



MEETING TIMELINES/ TIPS & TOOLS

Guidance For Development of Procedures

Mandate for Compliance

States are required to have policies and procedures that are aligned with IDEA 34 CFR § 300.100. Georgia's Special Education Rules support state level implementation of IDEA. In addition to the state rules, the GA DOE outlines specific strategies and best practices in the Special Education Implementation Manual . Local school districts must then implement policies, procedures, and effective practices.

MEASURABLE INDICATORS

- ✘ Districts are required to provide data annually to the state on twenty measurable indicators in order to demonstrate their compliance with the IDEA and State Rules.

160-4-7-.03 CHILD FIND PROCEDURES.

- ✘ 1. Each LEA shall submit to the Georgia Department of Education (GaDOE), in an electronic format specified by GaDOE, data requested by the GaDOE on all children ages three through twenty-one who have been found eligible for special education and related services.
- ✘ 2. All data shall be accurate and timely. [34 C.F.R. § 300.645]

GADOE STRATEGIC PLAN AND FEDERAL INDICATORS FOR STUDENTS WITH DISABILITIES

- ✘ Increase the percentage of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday. (SPP 12)
- ✘ II. Improve Services for Young Children (Ages 3-5) With Disabilities
- ✘ (SPP/APR Indicator # 12) A description of the how the LEA will increase the percentage of young children referred by Part C, who are found eligible for Part B, and who have an IEP developed and implemented by the third birthdays. (Compliance Indicator)
- ✘
- ✘ **State Target 2012-2013 - 100%** Latest district data: 100% 2012 district data
- ✘ **LEA Narrative Description:** The district will continue policies in place to maintain 100% of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.
- ✘

TIMELINE SUMMARY REPORT

- ✘ (APR Indicator #11) A description of the how the LEA will increase the percentage of students with parental consent to evaluate, who are within 60 days. (Compliance Indicator)
- ✘
- ✘ State Target 2012-2013 - 100%
- ✘
- ✘ Latest district data: 100%
- ✘ **LEA Narrative Description:** The system will continue policies to meet 100% of students evaluated and determined eligible for special education within 60 days.
- ✘

WRITTEN PLAN IN PLACE

- ✘ There are thorough written procedures that address all measurable indicators and important processes that support the provision of FAPE and the appropriate use of federal, state, and local resources. Stakeholders have participated in developing these written procedures. (GCIMP Compliance Rubric)



CALHOUN CITY SCHOOLS SPECIAL EDUCATION MANUAL

2012-2013
Robert Orfield Director

A copy of the Georgia Department of Education's "Special Education Rules" can be found on the website, www.doe.k12.ga.us under "Board of Education"—"State Education Rules". Then choose Rule Numbers IDDF (1) through (21).

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TO: Certified Special Education Staff
FROM: Robert Orfield, Special Education Director

You are responsible for the content included in this Procedural Guide. When you have read and studied the guide, in its entirety, sign and send a copy of this page to me. At the latest, I should receive your signed copy by the end of the second full school week.

I have read and understand the Calhoun City Schools Special Education Procedural Guide and understand that the procedures therein are part of the Duties and Responsibilities Instrument.

Signature

Date



It is our mandate to provide students a free and appropriate public education in the least restrictive environment. It is important to keep that focus in mind as the IEP team determines the best course of action to help students access the general curriculum.

It is incumbent upon each educator to be knowledgeable in the processes of Response to Intervention to be able to continue offering lower tier interventions as well as tier four interventions for ESOL and Special Education. The special education staff must be familiar with the various procedures such as initial referrals, consent for testing, eligibility, and other elements of the placement process. Each element has deliberate steps and forms that must be utilized correctly.

LEAD TEACHER/ CASE MANAGER

- ✘ Case managers are charged with ensuring that each child on the caseload has a current IEP, that each child is receiving an education in the least restrictive environment, and that any accommodations are being followed in the classroom. Case managers are also responsible to maintain timely paperwork including re-evaluations and the type of setting in which the instruction will take place.
- ✘ Each school will have a lead special education teacher that will assist the case managers in the performance of their duties. The lead teacher will work with the director to provide information to the appropriate stakeholders at each school. The lead teacher will work to ensure that each special education staff member is in compliance to all laws, policies, and procedures.

THE IEP

- ✘ The IEP meetings are essential in determining how the child is to be instructed, accommodations to be received, and assessments to be taken. These important decisions require careful deliberation on the part of all stakeholders of the team. An IEP meeting should be completed in a manner in which all parties have input and come to consensus within the guidelines of special education laws and regulations. Students should be involved in the process when appropriate as the student will eventually advocate for themselves in post-secondary transition.

WRITTEN PLAN IN PLACE

- ✘ Written procedures are updated as needed and are readily available in multiple formats to district personnel, local school administration, and classroom teachers. (GCIMP Compliance Rubric)
- ✘ The Special Education Manual is available on Infinite Campus, hard copy, and system shared folder.

PROCEDURE REVISION

- ✘ The District Special Education Leadership Team comprised of the Director, Psychologist and lead teachers from Pre-K, Primary, Elementary, Middle, and High Schools will develop stakeholder teams for the specific Special Education Rules that each member is assigned. The task is to study the procedure presently in place and to use the GCIMP protocol for procedure development to make adjustments to present procedures and report back to the leadership team to make revisions.

Template for Procedure Development

Date _____

Stakeholder Team

Name	Title

1. State Rule and Provision(s) to be addressed:

Rule:

Provision:

2. Brief explanation of the rule's intent, impact upon the district, and a list of any measureable indicators or other relevant data collected by the district that could inform development of written procedures addressing that rule and provision. Include the current procedures from the District Special Education Manual.

3. Overarching Questions:

(A scribe should be used to capture the essential points of the discussion)

4. Performance Target: Measurable Indicator/Data Outcome

5. Process: Steps

A. What is to be accomplished?

B. Responsibility

- 1. District Teacher
- 2. School Administration
- 3. Classroom Teacher

A. Professional Learning Needed

1. Monitoring: Measuring Compliance

2. Create written procedure:

3. Rubric for compliance for pre and post self-evaluation:

Upon completion, the written procedures will be shared with the leadership team with revisions made as needed based on laws and policy.

TRAINING NEEDED TO IMPLEMENT PLAN

- ✘ Professional learning in order to support implementation of compliant practices is provided to all appropriate staff to include administrators, classroom teachers, and support staff. Provisions are made for newly entering staff to have this same level of professional learning. All staff receive annual updates on any revisions or changes in procedures. (GCIMP Compliance Rubric)

PROFESSIONAL DEVELOPMENT

- ✘ Professional Development is base on three criteria.
- ✘ 1. Training to meet compliance of Special Education Rule revision is a priority.
- ✘ 2. Each school develops a school improvement plan which outlines weak areas based on data with corresponding training for improvement.
- ✘ 3. The schools conduct a needs assessment based on needs from the staff and priorities are established.

CALHOUN CITY SCHOOLS PROFESSIONAL LEARNING NEEDS ASSESSMENT 2012-2013

Topics	Please list specific programs/courses or activities needed
Creating a Standards Based Classroom	
Reading: Writing; Phonics and Fluency; Building Comprehension; Balanced Literacy, Teaching Reading in the Content Area	
English/Language Arts: Teaching Writing across the Curriculum	
Mathematics: Workshop Model	
Science: (Specify Need)	
Social Studies: (Specify Need)	
Health / Physical Education / Fine Arts Integration	
School Improvement / Professional Learning: Understanding the School and Class Keys	
Technical / Vocational: Using data to improve CTAE Program	
Co-Teaching (K-12) – Inclusion Strategies	
Using Data to Improve Instruction (Data Driven Decisions)	
Teaching Gifted in the Regular Classroom	
Teaching ELL in the Regular Classroom	
Technology Integration (List specific needs)	
Gifted Endorsement	
ESOL Endorsement	
WOW-Working on the Work-How to Engage Students in the Work	
Learning Focused Schools Training (Specify Need)	
Whole Faculty Study Groups	
Assessment Strategies FOR Learning	
Strategies for differentiating instruction for diverse learners	
Georgia Performance Standards (Unpacking / Assessment / Task Analysis / Unit Planning – Math, Science, Social Studies)	
Classroom Management Strategies	
School Safety / Safe and Drug Free Schools	
RII: Matching Academic Needs to Interventions	
Aims-Web	
Other: GPS Science Smart-board Training Study Island Social Studies New Grading Program Flex Grouping Strategies Reading Across the Curriculum Teachers rank order from 1-5 their priorities. We then tallied the results for the totals.	These are our top 5. If teachers were to get ESOL endorsement, it may satisfy teaching ELL in the regular classroom and ESOL endorsement.

MONITOR TO ENSURE COMPLIANCE

- ✘ Staff self-monitor compliance by means of procedural checklists, data collection, and/or peer review instruments that are then submitted to administrators for review. Staff is held accountable for the accuracy and compliance of these submissions through a monitoring process that provides feedback to improve compliance. (GCIMP Compliance Rubric)

COMPLIANCE MONITORING

- ✘ Case managers submit monthly case management forms to lead teachers for review. Lead teachers check for accuracy and submit to the Director for review.
- ✘ Records are systematically reviewed at the Central Office level for completeness and accuracy.

EFFECTIVE OUTCOMES RELATED TO PROCEDURES AND PRACTICES

- ✘ Data is collected and reviewed for improved performance on measurable indicators based on state targets. Data meets state targets and is used to inform and improve practices and procedures. (GCIMP Compliance Rubric)

SPP/APR

DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS

2012 State Performance Goals and APR – 20 Indicators for Students with Disabilities

II. Improve Services For Young Children (Ages 3-5) With Disabilities

(5) A description of the how the LEA will increase the percentage of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday. (SPP/APR Indicator # 12)

5. LEA Narrative Description: **State Target 2011-2012 - 100%** Latest district data: 100%
The district will continue policies in place to maintain 100% of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.

III. Improve the Provision of FAPE to Students With Disabilities

(8) A description of the how the LEA will increase the percentage of students who are evaluated and determined eligible for special education within 60 days. (APR Indicator #11)

8. LEA Narrative Description: **State Target 2011-2012 - 100%** Latest district data: 100% 2009-2010 annual report
The system will continue policies to meet 100% of students evaluated and determined eligible for special education within 60 days.

REFERENCES

- ✘ **Special Education Rules** <http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Special-Education-Rules.aspx>
- ✘ **Implementation Manual** <http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Implementation-Manual.aspx>
- ✘ **State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations**
[http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-\(SPP\),-Annual-Performance-Reports-\(APR\)-and-Annual-Determinations.aspx](http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-(SPP),-Annual-Performance-Reports-(APR)-and-Annual-Determinations.aspx)
- ✘ **General Supervision - Georgia's Continuous Improvement Monitoring Process (GCIMP)**
[http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia's-Continuous-Improvement-Monitoring-Process-\(GCIMP\).aspx](http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia's-Continuous-Improvement-Monitoring-Process-(GCIMP).aspx)



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Our mission is to inspire all students to become life-long learners in the pursuit of excellence.