Parent: _____ Date _____

Phone/Email: _____

BCW Referral Process

Student: _____
 DOB: _____
 Parent: _____
 Phone: _____
 Address: _____

Date Rvd: _____

BCW submits referral
(Sped Director)

MCSS Staff schedule
transition meeting
Invite: Parent, BCW,
Psychologist, Therapists

Sped Director:
 Scott Hooker
 shooker@gsiccharter.com
 Phone: 706.955.1853
 Fax: 706.434.8086

Date of Mtg: _____

Parent needs to bring:
 Birth Certificate
 Social Security Card
 Hearing/Vision form

BCW needs to bring:
 Evaluations from therapists
 IFSP

MCSS needs to bring:
 Consent to Screen
 Parent Rights
 Background Information
 Consent to Evaluate¹

Psychologist schedules date for
Evaluation

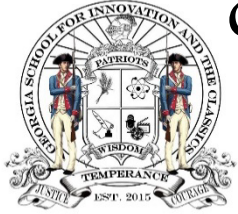
Date of Eval: _____

MCSS Schedules
 Eligibility/IEP Meeting
 Invite: Parent, BCW, Psychologist,
 Therapist, Head Start, General
 Education Teacher

Date of Mtg: _____

If student qualifies:
 Initiate Sped Services

If student does NOT qualify:
 Refer to Head Start



Georgia School for Innovation and the Classics

Office of Special Education

PRESCHOOL SPECIAL EDUCATION TRANSITION PLAN

Date: _____ Notification Date: _____

Child's Name: _____ Date of Birth: _____

Social Security #: _____ Gender: M F Race/Ethnicity: _____

Parent / Guardian: _____ Phone # (H) _____

Parent Email: _____ (W) / (C) _____

Address: _____

Home School: _____

Medical Diagnosis (if any): _____

Related Services (if any): _____

Transportation Needs: _____

Special Dietary/Health Needs: _____

Special Equipment Needs: _____

Family Goals & Concerns: _____

Additional Information Needed from Parents: _____

Transition Plan: _____

Date of Psychological Evaluation: _____

The following must be completed prior to the evaluation for Preschool Special Education:

Consent to Evaluate- Date: _____

Vision/Hearing Screening- Date: _____

Developmental History- Date: _____

Prescription for PT/OT Evaluation (if applicable) - Date: _____

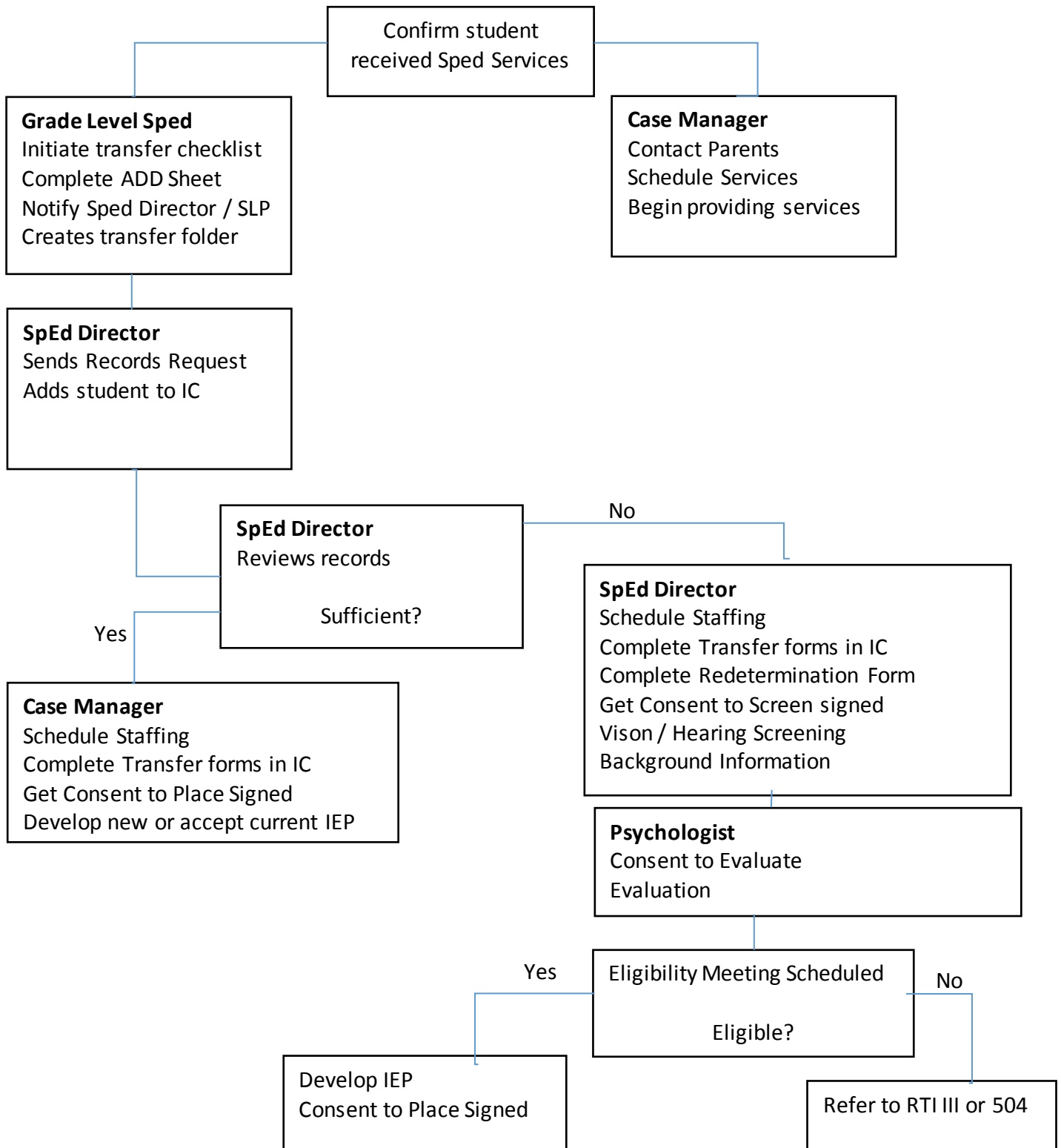
Members Present:

Name	Title
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

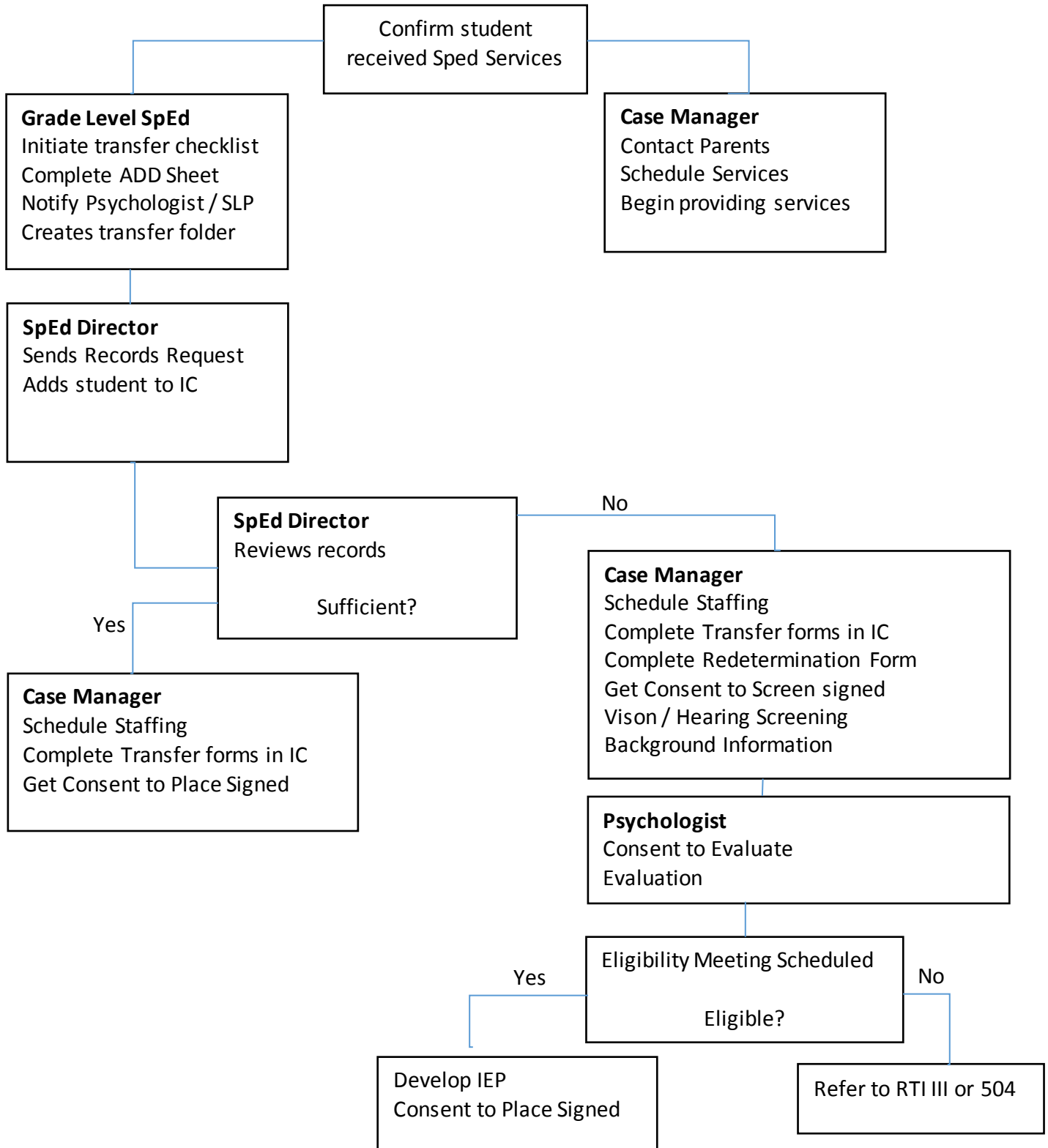
The following items should be brought to the Transition Meeting so they child may be enrolled in the Georgia School for Innovation and the Classics System if appropriate:

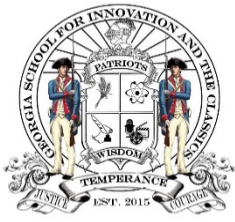
1. Certified copy of birth certificate
2. Immunization record (available at the Health Department)
3. Copy of social security card

Student Transfers from Within Georgia



Student Transfers from Outside Georgia





Georgia School for Innovation and the Classics Special Education Transfer Student Checklist

Student: _____ Grade: _____ Enrollment Date: _____
School: _____ Case Manager: _____

When new student transfers into school, Grade level SpEd will:

- ___ Send completed ADD sheet to SpEd immediately
- ___ Notify Director & SLP (if applicable) of new student

SPED Coordinator will:

- ___ Assign CM & schedule with services
- ___ Explain to parent that we will review records from previous school and be in touch shortly to schedule a meeting to review records and IEP.
- ___ School will request records from previous school & send copy to Annex with this form

Required Documents from Previous School

- ___ Most recent psychological
- ___ Most recent eligibility
- ___ Most recent IEP
- ___ Most recent report card from previous school
- ___ Most recent results of group administered standardized tests
- ___ Discipline records from previous school

SpEd Director will Review Records

- ___ If sufficient, SpEd Director will notify Case Manager to schedule a staffing to include
 - ___ CM completes transfer in IC
 - ___ If creating new IEP, must be done w/in 30 days of staffing (if out of state, must create new IEP)
- ___ If insufficient, after several requests or 30 calendar days from enrollment
 - ___ A team meeting will be scheduled (within 45 days of enrollment)
 - ___ CM completes Transfer & Redetermination forms in INFINITE CAMPUS
 - ___ Team can determine to accept eligibility and complete re-evaluation w/in 60 days from staffing
 - ___ If creating new IEP, must be completed w/in 30 days of staffing (if out of state, must create new IEP)

New Case Manager will get:

- ___ Current Background Information form
- ___ Consent for vision and hearing screening & Vision/Hearing results (if needed)

Psychologist will get (if needed):

- ___ Consent to evaluate
- ___ Classroom Observations
- ___ Adaptive & Behavioral Checklists

	Date	Initial
Request for records sent		



Georgia School for Innovation and the Classics

Student Information Sheet

Student: _____ Teacher(s): _____

Period: _____ Class: _____

- Please describe the student's behavior in your class.
- Does the student get along well with peers and teachers in class?
- How well does the student perform on class assignments?

On Time?

Complete?

Independent?

Correct?

- How well organized is the student in your class?
- What are the student's strengths in your class?

Academic / Standards Based:

Behavior:

Social:

- **What are the student's weaknesses in your class?**

Academic / Standards Based:

Behavior:

Social:

- **What modifications or support is needed in your class to ensure this student is successful?**

Does the student need co-taught support for this subject? Why?

Does the student need resource/modified support for this subject? Why?

- **Does the student take advantage of tutoring, extra-credit, or other optional incentives?**

- **What is the student's current grade in your class?**

- **Does the student have any incomplete work (zeros)?**

How many zeros?

How many failing grades?

- **Please include additional information:**

Annual Review IEP Checklist

Student Name: _____ School: _____ Case Manager: _____

Case Manager should check for the following prior to turning IEP into Lead Teacher for review.

- ☐ Parent Consent for Placement Form (*initial, Change in Eligibility, new student*)
- ☐ **ADD Sheet for Initial Placements**
- ☐ Re-evaluation/Redetermination Form (*if applicable*)
- ☐ Parental Consent for Excusal (*if required member did not attend*)
- ☐ **IEP**
 - ☐ **Invite SLP, OT, PT staff to meeting**
 - ☐ **II. B-** Include date of most recent psychological in the summary of assessment findings, along with dates of current school assessment and achievement data.
 - ☐ **II. C-** Discuss academic, developmental & Functional Strengths (ELABORATE)
 - ☐ **Goals-** clear, measurable, obtainable, observable
 - ☐ **IEP services** match Powerschool schedule
 - ☐ **IX.** Supplemental Aids and Services
 - ☐ **Nursing services provided as needed throughout the school day by school nurse or designated staff.**
 - ☐ **XIII.** Signatures of attendees
 - ☐ Case Manager Noted
 - ☐ LEA Noted
 - ☐ Parent Noted
 - ☐ Regular Education Teacher Noted
 - ☐ Check that parents were provided Parental Rights (date & how provided)
- ☐ **Closed out goals** if Annual Review (*required for every student*)
 - ☐ Label "Closed Out", sign each page, include progress monitoring data
- ☐ **FBA & BIP** (*if applicable-required for every BD student*)
- ☐ **OT, PT, SLP Services/Goals**
- ☐ **Special Transportation Form** (*if applicable*)
- ☐ **Notice of Meeting** (If parent didn't attend, document attempts to contact)
 - ☐ Student name on invitation for 8th grade & high school students

Meeting held on _____ by _____

Paperwork completed and submitted to lead teacher on (date) _____ (*No later than 3 days after the meeting was held*)

This section to be completed by Case manager

Action	Date
Paperwork checked and returned for corrections	
Paperwork approved & sent to Sped Office	

(*All Paperwork should be in Sped office within 5 days of meeting*)

This section to be completed by Special Education Office

Action	Date
Paperwork checked and returned to Lead Teacher for corrections	

Georgia School for Innovation and the Classics
Special Education
IEP / 504 Verification of Receipt

Student: _____ Area of Disability: _____

Case Manager: _____ Date of Dissemination: _____

To: _____

Attached is a copy of _____'s:

- _____ Present Level of Performance
- _____ Classroom & Testing Accommodations
- _____ Behavior Intervention Plan
- _____ Data collection sheets for target behaviors
- _____ Goals / Objectives applicable to general education classes
- _____ Data collection sheets for Goals / Objectives
- _____ 504 Plan with Accommodations

I have received, read, and understand the following IEP / Section 504 information for this student. I understand that I may access the IEP in its entirety by making a written request to the special education case manager.

I understand that I am responsible for implementation as indicated in the above documents. Furthermore, I understand that due to the confidentiality of the information being provided to me, all attached documents will be locked in a secured location.

Printed Name

Signature

Date

Please return signed form to case manager upon receipt.

SPED Transportation Request

Name				Date of Request			
School				Student ID #	Grade	DOB	Age
Address				Parent/Guardian			
				Home Number			
				Work Number			
				Cell Number			
Case Manager				General Ed. Teacher			
Student Information (check all that apply)							
Medical		<input type="checkbox"/> Allergies _____ **Note if medication needed and location during transport <input type="checkbox"/> Seizures _____ **Note if medication needed and location during transport <input type="checkbox"/> Shunt <input type="checkbox"/> Spinal Rod <input type="checkbox"/> Heat Intolerance <input type="checkbox"/> Respiratory Difficulties <input type="checkbox"/> Other _____					
Equipment (check all that apply)		<input type="checkbox"/> Wheelchair <input type="checkbox"/> Wheelchair Tray <input type="checkbox"/> Walker <input type="checkbox"/> Crutches <input type="checkbox"/> Oxygen Tank <input type="checkbox"/> Communication Device <input type="checkbox"/> Other _____					
Communication Abilities (check all that apply)		<input type="checkbox"/> Verbal/Age Appropriate <input type="checkbox"/> Verbal/Limited <input type="checkbox"/> Non Verbal <input type="checkbox"/> Sign Language <input type="checkbox"/> Picture Symbols <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Other _____					
Behaviors (check all that apply)		<input type="checkbox"/> Runs from others/wonders away <input type="checkbox"/> Bites <input type="checkbox"/> Pinches <input type="checkbox"/> May be aggressive towards other students <input type="checkbox"/> Hits/Kicks <input type="checkbox"/> Gets out of seat/unfastens seatbelt <input type="checkbox"/> Exhibits self-injurious behaviors <input type="checkbox"/> Other _____					
Strategies (check all that apply)		<input type="checkbox"/> Visuals to be provided by teacher <input type="checkbox"/> Verbal prompts: <input type="checkbox"/> Behavior Intervention Plan (Copy provided by teacher) <input type="checkbox"/> Other _____					
Method of Transport (only check one)		<input type="checkbox"/> Student is able to ascend/descend bus steps independently. <input type="checkbox"/> Adult assistance is needed for student to ascend/descend bus steps (describe): _____ <input type="checkbox"/> Student needs to be carried on bus steps (<u>only</u> for preschool who weigh less than 40 lbs.) <input type="checkbox"/> Student requires lift for entering the bus. (wheelchair required for lift use)					
Transportation		Complete this section only if transportation is to be provided from a location other than the students home address listed above.					
Transportation Use Only		AM Transportation FROM:			PM Transportation TO:		
Lift Required <input type="checkbox"/> Air Conditioning <input type="checkbox"/> Alternate Power Source <input type="checkbox"/> Car Seat <input type="checkbox"/> CSRS (For restraint see additional form)		Address			Address		
		BUS #:			BUS #:		
		Driver:			Driver:		
		Driver Cell:			Driver Cell:		
		Aid:			Aid:		

Certification Review

Staff Member	Certification / Licensure	Date Reviewed	Matches Content	Reviewed by:	Reviewed by:

Warm Body Count

MONTH: _____

This Warm Body Count should be completed each month to ensure we have an accurate count of class sizes.

SCHOOL: _____	TEACHER PROVIDING SERVICES: _____
---------------	-----------------------------------

CLASS PERIOD Total Number of Students	Paraprofessional Present? Name	Number of Students with IEP Receiving Services <i>and their Disabilities</i>	Number of Students in class with IEP, but who are <i>NOT</i> Receiving Services
1			
2			
3			
4			
5			
6			
7			
8			

Concerns and Notes: _____

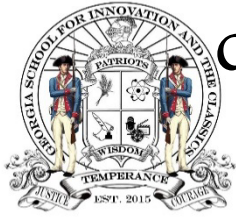
ISS Special Education Services Log

School: _____

Month: _____

If a teacher provides special education services to a student assigned to ISS, they must complete this log to document services provided. This log should be turned in to the school administrator in charge of discipline, so they may document services in the discipline log of Power-School. Once the administrator has indicated services were provided in Powerschool, they will check off the last column and send a copy of this log to the Special Education Director, at least monthly.

Date	Time	In Class In ISS	Student Served	Teacher Serving	Subject	Services added to Power-School
8/15/16	1:20	ISS	B. Williams	K. Hickson	Math	
8/16/16	1:20	Class	B. Williams	K. Hickson	Math	
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					
/ /	:					



Georgia School for Innovation and the Classics

Office of Special Education

Continuation of Services

Dear Parent/Guardian,

Students with disabilities, even when suspended or expelled, must continue to receive services that allow them to participate in the general curriculum and to make progress toward their IEP goals. This provision of a Free Appropriate Public Education (FAPE) is specifically mandated in IDEA which states, "A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school as provided for in Sec. 300.530(d)". Sec.300.101(a)

"After a child with a disability has been removed from his or her current placement for ten school days in the same school year, during any subsequent days of removal the public agency must provide services to the extend required under 34 DFR 300.530(d) (services)". [34CFR 300.530(b)(2)]

You are receiving this notice because your child has been identified as a student with a disability and has been removed from his or her current placement for more than ten school days this year. We would like to offer you a continuation of services. Please indicate below if you are interested in receiving these services and return this form to your child's case manager. If you have questions, please call Scott Hooker or your child's case manager.

Scott Hooker
Special Education Director

Your child _____ has been removed from his or her placement for _____ days this school year. We would like to offer you services this summer to address his or her IEP goals.

_____ I would like to decline these services.

_____ I would like to speak with the special education director or lead teacher to arrange for services.

Parent Signature

Date

Continuation of Services Log

Student: _____

School: _____

Case Manager: _____

Date	Time In / Time Out	Time Served	Content	Services Provided by:	Total Time Served	Parent Initial
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					
/ /	: / :					

PURPOSE: A Functional Behavioral Assessment (FBA) is used to gather information about a student's behavior to determine the need for, and provide the foundation for, a Behavioral Intervention Plan (BIP). An FBA is required to be conducted if the student's violation of a code of conduct (resulting in a change of placement) is determined to be a manifestation of the student's disability.

FUNCTIONAL BEHAVIORAL ASSESSMENT

Student name: _____ Meeting Date: _____
Student ID #: _____ Disability: _____ Grade: _____
Home School: _____ Case Manager: _____

Team Members Present at Meeting:

_____	_____
Name/Title	Name/Title
_____	_____
Name/Title	Name/Title
_____	_____
Name/Title	Name/Title

Student's Strengths (include a description of the student's behavioral strengths, such as positive interactions with staff, ignoring the inappropriate behavior of peers, accepts responsibility, etc.):

Description of Behavior (include a description of the frequency, duration, and intensity of the behavior(s)):

Setting(s) (include a description of the setting(s) in which the behavior occurs, i.e. – physical setting, time of day, persons involved):

Antecedent(s) (include a description of the relevant events that preceded the behavior):

Consequences and Educational Impact *(include a description of the result of the behavior (i.e. – removed from class, not able to complete assignments/tests, etc.), and the impact on the student, peers, and the instructional environment):*

Other Potential Variables *(include a description of any other factors/variables that may affect the behavior, such as medication, weather, diet, sleep, substance abuse, attendance, social factors, etc.):*

Prior Interventions *(include a description of the behavioral interventions that have been implemented in the past, including the date(s) of implementation, length of intervention, the impact of the intervention on the student's behavior, etc. Attach data summary, if appropriate):*

Hypothesis of Behavioral Function *(describe the team's hypothesis of the relationship between the behavior and the environment in which it occurs – what function is this behavior serving for the student? What is the student trying to get? What is he/she trying to avoid?):*

Summary/Recommendations *(Provide recommendations for prevention of the target behavior, replacement skills/behavior(s) to be taught, reinforcements for positive behaviors, etc.):*

Discipline Flow Chart

Student receives a referral due to:

- illegal drugs, weapons, or the infliction of serious bodily injury
- student is recommended for suspension beyond 10 school days
- school is requesting a tribunal

The administrator contacts the student's special education case manager and the school psychologist immediately. In these situations, the discipline infraction often results in a change of placement for the student. The administrator should inform the parent and a notification of a Manifestation & IEP meeting should be attached to the discipline referral and provided to the parent. At the manifestation meeting, a parent is given the option to waive their right to a tribunal.

Manifestation Determination Meeting

Committee reviews standards for manifestation and determines whether the behavior is a manifestation of the student's disability.

Yes

No

Schedule IEP Meeting

The student may return to his previous placement. Revise or Create BIP based on FBA & consider appropriate placement. If the Alternative School is to be considered, the staff from that school should be invited to the meeting.

Provide parent option to sign waiver for Tribunal

Parent signs the Tribunal

Parent does NOT sign the Tribunal

Tribunal

Administrator schedules tribunal hearing. Whether the behavior is determined to be a manifestation of the student's disability or not, the tribunal committee meets to determine guilt or innocence.

Not Guilty

Guilty

Schedule IEP Meeting

Revise or Create BIP based on FBA & consider appropriate placement. If the Alternative School is to be considered, the staff from that school should be invited to the meeting.

Does Parent Agree with Placement?

Yes

No

Implement changes with amendment

"Stay Put" occurs in interim Placement and Due Process hearing is initiated.

Georgia School for Innovation and the Classics

Manifestation Determination Form

Student Name: _____

Date: _____

THIS MANIFESTATION DETERMINATION MUST OCCUR WITHIN 10 SCHOOL DAYS OF ANY DECISION TO CHANGE THE PLACEMENT OF A CHILD WITH A DISABILITY DUE TO A VIOLATION OF THE CODE OF CONDUCT.

The manifestation determination review is conducted by child's parent and the relevant members of the child's IEP Team, as determined by the parent and the school system. (NOTE: No manifestation determination review is required when a child is removed from his current placement for NOT MORE THAN 10 SCHOOL DAYS to an interim alternative educational setting (IAES), another setting or via suspension, and for additional removals of not more than 10 cumulative days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a pattern. Schools may make such short-term removals for violations of a code of student conduct to the extent that such alternative settings are also applied to students without disabilities. In addition, schools may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability in cases where a child carries or possesses a weapon to or at school, on school premises or at a school function; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.)

I. Description of the behavior incident that violated the code of conduct:

II. Review of relevant information:

- ☐ IEP
- ☐ Any teacher observations
- ☐ Relevant information provided by parent(s)
- ☐ Other: _____

Georgia School for Innovation and the Classics Manifestation Determination Form

III. Manifestation Determination

- a) Was the conduct in question caused by or does it have a direct and substantial relationship to the child's disability? _____
- b) Is the conduct in question a direct result of the system's failure to implement the child's IEP? _____

If the answer to either question III.(a) or III.(b) is YES, the conduct IS a manifestation of the child's disability and the child must be returned to the placement from which he was removed, unless: (1) incident involves weapons or drug possession or infliction of serious bodily injury; or (2) the parent and the district agree to a change of placement as part of the modification of the student's behavioral intervention plan.

If the behavior was a manifestation of the disability, the following must be considered:

Has a functional behavioral assessment been conducted?

If NOT, one must be conducted and a behavioral intervention plan must be developed and implemented.

If a behavioral intervention plan been developed and implemented, what revisions are necessary to prevent the behavior from occurring again?

If the answer to both of the above questions is NO, then the conduct is not a manifestation of the child's disability. The relevant disciplinary procedures applicable to children without disabilities may be applied in the same manner to the child with a disability. The school system's FAPE obligations continue when the resulting change of placement exceeds 10 school days, except that FAPE may be provided in an interim alternative educational setting. The FAPE-related services must enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the behavior was not a manifestation, the need for a functional behavioral assessment and a behavioral intervention plan should be considered to prevent the behavior from recurring.

Team Members – The Team must consist of the parent and relevant members of the IEP Team as determined by the system and the parent.

Name & Title

Name & Title

PHYSICAL RESTRAINT DOCUMENTATION FORM

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

BIRTHDATE: _____ GRADE: _____ AGE: _____ DATE: _____
MONTH/DAY/YEAR MONTH/DAY/YEAR

PARENT(S): _____

PHONE: (WORK) _____ (HOME) _____ (OTHER) _____

HOME ADDRESS: _____
STREET ADDRESS/P.O. BOX CITY STATE ZIP

Date of Incident: _____ Location: _____
MONTH/DAY/YEAR

Beginning Time: _____ Ending Time: _____

School personnel involved in incident (*additional documentation may be attached if necessary*):

Describe the student's activity and behavior immediately preceding the behavior that prompted the use of physical restraint: _____

Describe efforts of school personnel to de-escalate the situation, and alternatives to physical restraint that were utilized prior to the use of physical restraint: _____

Provide a description of the physical restraint utilized: _____

Describe the actions of the student and school personnel that occurred during the physical restraint: _____

Describe observed student and school employee behaviors that followed the physical restraint: _____

Describe de-escalation techniques and interventions utilized following the physical restraint: _____

Describe any injuries to the student or school employees: _____

Describe future alternatives to physical restraint that will be utilized: _____

Signatures:

Person completing form: _____ Date: _____

Witness: _____ Date: _____

Witness: _____ Date: _____

Witness: _____ Date: _____

Notification to Parent: Type: _____ Date: _____ By whom: _____

Notification to Admin.: Type: _____ Date: _____ By whom: _____

[illegible]

Signature: _____ Date: _____ ☐ Agree ☐ Disagree

Signature: _____ Date: _____ ☐ Agree ☐ Disagree

If parents did not attend the meeting, explain other methods to ensure parent participation and/or child as appropriate (e.g. conference call, video chat, home visit): _____

Progress Monitoring Review

Case Manager: _____ Student: _____			
Requirement	Yes	No	Comment
Folders Assembled			
Information in Folders			
Transition Plan			
Current IEP Goals			
Rubrics			
Assessment			
Past Documentation			
FBA/BIP			
AT			
Data sheet for Each Goal			

Case Manager: _____ Student: _____			
Requirement	Yes	No	Comment
Folders Assembled			
Information in Folders			
Transition Plan			
Current IEP Goals			
Rubrics			
Assessment			
Past Documentation			
FBA/BIP			
AT			
Data sheet for Each Goal			

Case Manager: _____ Student: _____			
Requirement	Yes	No	Comment
Folders Assembled			
Information in Folders			
Transition Plan			
Current IEP Goals			
Rubrics			
Assessment			
Past Documentation			
FBA/BIP			
AT			
Data sheet for Each Goal			

Prior Written Notice

Date ___/___/___ Student Name: _____
Birth date: ___/___/___ Parent(s): _____

As a parent/adult student you have a right to receive written notice prior to when the school system proposes or refuses to initiate or change the identification, evaluation, or placement of your child/you or the provision of a free appropriate public education. You may also be receiving this if you have notified the school system that you are removing your child/yourself from special education and related services.

Other documents, such as an IEP or an eligibility form may also include information for prior written notice and may be referred to herein.

Purpose of this notice: ☐ An action is being proposed
☐ An action is being refused
☐ Parent/adult student has notified system of revocation of consent to receive special education and related services

1. A description of the action proposed or refused:

2. An explanation of why the system proposes or refuses to take the action:

3. A description of any other options the system considered and the reasons why those options were rejected:

4. A description of each evaluation procedure, test, record, or report the system used as a basis for the proposed or refused action:

5. A description of any other factors that is relevant to the system's proposal or refusal:

If this proposed action is a change in identification, evaluation or placement, when will this action be implemented? Date: ___/___/___

You and your child have the protections identified in the Parental Rights. If you need a copy of those rights or if you have questions about any of this, please contact the following:

(Name) (Position) (Phone) (E-mail)

Georgia School for Innovation and the Classics
Revocation of Consent for the Provision of Special Education and Related Services

Date: ____/____/____

Dear School System:

☐ We /I no longer want our/my child, _____, to receive special education and related services. We are providing you this notice to inform you that we want to remove our child from all special education and related services.

☐ I am a student who is 18 years or older, and have had my rights regarding special education and related services transferred to me. I am revoking consent for special education and related services, I no longer wish to receive any special education and related services.

By revoking consent for the provision of special education and related services, we/I acknowledge the following:

1. I understand that my child will be considered a general education student, my child's rights to special education and related services will end, and my parental rights in special education will end.
2. I understand that should my child be involved in a major disciplinary situation my child would not receive the special education protections previously available.
3. I understand that the school system is not required to amend my child's records to remove any references to my child's receipt of special education and related services.
4. I understand that the school system may not use the dispute resolution (mediation/due process hearings) options to challenge my right to discontinue services to my child.
5. I understand that the school system will not be considered in violation of the requirement to provide a free, appropriate public education (FAPE) to my child because of the failure to provide my child with further special education and related services.
6. I understand that the school system is not required to conduct reevaluations, convene an IEP meeting, or develop an IEP for my child. Any future request for evaluation will be considered a request for an initial evaluation, subject to the 60 day timeline.
7. I understand that my child will no longer receive special education and related services as of the date the school system states in its prior written notice.

☐ We/I revoke consent for all special education and related services for my child/myself.

Parent/guardian/adult student signature

____/____/____

Date

Check & Connect Personal Education Plan

Student Questionnaire

About Me

My favorite class is: _____

My least favorite class is: _____

When I am not in school, I like to: _____

Something that my teachers may not know about me is: _____

I think that I am best at/ my strengths are: _____

Someone I can count on for support: _____

My family is interesting because: _____

About School

Usually, the work in my class is: too easy too hard just right (circle one)

I do my best work when I work: alone w/ 1 other person in a group(circle one)

In school, I have the most trouble with: _____

In the past, one thing that has helped me with my schoolwork is: _____

If there was one thing that I could do to make school really great for me, it would be: _____

If there was one thing that I could ask the school to do for me to help me be successful, it would be: _____

Students who are most successful behave in the following ways. **Check** the ones that you are already doing and **circle** the ones that you need to work on:

_____ Attend School every day	_____ Keep an assignment/agenda book	_____ Complete all Class work
_____ Ask questions	_____ Pay attention in class	_____ Complete HW on time
_____ Take notes	_____ Read every day	_____ Study for tests

Where am I going?

If I could do anything with my life, I would: _____

My career goal is to become: _____

To do this I need _____ years of education at a:

4-year college 2-year college technical school No further education (circle one)

Goals to help me get there:

First Semester:

Goal #1: _____

Goal #2: _____

Second Semester:

Goal #1: _____

Goal #2: _____

What can I do to help me meet my goals? _____

Check & Connect Personal Education Plan Parent Questionnaire

Student Name: _____ Date: _____

Current Address: _____

Expected Date of Graduation: _____

To assist the school in meeting the needs of your child in high school and beyond, the following information would be helpful for transition planning.

Health Concerns about student: _____

Medications student is taking and dosage: _____

Area agencies currently involved with student:

Agency	Contact Person	Phone #
Counseling		
Mental Health Services		
Department of Family Services		
Big Brother / Big Sister		
Group Home/ Foster Care		
Juvenile Court		
Mentor		
Other:		

I. VOCATIONAL INFORMATION

When your child graduates from high school, what are your expectations for future? (Check all that apply)

_____ Competitive full time job

_____ Competitive part time job

_____ Community College

_____ 4 Year College or Technical School

_____ Military

_____ Sheltered Workshop

_____ Other: _____

2. In what jobs/careers does your son/daughter seem interested? _____

3. What kind of jobs does he/she dislike? _____

4. Do you as a parent have a preference for occupational placement for your child? _____

What is the preference? _____

5. If there are any medial concerns related to your son/daughter's possible vocational placement or interest, please explain them: _____

6. What careers have you discussed with your son/daughter? _____

7. What vocational activities has your son/daughter participated in? _____

8. What job experience (positive or negative) has your son/daughter had? _____

II. PERSONAL MANAGEMENT / LIVING ARRANGEMENTS

1. What duties or responsibilities does your son/daughter have at home? _____

2. List any clubs, activities, organizations, etc. with which your son/daughter has been or is currently involved in: _____

3. When he/she graduates from high school, where do you see your son/daughter living?

_____ Independent- on their own (dorm, apartment, house)

_____ Semi-independent (with assistance)

_____ With family

_____ Out of community residential placement

_____ Group home

_____ Other: _____

III. INSTRUCTION

1. In what areas do you feel your child needs assistance at school? (check all that apply)

_____ Reading

_____ Written Language

_____ Mathematics

_____ Study Skills

_____ Classroom performance (organizing and completing work)

_____ School behavior (attendance and following school rules)

_____ Other: _____

2. When I think about my son/daughter in the high school setting, I am most concerned about:

What additional information would you like for me to know as your son/daughter's case manager?

Parent Signature

Date

Transition Planning

Elementary School		
Work	School	Independent Living
Career Awareness	Areas of Interest	Make Bed
		Clean Room
		Prepare Snack
		Wash Dishes

Middle School		
Work	School	Independent Living
Interviews	Skill Levels	Do Laundry
Shadowing	Areas of Interest	Prepare Meal
Volunteering		Clean Bathroom
		Vacuum

High School		
Work	School	Independent Living
Completing Applications	Schools of Interest	Plan, Shop & Prepare Meal
Training / Degrees Required	Entrance Requirements	Learners / Driver's License
Experience	Cost of Attendance	Register to Vote
Maintain Employment	Applications	Budgeting Finances
Interview Practice	College vs Technical Training	Locate Housing
Meet with Vocational Rehab.	Tours of Schools of Interest	Banking

Special Education Teacher
Responsibility Review

Teacher: _____ School: _____

Records secured in locked filing cabinet: _____ Yes _____ No

Verification of Receipt Obtained from all teachers: _____ Yes _____ No

IEP Completion

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Due										
On time										
Late										
% On time										

Progress Monitoring Review

Date	Yes	No	% Yes	Comments

Check & Connect Review

Date	Comments

Notes:

Teacher Signature

Administrator Signature

Student Testing Accommodations

Case Manager: _____

Date: _____

Testing Coordinator: _____

R'vd Date: _____

[illegible]

Student ADD Sheet

School Name: _____

Case Manager: _____

Student Name: _____

GTID #: _____

DOB: _____ Grade: _____

Area(s) of Exceptionality: _____

If Area of Exceptionality is SLD, please check all that apply:

<input type="checkbox"/>	Oral Expression	<input type="checkbox"/>	Basic Reading Skills
<input type="checkbox"/>	Listening Comprehension	<input type="checkbox"/>	Reading Comprehension
<input type="checkbox"/>	Written Expression	<input type="checkbox"/>	Math Calculation
<input type="checkbox"/>	Reading Fluency Skills	<input type="checkbox"/>	Math Problem Solving

If Area of Exceptionality is Autism, TBI, or SDD the area through which the student is served is _____

If Area of Exceptionality is OHI, list the impairment(s) _____

Eligibility Date: _____ Entry Date: _____ Annual Review Date: _____

Student is Consultative Only

Segment #	Monday				Tuesday				Wednesday				Thursday				Friday			
	Hrs: Mins	Regular Ed. Location	Special Ed. Location	Inclusion Code #	Hrs: Mins	Regular Ed. Location	Special Ed. Location	Inclusion Code #	Hrs: Mins	Regular Ed. Location	Special Ed. Location	Inclusion Code #	Hrs: Mins	Regular Ed. Location	Special Ed. Location	Inclusion Code #	Hrs: Mins	Regular Ed. Location	Special Ed. Location	Inclusion Code #
1																				
2																				
3																				
4																				
5																				
6																				
7																				

Special Education Location code = 8

<p style="text-align: center;">Inclusion Codes (Sped Services in a regular classroom)</p> <p>4= Paraprofessional 7= Other, such as mobility aide 5= Interpreter 9= Collaborative or Co-Teach</p>	<p>If Inclusion code 9 is entered, Hrs: Mins. And location MUST be filled in for that segment. For all other inclusion codes, Hrs: Mins should be left blank</p>
---	--

Related Services	Total Hrs: Min Per week	Related Services	Total Hrs: Min Per week	Related Services	Total Hrs: Min Per week
AP- Adapted PE		OT Occupational Therapy		SH- School Health	
OM Orientation & Mobility		PT Physical Therapy		TS Transportation Special	

Student information verified through SIS: _____ Student Information entered in IC _____

Infinite Campus vs IEP

Student	IEP Services	Power School Services	Amendment Needed?		Date Amendment was Completed
IEP Due Date:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:		Yes No	
IEP Due Date:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:		Yes No	
IEP Due Date:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:		Yes No	
IEP Due Date:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:		Yes No	
IEP Due Date:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:	Consultative: Collaborative: Co-Taught: Resource: CTI: Other:		Yes No	

Office of Special Education

Transition Post-Graduation Contact Form

As a school system, we are interested in finding out how well you transition after high school graduation. We would like to get in touch with you next year to see how you are doing. Please provide the following information, so we can get in touch with you.

Name: _____

Address: _____

Phone Number: _____

Email: _____

Parent Email: _____

Please include the name/number of three people that will know how to get in touch with you after graduation:

Name: _____ Phone Number: _____

Name: _____ Phone Number: _____

Name: _____ Phone Number: _____

What are your goals for after high school graduation (college, technical school, work, military)?

Case Manager during Senior Year: _____



Georgia School for Innovation and the Classics

Office of Special Education

Special Education Withdrawal Conference

Student: _____

Date: _____

Reason for withdrawal: _____

Considered	Options
	Change of Schedule
	Abbreviated Day
	Alternative School
	On-line School
	Adult Education (GED)
	Vocational Rehabilitation
	Paxen Learning
	Other:

Decision of student / parent: _____

☐

I have received a copy of the community resources available.

Student Signature

Parent Signature

Signature	Title

Georgia School for Innovation and the Classic
[Community Supports](#)

List of community support behind this page

Office of Special Education

Special Education Withdrawal Notice

Dear: _____,

You have indicated a desire to be withdrawn from your school setting either by choice or due to excessive absences. As you are a student who received special education services, you are eligible for assistance with your transition to the adult world of school or work.

You are receiving this letter because we did not have a meeting prior to your withdrawal from school. Our job is to assist students and their families in planning what comes after high school. We may be able to provide referrals to community agencies that could provide assistance if needed, as well as inform you of options you haven't considered.

We would like to meet with you and your parent(s). Please call your school to schedule a meeting with your case manager.

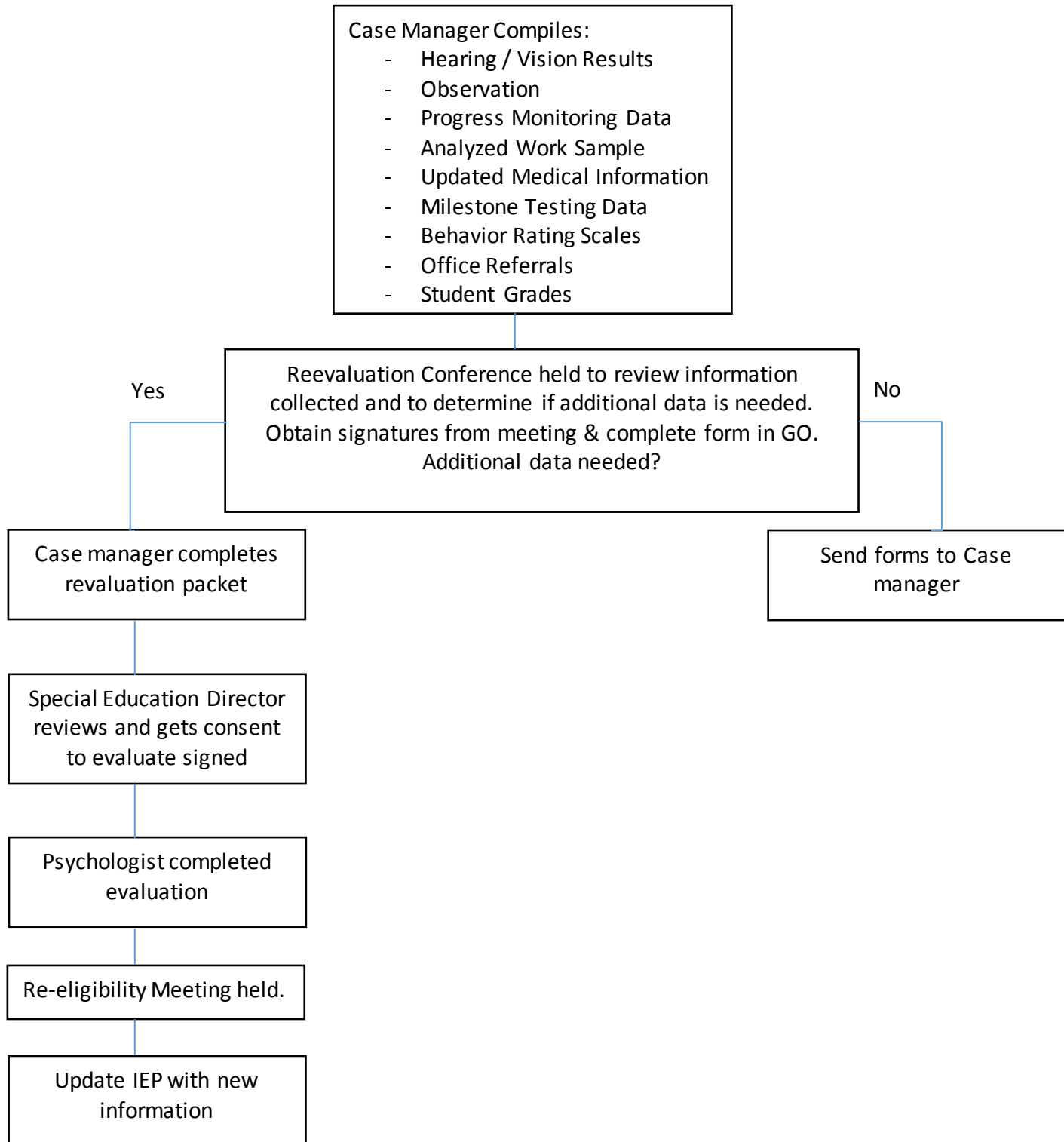
If you prefer not to meet, we are attaching a list of community services that you are welcome to contact for assistance.

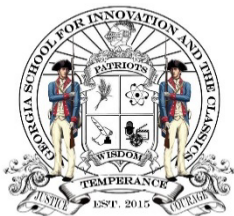
Sincerely,

Scott Hooker
Director of Special Education

Reevaluation Conference

(Held at least 120 days prior to expiration of eligibility)





Georgia School for Innovation and the Classics

Promotion/ Retention Discussion

Student: _____
 Grade: _____

Case Manager: _____
 Disability: _____

Has student previously been retained? If yes, what grades? _____

Has student been discussed in Check & Connect? If yes, what dates: _____

Did student demonstrate progress with C&C Interventions? _____

Date of last psychological:			
	This year:	Last year:	2 years ago:
Final grades:	ELA- Math- Science- Social Studies- Electives:	ELA- Math- Science- Social Studies- Electives:	ELA- Math- Science- Social Studies- Electives:
Milestone Scores:	ELA- Math- Science- Social Studies-	ELA- Math- Science- Social Studies-	ELA- Math- Science- Social Studies-
Accommodations provided on state assessments:			
Days absent:			
# Discipline referrals:			
Active BIP?			
Interventions in place: <small>Attach Intervention Chart & Documentation of Progress</small>			
Were Interventions implemented with fidelity?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Describe student work ethic:			
Describe student maturity level:			

Other relevant information:	
Final Decision:	_____ Promote _____ Retain
Plan for Future Success:	Intervention: _____ Increase Frequency _____ Reduce group size _____ Different Intervention _____ IEP Amendment needed to address Intervention adjustments? _____ Yes _____ No
Additional Discussion:	
Members Present:	

Home Schooled Students with Disabilities

Month	Student	Student	Student	Student
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				

Office of Special Education
Proportionate Share Services Notification

To: Private and Home School Representatives
From: Scott Hooker, Director of Special Education
Date:
Re: Special Education

A meeting was held on _____ to discuss the provision of equitable special education services to parentally placed private school students or homeschooled students with disabilities.

For the 2017-2018 school year, Georgia School for Innovation and the Classics will provide speech-language services and occupational therapy services to eligible private school students. These services will be provided based on the following guidelines:

- (60) If you suspect a student of having a disability, you may contact Scott Hooker at 706.955.7853
- (61) A description of the Child Find process is included in this letter. This information may also be accessed via the Georgia School for Innovation and the Classics website. In addition, a meeting is held annually to explain the procedure involved in Child Find. This process may also be explained to you via an individual meeting, phone call, and/or written correspondence.
- (62) The determination of the proportionate share of federal funds was calculated according to federal guidelines, using the following method:
 - a. Proportionate Share
 - i. For children ages 3-21 and ages 3-5, the proportionate share of Part B IDEA funding calculations are based on:
 - 1. the number of private school students with disabilities ages 3-21
 - 2. divided by the total number of private and public school students with disabilities ages 3-21
 - 3. multiplied by the allocated federal funds
 - a. Example:
 - i. 1 identified eligible private school students divided by the sum of:
 - ii. 170 public school students
 - iii. Plus 0 private school students
 - iv. Equals .005
 - b. The projected amount of proportionate funds available for private school services is \$_____

- (63) You may contact the Georgia School for Innovation and the Classics Special Education department if you suspect a student of having a disability. In Georgia, student referrals for evaluation to determine eligibility for special education must be

preceded by interventions from a Student Support Team or have sufficient justification for bypassing these interventions. If the student is evaluated and deemed eligible for services, a meeting will be held to develop a service plan for the student.

(64) The decision made at the _____ meeting was that the proportionate share of funds will be spent on speech therapy and occupational therapy.

(65) These speech services and occupational therapy services will be provided by a speech pathologist or occupational therapist contracted by the Georgia School for Innovation and the Classics.

(66) Georgia School for Innovation and the Classics will provide to the private school a written explanation of why a decision was made not to provide services.

We encourage you to call our office if you have any questions.

Scott Hooker
Special Education Coordinator
Phone: 706.955.1853
Fax: 706.434.8086

Office of Special Education

Private/ Home School Consultation Meeting

- Meeting Purpose
 - IDEA requires that local school systems have a meaningful consultation with representatives of private schools and parents of home-schooled students regarding how proportionate share of IDEA funds are provisioned.
 - Child Find Process:
 - Letter to local churches and daycare centers
 - Notice on local television
 - Notice on school system website
 - School system contact for students needing an evaluation
 - Scott Hooker 706.955.1853
- Determination of Proportionate Share of IDEA funds
 - What it is
 - How it is calculated
- Consultation Process
 - Progress Reports
 - Parent Conferences
- Determination of Proportionate Share of IDEA funds
 - What will funds be spent on?
 - Where will services be provided?
 - Who will provide these services?
 - How the service will be apportioned if there are insufficient funds to serve all children, how, when these decisions will be made.
- Written explanation if services not being provided, upon request.

Office of Special Education

Group Documentation of Private/Home Schools Participation/Affirmation

IDEA 2004 made changes in the requirements for parentally placed private school children with disabilities. Under the 2004 law, each LEA **must** conduct a process called child-find, determine the proportionate share of federal funds, and provide equitable services to parentally placed private school children with disabilities who attend private/home schools located in the LEA without regard to where the children reside. The LEA should document the consultation process with private/home school representatives required by IDEA 2004 to include:

1. The child-find process and how parentally placed private/home school children with disabilities can participate equitably;
2. The determination of the proportionate amount of federal funds available to serve parentally placed private/home school children with disabilities, including how that amount was calculated (based on the previous Dec. 1 count for the next school year);
3. The consultation procedures among LEA, private school officials and representatives of parents of parentally placed private/home school children with disabilities, including how the process will operate;
4. How, where, and by whom special education and related services will be provided for parentally placed private/home school children with disabilities, including a discussion of the types of services (such as direct services and alternate service delivery mechanisms), how the service will be apportioned if there are insufficient funds to serve all the children and how and when these decisions will be made (prior to school starting); and,
5. How the LEA shall provide a written explanation to private school officials of the reason why the LEA chose not to provide services if the LEA and private school officials disagree. [Authority: 612(a)(10)(A)(iii)]

_____ **There are no private/home school services in operation within the LEA physical boundaries.**

_____ **The following representative of private/home schools attended a meeting designed to address the consultation process required by IDEA 2004 held on _____:**

Signature of Home School Representatives

1. _____
2. _____
3. _____
4. _____
5. _____

Office of Special Education

Private / Home School Consultation Meeting

To: Home School Representatives

From: Scott Hooker

Date:

Subject: Private / Home School Consultation Meeting

IDEA requires that local school systems have a meaningful consultation with representatives of private schools and parents of home-schooled students regarding how proportionate share of IDEA funds are provisioned for students with disabilities. This meeting for the 2016- 2017 school year has been scheduled for _____ @ _____ at the Georgia School for Innovation and the Classic campus.

Please contact the special education office if you have any questions: 706.955.1853.

Georgia School for Innovation and the Classics

Service Plan for School Based Medicaid Services

Parent/Guardian SECTION

STUDENT: _____ DOB : ____/____/____ ☐ M ☐ F

ADDRESS: _____ City _____ GA ZIP: _____

SCHOOL: _____ FTE or SS# _____

____ My child is receiving Special Ed. Services _____ **Nursing is in the IEP**

PARENT(S)/GUARDIAN(S): _____ HOME #: _____

As the parent / legal guardian of the student named above I expressly authorize and give permission to the Georgia School for Innovation and the Classic to have the designated person administer the above prescribed medication/treatment to my child. I agree that the school system and its employees shall not be liable or responsible, and shall be indemnified and held harmless for any illness or damage to any person or property which may result from the storage of medication, from giving our child medication/treatment, or from failing to give our child medication/treatment.

My child is eligible for MEDICAID OR PEACHCARE ☐ YES ☐ NO. Number _____

I understand that the school system is able to file with Medicaid or Peachcare for partial reimbursement for the administering of this medication or procedure. I wish the school system to receive this payment from Medicaid or Peachcare.

I have read this form and understand my responsibility toward the school, which is agreeing to assist me in this matter of medicating/treating my child at school. I may change / withdraw permission in writing at anytime by notifying the Special Education Director.

The undersigned authorizes the prescribing physician named below to release any information to the School Board or their designee regarding the medication/treatment to be administered. I, the undersigned, authorize the GEORGIA SCHOOL FOR INNOVATION AND THE CLASSICS BOE to release pertinent information to the physician.

Signature of Parent / Guardian Living with Student

Date

Physicians – please complete ALL items

And return to the school as expeditiously as possible.

The following medication/treatment as listed should be dispensed at school as indicated:

Medication/Treatment: _____

Diagnosis: _____

GOAL OF THIS REGIMEN OF MED./Treat. ☐ Improve Attention Span ☐ Reduce Impulsiveness ☐ Improve School Performance ☐ Control Blood Sugar Level ☐ Control Seizure Activity ☐ Prevent Respiratory Distress

☐ Other please specify: _____

Rehabilitative Potential _____

DURATION OF MED./Treat.: ☐ SCHOOLTERM ☐ Indefinitely ☐ OTHER _____

Time treatment is to be given at school: ☐ 7:30- 8:30 a.m. ☐ 11:00 a.m. – 12:30 p.m. ☐ Other ☐ PRN

Physician's Signature original – _____

DATE

NPI#

Physician's PHONE _____

Please Print Physician's Name

ADDRESS _____

IEP Amendment for students without IEP Infinite Campus

Student Name: _____ Date: _____

Date of Meeting: _____ Date of Birth: _____

To amend and be attached to the IEP dated: _____

Additional Present Levels of Academic Achievement and Functional Performance (Must be completed):

Amended Recommendations:

- _____ Delete/Modify goals/objectives
 _____ Add goals/objectives (see attached)
 _____ Change services/placement
 _____ Other:

SPECIAL EDUCATION: Instruction/Related Services in General Ed Classroom Setting

Options Considered	Source	Service Consultative Co-teaching Para-Support	Frequency (Weekly)	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content Specialty Area
		Supportive Services					
		Related Services					

SPECIAL EDUCATION: Instruction/Related Services Outside General Education Classroom

Options Considered	Source	Service Separate Class Separate School Home Instruction Hospital Homebound	Frequency (Weekly)	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content Specialty Area
		Supportive Services					
		Related Services					

Did I say Something Wrong? (Top Ten Fatal IEP Meeting Quotes)

Unfortunately, mistakes can occur in the development of IEPs for students with disabilities. Not only must educators ensure that IEPs are implemented, they must also avoid making mistakes in the development of IEPs. Some procedural mistakes, in and of themselves, can constitute a denial of free appropriate public education (FAPE). The following ten IEP meeting quotations are among the most fatal for school districts.

1. **“It’s so good to see you again Mr. and Mrs. Brown. We have already finished the IEP and all we need for you to do is read and sign it.”** While it is acceptable to prepare draft IEPs prior to the IEP meeting with parents, an IEP cannot be presented in final form. As was re-emphasized in the 1997 IDEA Amendments, parents are to be provided the opportunity to jointly and fully participate in the development of the IEP and in all educational decision-making.
2. **“We have already met and decided that Joe will be in a self-contained special education class next year.”** Although school personnel can meet outside of IEP meetings, no *final* educational or placement decisions should be made. Certainly, meetings may be held to prepare for IEP meetings or to discuss possible options for consideration. At these preparatory meetings, however, school personnel should be clear that no final placement determinations are going to be made.
3. **“We’d like to able to offer two hours of services per day but the Special Education Director has already made the decision that only one hour will be provided.”** Simply stated, a final IEP or placement decision cannot be made by someone who is not part of the IEP Team. Only the IEP Team can make final placement decisions.
4. **“Oh how I wish we could offer three hours per week of Occupational Therapy to Susie because she really needs it, but we can’t provide that much here in our district.”** IEP recommendations must be based upon the individual needs of a student and cannot be based solely upon what services are available within the school district.
5. **“Our preschool program is a half day program, four days per week for everyone.”** Again, IEP recommendations must be individualized for each student.
6. **“Those services would be too costly. Do you know how much it would cost if we did that for every student in the district?”** Cost is generally not a defense for the failure to offer services that are necessary to meet a student’s educational needs. School personnel should be careful to avoid comments that appear that cost is driving recommendations made in the IEP process.
7. **“OK, now let’s address where the services will be provided. First, does everyone agree that Stewart should be at the separate school next year?”** There is a presumption under the law that all students with disabilities will be served in the regular classroom and IEP teams must first consider regular classroom placement before considering more restrictive placements. Courts expect IEPs and/or other relevant documentation to clearly and specifically reflect the options considered on the continuum of alternative placements and why less restrictive options are rejected.

8. **“Of course we provide for Extended School Year. Anyone can participate in our summer school program.”**
IDEA regulations specifically require IEP teams to consider the provision of ESY services to all students with disabilities. ESY is not the same as summer school and in implementing ESY programs; a school system cannot limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of the services. Rather, individualized decisions must be made as to ESY eligibility and services. School personnel should be knowledgeable about the school system’s ESY policies and procedures and maintain appropriate data to support recommendations.
9. **“Well, I’m just the Local Education Agency Representative. I don’t do special education so you’ll have to ask someone else about that.”** At every IEP meeting, there is to be a “local education agency representative” in attendance. The “LEA Rep.” Must be someone qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; knowledgeable about the general curriculum; and knowledgeable about the availability of resources in the school district. Though this person can also be the special education teacher, typically someone other than the student’s teachers will fill this role. Whoever serves as the “LEA Rep.” should be aware of his/her role at the meeting.
10. **“Sorry I’m an hour late, but the principal just told me I needed to be here because I’m the only regular education teacher in the building. Can I go now?”** The 1997 IDEA Amendments were clear that at least one regular education teacher of the student must be present at all IEP meetings if the child is or may be participating in regular education. As a member of the IEP Team, it is expected that the regular education teacher will participate in, among other things, the development of supports for regular classroom participation and for participation in the general curriculum.

Georgia School for Innovation and the Classics

Office of Special Education

Beginning of the year "To Do"

Due by: _____

- _____ Make sure you are CM for your students in IC
- _____ Ensure you have an IEP for each student on your caseload locked in secure location
- _____ Deliver PLP, Accommodations, BIP, and Goals for each student on your caseload to all teachers and get signatures on Accommodation Verification Form
- _____ Turn signed copy of Accommodation Verification sheets to Lead teacher by 8/14/16
- _____ Provide administrator in charge of discipline a copy of each BIP
- _____ Provide testing coordinator a copy of Testing Accommodations
- _____ Complete IEP vs. IC Sheet
- _____ Check student schedules to make sure they are in the correct classes based on IEP *(Make changes if needed)*
- _____ Prepare for amendments as needed for classes, services, goals, etc
- _____ Special Transportation Form for those requiring sped bus- make sure it is up to date
- _____ Copy of BIP to bus drivers & Administrator in charge of discipline
- _____ Set up folder for new caseload
- _____ Set up PM folder system for each student on your caseload
- _____ Contact parents and students to introduce yourself as new CM *(Welcome back letter if interested)*
- _____ Review IEP due dates & plan for meetings- begin coordinating w/ psychologist if re-eval year
- _____ Confirm Inventory List
- _____ 8th grade and up- get C&C questionnaire completed by students and parents
- _____ High school students 10 + complete graduation checklist sheets

Teacher Signature

Date

Lead Teacher Signature

Date

SPECIAL EDUCATION TEACHER END OF YEAR CHECKLIST

Due to Special Education Coordinator by _____

The following items are required to be completed by each Special Education Teacher. ***Documentation is to be submitted to Special Ed before the last day of post planning.*** Special Ed. Lead Teachers are responsible for reviewing and turning checklists with supporting paperwork into the Special Education Office by last day of post planning.

- _____ **ADD** sheets on all new students entering for 2017-2018 school year.
- _____ All outstanding due process records competed and finalized.
- _____ All students on current caseload have a current IEP on file at the Special Ed. office and a copy filed in the Special Ed. Teacher folder.
- _____ Annual reviews completed for students that will be due prior to September 15, 2017.
- _____ Learning Plan for each student is completed and turned in to your lead
- _____ All teacher folders for students changing schools are delivered to the lead teacher of the receiving school.
- _____ If you are not returning, please bring all teacher files to the Annex

HIGH SCHOOL ONLY:

- _____ Contact Information forms for students on caseload graduating
- _____ Summary of Performance (SOP) completed for all graduating seniors on caseload.
- _____ Exit Amendments are complete for non-returning students.
- _____ Student received copy of most recent: IEP, Psychological, Eligibility, SOP

Special Ed. Teacher's Signature

Special Education Directors Signature

Parental Consent for Evaluation for
Special Education Services

(Date)

Dear Parent of _____.
(Child's Name)

Your child was referred by _____ and was recommended for evaluation by the Student Support Team or other appropriate source. We would like to conduct an individual evaluation to gather more information about how to better meet your child's needs.

If you agree to have your child evaluated, you can request to know the exact time and place that it will occur. You will also be invited to a meeting to discuss the evaluation and possible eligibility for Special Education services. No changes will be made in your child's educational program until we hold the meeting and you provide any necessary consent. Providing this consent to evaluate does not allow the system to provide special education services.

The individual evaluation may include these areas: learning ability, vision, hearing, motor skills, social/emotional, achievement, speech/language or others. An explanation of these areas is included. **If you have information that you would consider helpful (e.g., evaluations, medical reports, etc.), please provide this information to assist in determining your child's educational needs** Your parental rights are included, which show that you have certain rights regarding consent and evaluation procedures.

Pease sign to let us know whether or not you agree for the evaluation to take place and return this letter to: _____, Case Manager

If you do not return this form by _____, we will contact you about your decision.
(Date)

Thank you for your cooperation.
Sincerely,

Name

Title

Phone Number

☐ **Yes**, I agree for my child _____ to be evaluated.

☐ **No**, I do not agree for the following reasons:

Signature of Parent

Date

Check & Connect Data

Check:

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	T	F	M	T	W	R	F
Absent																									
Tardy																									
ISS																									
OSS																									
Detention																									
Behavior Referral																									
# Classes Failing																									

Connect:

	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F	M	T	W	R	F
With Student																									
With Guardian																									
With Teachers																									
With Counselor																									
Discussed at C&C																									

P- Phone E-Email T-Text IP-In Person N- Note M-Mail H-Home Visit LM-Left Msg NA-No Answer

Comments: _____

Check & Connect Grades

Student: _____

Case Manager: _____

[illegible]

GNETS: SAND HILLS

Request for Consultation/Observation Form following this page
Referral Packet following this page

Georgia School for Innovation and the Classics
Special Education
Special Education Director Responsibilities

The Special Education Director serves as the liaison between the Director's office and his/her Special Education Department, as well as between office and the Principal. The major job function is to coordinate the efforts of the special education staff:

1. To ensure that students are effectively and efficiently served
2. To ensure that due process procedures are followed
3. To ensure compliance with local, state, and federal rules and regulations

Duties & Responsibilities

4. Review each IEP written by all teachers utilizing due process checklist prior to sending in
5. Monitor procedural requirements for Georgia Alternate Assessments given at your school
6. Monitor procedural requirements for Progress Monitoring and Check & Connect
7. Attend system-wide Lead Teacher meetings after school each month
8. Complete monthly report of student count per teacher per period (Warm Body Count).
9. Attend SST meetings or send designee from Sped Dept.
10. Attend Coastal Academy meetings for students at your school or send designee from Sped Dept.
11. Provide leadership for the Sped Department at the school level by meeting regularly with the staff to facilitate effective and efficient communication, planning, and program implementation, including instructional, programmatic, and procedural issues.
12. Coordinate with the Director of Special Education and the Principal the efficient and effective allocation of resources at the school level
 - a. Personnel (i.e. scheduling, para assignments, etc.)
 - b. Facilities
 - c. Supplies & materials
13. Coordinate with registrar of school to efficiently and effectively schedule students for services as outlined in the IEP (yearly scheduling, new transfers, newly eligible, etc.)
14. Facilitate programmatic adjustments at the school level to accommodate changes in student needs such as:
 - a. Provide assistance and or serve as LEA by chairing sensitive placement committee meetings.
 - b. Adjust staffing patterns to accommodate increase or decrease in services required.
 - c. Adjust staffing patterns to accommodate specialized, unique service requirements.
 - d. Coordinate team meetings to develop school recommendations from most appropriate programming for individual students.
15. Monitor due process compliance at the school level (i.e. placement, IEPs, annual reviews, discipline, assure that schedules and IEPs match, that special education teachers and paraprofessionals are serving special education students, etc.)
16. Monitor timely completion of all necessary paperwork (FTE, IEP, Evaluations, etc.)
17. Monitor discipline data and ISS service log for your school
18. Facilitate in-house conflict resolution when the conflict has an impact on services to students.

19. Serve in an advisory capacity for the development of system-wide policies and programs.
20. Other duties to facilitate an efficient and effective delivery of services unique to each school.

Employee Appraisal Record

Employee Name: _____

Date: _____

School/Dept: _____

Position: _____

Rating Scale:

Excellent Requires little or no supervision and guidance. The employee is highly self-motivated, displays consistent initiative, and supports total school concept.

Above Avg Accomplishes tasks with minimal supervision and is self-directed.

Satisfactory Performs assigned tasks satisfactorily with supervision.

Need Improv Requires supervision and has difficulty performing assigned tasks. The employee has not followed the planned program of improvement.

Competencies	Performance Rating:				
	Excellent	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
Appearance					
Attendance					
Attitude					
Communication					
Cooperation					
Flexibility					
Job Knowledge					
Organization					
Public Relations					
Quality of Work					
Quantity of Work					
Time Management					
Utilization of materials & Equipment					
Overall Performance Rating					

Comments: _____

Plan for Improvement: _____

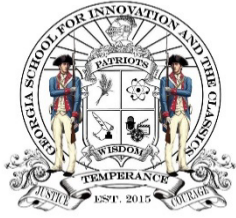
Supervisor's Signature

Date

I understand that my signature indicates that I have received a copy of this appraisal and that my supervisor has discussed it with me. It does not necessarily indicate agreement.

Employee's Signature

Date



Georgia School for Innovation and the Classics *Parapro/Teacher Conference Form*

Paraprofessional: _____ Teacher: _____

INSTRUCTIONAL SUPPORT

- ____ 1. Assist large group of students with reinforcement of concepts already presented by the teacher.
- ____ 2. Assist small group of students with reinforcement of concepts already presented by the teacher.
- ____ 3. Assist individual students with reinforcement of concepts already presented by the teacher.
- ____ 4. Listen to student(s) read.
- ____ 5. Read to student(s).
- ____ 6. Modify written materials (for example tape-record stories)
- ____ 7. Assist students in selection of library books.
- ____ 8. Assist students with research.
- ____ 9. Assist physically disabled students.
- ____ 10. Provide additional practice for students.
- ____ 11. Assist students with organizing materials.
- ____ 12. Provide support to instruction in centers.
- ____ 13. Attend team meetings to provide instructional input.
- ____ 14. Other: _____

DIAGNOSTIC SUPPORT

- ____ 15. Observe and record academic behavior and progress.
- ____ 16. Observe and record social progress.
- ____ 17. Administer informal tests to students.
- ____ 18. Correct and grade assigned activities.
- ____ 19. Other: _____

CLASSROOM ORGANIZATION SUPPORT

- ____ 20. Make instructional games.
- ____ 21. Assist in the development of learning centers.
- ____ 22. Prepare displays/bulletin boards.
- ____ 23. Locate instructional materials/resources.
- ____ 24. Assist in daily lesson planning/scheduling.
- ____ 25. Other: _____

BEHAVIOR MANAGEMENT SUPPORT

- ____ 26. Reinforce appropriate behavior in accordance with teacher's plan.
- ____ 27. Help build student(s)' self-esteem.
- ____ 28. Check that students complete tasks and meet deadlines.
- ____ 29. Other: _____

CLERICAL SUPPORT

- ____ 30. Duplicate materials.
- ____ 31. Take attendance.
- ____ 32. File student work.
- ____ 33. Other: _____

ESTABLISHED PROCEDURES

34. The paraprofessional has an assigned area in the classroom as a base located _____

35. There is a box or folder in the classroom which has "TO DO" items in it to avoid interruption of the instructional program located: _____

36. If the teacher is absent or tardy the paraprofessional responsibilities are: _____

37. If the paraprofessional is absent or tardy the teacher responsibilities are: _____

38. The teacher and paraprofessional will communicate daily regarding schedules, special events, and instruction at this time: _____

39. If the teacher and/or paraprofessional have differences about instruction or management or other problems they will be handled as follows: _____

40. If the paraprofessional does not understand a responsibility or assignment he/she should clarify this by: _____

41. The teacher and paraprofessional should discuss students only with other personnel on a "needs to know" basis while maintaining confidentiality. Concerns about confidentiality should be handled as follows: _____

42. The teacher and paraprofessional will discuss concerns of students with regard to social and academic behavior daily at this time: _____

43. The following supervisory responsibilities have been established by the administration and are consistently implemented by the teacher: Annual formal evaluation of paraprofessional.

Teacher Signature: _____ Date: _____

Paraprofessional Signature: _____ Date: _____

Dos	Don'ts
Voice concerns to teacher privately	Complain to parents about teacher
Communicate with teacher before sharing information with parents	Communicate with parents without notifying teacher
Share ideas with teacher	Change routines or schedules without talking with teacher
Ask questions for deeper understanding	Be afraid to ask for clarification
Communicate openly with teacher	Discuss students with persons not directly involved with the student
Build relationships with students & parents	Share information about other students
Remember the teacher is responsible for the classroom	Be afraid to share ideas and discuss concerns

Paraeducator Decision Making Plan

Student: _____

Date: _____

Team Members: _____

Step 1: This checklist is designed to assist in developing an overview of the student's needs in direct relation to the classroom environment. The planning process applies to any student who requires paraeducator support for 50% or greater during the day. This must be developed on an annual basis as part of the IEP process if a need is expressed. The intent of support services is to promote independence, not dependence.

Intensive Needs Checklist:

Is there a safety concern for self or others (possibility of falling, needing toileting assistance, etc.)? **Yes No**

Describe: _____

Does the student require assistance with basic functional skills? (Toilet, mobility, feeding, dressing)? **Yes No**

Does the student require continual teacher prompting: **Yes No**

During instruction

After instruction (independent work)

Yes No

Is the student's performance consistent with his or her aptitude? **Yes No**

Is the student currently receiving specialized small group or individualized group instruction in specific academic areas? Describe? **Yes No**

Yes No

Please note what interventions or program changes you have tried and describe their rate of success (e.g., cooperative learning, behavior management plan, re-grouping within the classroom, and pairing with other students). _____

STEP 2: Student's Abilities and Assistance Needs Matrix

This matrix focuses specifically on what the student can or cannot do and the extent to which he or she needs assistance. The objective is to systematically review the student's entire day.

Activity	What can student do without assistance	What student can't do and needs accommodation to complete	What student can't do and needs assistance with	Identify areas to promote social acceptance and how peers will be utilized	Identify areas you will target for independence and identify in the IEP
Arrival					
Segment 1					
Segment 2					
Segment 3					
Segment 4					
Segment 5					
Segment 6					
Segment 7					
Departure					

It is determined on _____ that a paraeducator is NOT warranted.

It is determined on _____ that a paraeducator IS warranted.

A determination was made by the team that a paraeducator is warranted for more than 50% of the school day. This team has systematically ensured that the school provides support according to real versus perceived need. The team has addressed facilitating social acceptance and academic learning by progressively reducing restrictive supports and ensuring that the student's program includes natural supports such as peer modeling, thereby enhancing the student's independence and social acceptance.

IEP date: _____

Step 3: Plan for Paraeducator Assistance

Specify Class Activity: _____

Identify need for paraeducator: _____

Identify areas to increase socialization (utilize natural supports, peers): _____

Identify how independence will be encouraged: _____

Total time needed for paraeducator support: _____

Total anticipated time reduction in paraeducator support by annual review: _____

Independent Educational Evaluators

Debbie Price- Special Education Consultant
706.338.8478

Georgia School for Innovation and the Classics
Parental Consent to Place

(Date)

Dear Parent of _____,

The Individualized Education Program (IEP)/Team met on _____ and has recommended that the child, _____, participate in the special education and related services program(s). An Individualized Education Program (IEP) will be developed to meet his/her individual educational needs annually.

____ Yes, I do agree with this placement to receive special education and related services.

____ No, I do not agree with this placement for the following reasons:

Parent Signature

Date

A copy of parent rights may be provided upon request.

Georgia School for Innovation and the Classics
Student Background Information Sheet

Dear Parents:

Please return this information to your child's teacher as soon as possible so that we can make arrangements for the next school year. Thank you for your continued support.

Thank you for your assistance and input. If you have any question, please feel free to contact me
at _____.

Sincerely,

Signature

Printed Name/Title

Parental Information Sheet Behind this sheet

Doctor's Verification Form

Please Complete This Form, Sign, and Return To:
Georgia School for Innovation and the Classics
Attention: Director of Special Education
5073 Storey Mill Road
Hephzibah, GA 30815

Today's Date: _____ Student's Name: _____ Date of Birth: _____

Do any of the following conditions exist?

_____ heart condition _____ tuberculosis _____ sickle cell anemia _____ hemophilia
_____ epilepsy _____ rheumatic fever _____ nephritis _____ asthma
_____ lead poisoning _____ leukemia _____ diabetes
_____ attention deficit hyperactivity disorder, predominantly inattentive type
_____ attention deficit hyperactivity disorder, predominantly hyperactive-impulsive type
_____ attention deficit hyperactivity disorder, combined type

What is the exact diagnosis?

What are the general characteristics of this condition?

Is the student currently taking medication? (Please provide name, dosage, and relevant side effects)

What would be the effect of this condition on the vitality, strength, and alertness of this student?

How will this condition (and/or accompanying medications) affect his/her school performance? (Please be as specific as possible)

Other Comments:

Doctor's Signature

Full Name (Please Print)

Doctor's Phone Number