Sumter County Schools

Special Education
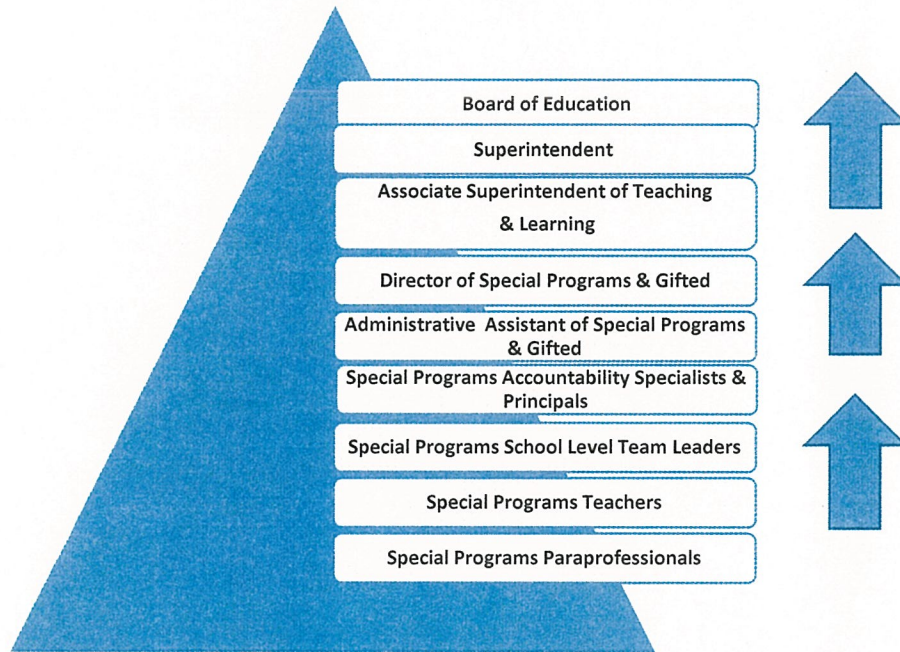
GO-IEP Handbook and Procedure Manual

July 1, 2018

Sumter County Schools Special Programs & Gifted Communicative Protocol

● **Flow Chart**

| Board of Education |
| Superintendent |
| Associate Superintendent of Teaching & Learning |
| Director of Special Programs & Gifted |
| Administrative Assistant of Special Programs & Gifted |
| Special Programs Accountability Specialists & Principals |
| Special Programs School Level Team Leaders |
| Special Programs Teachers |
| Special Programs Paraprofessionals |

● **Process**

1. All verbal and written communications will be communicated via the Sumter County Schools Special Programs Communicative Protocol (See the above flow chart) without exception effective July 1, 2018.

2. Special Education Department paraprofessionals, teachers, team leaders, and accountability specialists will not contact the *Superintendent*, Associate *Superintendent, or school board members* directly at any time. Only the Special Programs Director will communicate Special Education Department matters directly to the Superintendent and/or Associate Superintendent when indicated.

3. Principals, their designees, and *Accountability Specialists* are expected to and may contact the *Special Programs Director or Special Programs Administrative Assistant* directly at any time.

4. Special Education department paraprofessionals, teachers, and team leaders will not contact the *Special Programs Director* prior to initial contact with the *Accountability Specialists*. Accountability Specialists will notify the Special Programs Director and Special Programs Administrative Assistant of all communications made to or by principals, team leaders, or parents.

5. School level Special Education teachers and paraprofessionals will not contact the *Accountability Specialists* prior to initial contact with their school level *SpEd Team Leader*. SpEd team leaders are expected to communicate SpEd issues directly to their *Principal* and, if warranted, *Accountability Specialists*.

6. Special Education department staff members who fail to comply will be redirected to reference and adhere to the **Special Programs Communicative Protocol** as outlined in the above flow chart effective July 1, 2018. Any Special Education Department staff member's failure or refusal to comply with the protocol may be subject to disciplinary action effective July 1, 2018.

The vision of the Sumter County Schools to ensure that all students receive an equitable education and graduate, college and career ready.

NOTICE

If the information in this handbook is found to be inconsistent with local board policies, state board rules, or State or Federal rules and guidelines, the local board policies, state board rules, or State or Federal rules and/or guidelines will take precedence over the information provided. The policies and procedures covered in this manual are not intended to be all inclusive.

BOARD POLICY MANUAL

Refer to the Board Policy Manual for Sumter County Schools, which is on file at each school in the system, for a complete listing of all policies.

DISCLAIMER

This employee's handbook is not intended to be a contract or part of a contractual agreement between the employer and the employee. The employer reserves the right to modify, delete, or add to any of the policies set forth herein without notice. The employee will be informed of any changes in policies as soon as practical.

Notification of Receipt

Please sign the bottom of the notice signifying receipt of the Sumter County Schools' Special Education Go-lEP Handbook and Procedure Manual and return to the Special Education Office.

I, _____ have received the

Special Education Go-lEP Handbook and Procedure Manual.

Employee Signature _____ Date _____

Learning Knows No Bounds

Dear Special Education Department Staff:

This handbook has been prepared in an attempt to provide you with the administrative procedures and many of the guidelines relating to GoIEP and your role as a Special Education case manager in Sumter County Schools.

If you have any questions regarding the information included in the handbook, please contact your Sp.Ed team leader or the Special Education Office for clarification. In addition, your suggestions for the improvement of the handbook and procedures are most earnestly solicited.

A complete copy of the Sumter County Schools Special Education Policies and Procedures Manual developed under the guidance of the Georgia Department of Education Division for Special Education Services and Supports Active Engagement Process has also been provided to you. You are encouraged to become familiar with that document as well.

It is my sincere hope that your role as a Special Education teacher/case manager with Sumter County Schools is personally and professionally rewarding. Please call on me if I can assist you.

Sincerely,

Jacqueline King

Jacqueline Davis King
Special Programs Director

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."
Margaret Meade

Table of Contents

Scheduling the IEP / Eligibility Meeting

- The IEP meeting should be **scheduled** <u>at least</u> 30 days before the current IEP expires. This means that you should have mailed the meeting notice to the parent at least 30 days before the current IEP end date. This will allow time to reschedule if necessary. *{DO NOT COUNT HOLIDAYS)

- The meeting should be **held** on or before the date assigned by the SpEd office.

- GOIEP will let you know if a re-evaluation is needed. If you think that a re evaluation is needed immediately **OR** within the current school year; email Mrs. Gia Sandwich at gsandwich@sumterschools.org The SpEd Office will let you know if you need to have a re-evaluation decision meeting. If notified, you must complete a re-evaluation packet and submit to the SpEd Office.

- The notice must be sent to the parent at least 10-days prior to the meeting date unless the parent agrees to waive the 10-day notice period.
    - o If the parent agrees to waive the 10-day notice period, document this in GOIEP.

- If the parent indicates that he/she **will not attend:**
    - o Contact the parent and encourage them to attend via conference call or any other method as appropriate.
    - o If the parent still indicates they will not attend, send the parent input letter.
    - o If there is no response from the parent, send a second input letter. If the parent does not respond to the 2nd letter, call the parent or ask the Parent Mentor (Sharon Reese) to make a home visit.

o   Remember that at least 3 attempts **must** be made to inform the parent of a meeting and to elicit parental input. Document all attempts in GOIEP.

o   The SPED Administrative Assistant, Gia Sandwich, will notify you **ALL** Initial, Eligibility/lEP, Re-Eligibility, Transfer IEP meeting, and Annual Reviews. She **will** send out a notice to case managers via email. The case managers must send out meeting notices to **ALL** required team members (including
the parent). These meetings can be rescheduled, **BUT not after** the assigned meeting date given (by Mrs. King) because of timelines.

GO-IEP DOES NOT

AUTOMATICALLY SAVE

YOUR WORK

BE SURE TO SAVE EVERY

PAGE   AS YOU WORK IN THE

SYSTEM!!!!!

Transfer students

- When a student transfers from another County, a Sumter County IEP must be written <u>within 30 days of enrollment</u> (In order to access a student's record in GOIEP, the system has to "claim" the student's GTID # in SLDS. Please contact your school registrar and/ or OCHS to make sure that the **GTID is claimed).**
    - o It should be a formal scheduled meeting where the entire IEP is written.
    - o It is fine to refer to information in the IEP from previous county in the IEP you write, but make sure you note that this is where that information came from (ex. If the previous IEP notes behavioral or academic problems that you have not seen in the current school setting, you can note that the previous IEP mentioned these problems, but they have not been noted/or are not a problem in the current setting and will be addressed appropriately should they become a problem).
- Check with the SpEd Office to make sure re-evaluation is not needed.
- Remember that when a student transfers from <u>out-of-state,</u> Sumter County IEP is considered the initial IEP and all dates on the Event Codes Table should be entered as such, not as a re-evaluation or annual review.

Notice of IEP Meeting

The parents must be notified of the proposed date, time, and location of an IEP meeting to give them sufficient time to make arrangements to attend or contact the school to reschedule the meeting. The notice of meeting should include the purpose of the meeting, the proposed date, time, and location; as well as (when possible) the names and positions of the people that the district will invite or has invited to attend. The meeting notice in GOIEP meets the requirements. The school system must give the parents every opportunity for a convenient, mutually agreed upon meeting time as well as the option to reschedule so that the parents may attend. Parents may attend by telephone or video conference if attending in person is not possible. The case manager will set up the IEP meeting and send home written notice of the meeting from GOIEP. Notification should be given at least 10 calendar days prior to the meeting.

Contact must be made with the parent either by the returned notice or email or by phone to ensure that parent has been notified of the meeting. If the case manager is unable to contact parents, use of administration, certified mail, home visit, or parent mentor may be necessary. One mailed letter and one phone call without any response is sufficient notice.

A *minimum* of two attempts must be made to involve a parent. On attempt MUST be the written notice of IEP meeting form. Attempts may include:

1) Notice of meeting from GOIEP sent in mail
2) Notice of meeting from GOIEP sent with student
3) Telephone conversation
4) Certified mail
5) Home visit
6) Social worker

B. If no response is given and no phone contact was made, then certified mail or social worker/home visit should be done to document the parent has been notified. After parent has been notified and no response given, the meeting may proceed without parental attendance.

C.If a response is given stating that parent will attend, you may proceed with the

meeting with or without the parents in attendance. (If the.parent requests to reschedule, you may not proceed without them.)

Documentation of Parent Contacts:

Documentation of parent contacts must be indicated in· GOIEP inthe Log tab under contact log.

IEP Team Members

IEP Team Required Members
* These are individuals who are required by law to attend the IEP meeting.
> Special education teacher,
> One general education teacher who teaches in the area of the student's disability
For students in self-contained classes, a general education teacher who works with the student must attend meetings and is a Required Member Exception: 3-year old self-contained – or general education teacher is required..
> Secondary service providers, i.e. OT, PT, VI, and SLP
> School nurse (if the student takes medication at school)
> LEA (It is not necessary to list the LEA's nam.e; instead, write "Principal", "Assistant Principal", "School Representative", etc.) Remember that the

LEA <u>must</u> be someone knowledgeable about available resources **and** who has the authority to make decisions regarding placement and/or resources at that school.

* A parent excusal form is needed **PRIOR** to the meeting if any of these individuals wi‖l. not be able to attend (see page 8 for detailed instructions).

* If a Required Member enters a meeting late AND/OR leaves early, an excusal **must** be completed.

> Notify the parent <u>prior</u> to the start of the meeting that the LEA will be arriving late/leaving early and give them the option of waiting until the LEA arrives (written excusal is still required), or of rescheduling to another date when the LEA will be available for the entire meeting.

- o The "IEP Meeting Early Dismissal/ Late Arrival Form" (Appendix B) must be completed by the case manager and signed by the parent.
- o Document this in the meeting summary.

<u>Additional Members</u>

These are individuals who are not required by law to attend, but may do so when appropriate.

May include:

> School Psychologist

> Other general education teachers

> DFCS

> Social Worker

> School nurse (if the student does NOT take medication at school)

> Transition Coordinator

>- Vocational Rehab-These individuals should ALWAYS be listed as Additional Members and should be listed by position rather than name. If an outside agency will be attending, the parent should be notified **IN** ADVANCE to the meeting.

Parent excusal is **not** required for these individuals.

- If a name is listed in the Required Members section and that individual does not attend, an excusal letter **MUST** be signed by the parent **prior** to the start of the meeting.
- An excusal letter is **NOT** required for Additional Members.
- If a Required Member enters a meeting late or leaves early, an excusal **must** be completed. Notify the parent prior to the start of the meeting that the required member will be arriving late/leaving early and give them the option of waiting until they arrive (written excusal is still required), or of rescheduling to another date when the required member will be available for the entire meeting.

Parent Excusals

If you know **prior** to a meeting that a required member cannot attend:
- o Contact the parent to let them know the member cannot attend.
- o Send a parent excusal letter (it can be found in GOIEP in the meeting tab).
- o If the parent wants to proceed with the meeting without the required member, the required member must submit written input regarding the student. (See the Lead Teacher in your building for procedures at your school.)
- o Another general education teacher who works with the student must attend the meeting in place of the required member. This teacher becomes the "required" general education teacher and is subject to the same rules as other required members.
- o The signed excusal letter must be turned in to the SPED office with the original signature page.
- o You **cannot** do excusals for eligibility meetings; only for IEP meetings.

If a required member is **absent** on the day of the meeting:
- o Call the parents BEFORE THEY ARRIVE FOR THE MEETING and offer to reschedule.
- o If the teacher has given prior input AND the parents agree to meet without the required teacher, proceed with the meeting.
- o Another general education teacher who works with the student must attend the meeting in place of the required member. This teacher becomes the "required" general education teacher and is subject to the same rules as other required members.
- o If the parent consents to excusal, but is attending via conference call, note their consent on the excusal letter (e.g. verbal consent given by parent over the phone) and in the IEP under Parental Concerns..

Starting the IEP/Reevaluation Meeting

Planning conferences among school personnel in preparation for a placement meeting ano/or an IEP meeting are acceptable. HOWEVER, they should be conducted as "preparatory activities" or "PAs". These are not (and should not be referred to as) "meetings."

   o You may discuss relevant factors regarding a student in order to gather and/or organize your data.
   o No decisions regarding that student can be made at this time – decisions regarding placement, service delivery, eligibility, etc. **MUST** be made by the IEP Team.
   o Prepare an agenda for each meeting. This helps the meeting run smoothly and keeps everyone on track.

- Do not start your meeting until **ALL** individuals listed in the Required Members section are present (i.e. if the LEA is not there, get him/her BEFORE you start the meeting).
- Once all required members have arrived:
   1. Introduce all Team members.
   2. Give Parents Rights (available in SEMS) to parents.
      a. It is not necessary to send Parents Rights with the meeting notice. They can be provided at the meeting.
      b. Remember that Rights must be provided to parents at least once per year.
      c. Review Rights as appropriate with parents and check for their understanding of their rights.
   3. Begin going through the IEP.

      a. The present level of performance, demographic information, and proposed goals/objectives can be started prior to the meeting. However, it should be expressly explained to the Team that this is a draft and that any section of the IEP can be changed/revised during the meeting based on the decision(s) of the IEP Team.
      b. Decisions regarding services must be made and added to the IEP during the meeting. Make sure the Services page is blank before the meeting begins.

o The SPED Office uses a system to help keep up with re-evaluations. The SPED Office will send annual review reminders to case managers and team leaders. All meetings must be held by the date given to you by the SPED Office <mark>NO EXCEPTIONS!!!!!!</mark>

STARTING AN IEP IN GOIEP

Tab: Profile

- Student and School Information: Most of this page is populated from SLDS; however, you can update/edit the student address.
    - Parent/Guardians: You must add parent/guardian/surrogate so that the name will populate to the meeting notice. You do this by clicking "add" parent/guardian/surrogate"
    - Assessment Data: All assessment data available in LDS automatically populates to this page.
    - SOP: GOIEP will only open this page if the student is eligible for a Summary of Performance.

Tab: Team Members

You must enter **ALL** team members names here (required and other), by clicking "add team member". The students name will automatically populate here. There are four types of team members: system users, non-system users, Parent/Guardians, and other users.

Tab: Timelines

- This page displays all state and federal mandated dates, such as the date Consent to Evaluate was signed, and the date the current IEP will lapse (expire).
    - If you are completing an IEP annual review, you need to click "start IEP annual review"
    - If this is an initial IEP, you need to click "initiate initial eligibility meeting".

Tab: Meetings

- The meeting date will populate on all forms.
- To change the initial meeting date, you must "reschedule" meeting in the meeting notice(s) section (on the response/reschedule page).
- Go to each blue tab and fill in the information for the student (be sure to fill in the "meeting role" for each attendee.
- If you are going to address transition (i.e. transition plan), you need to include "discuss transition" in the meeting notice. You will not have access to the transition plan if you do not include this in the meeting notice.
- Click "submit" to complete the meeting notice.
- If you set up a meeting by phone, you still need to enter a meeting notice into GOIEP. print it, and send it to the parent. The law states that the parent must be informed "in writing". GOIEP always populates the day that you PRINTED the notice, onto the notice.

Tab: Eligibility

Because Sumter County was new to GOIEP, we initially entered "mock eligibilities" into the system so that IEP's could be written on students. Only dates were entered. Currently, most students enrolled in SpEd have active eligibilities in GOIEP. The eligibility tab will generate eligibilities, re evaluations and redeterminations forms.

- **Present Level of Performance:**
  <mark>REMEMBER!!! The PLOP drives the IEP. What you write here should give clear justification for what you write in EVERY other section of the IEP.</mark>

  Academic Achievement, Developmental, and or Functional Areas

  Assessed and Goals:

You must enter the frequency that parents will be notified of progress. GOIEP will alert you when a progress report needs to be completed based on the information entered here.

When creating a new IEP, the first question asked is "what are the academic,developmental, and /or functional needs of the student?" To answer this question, click "add area".

You must enter information (strengths and weaknesses) in each area assessed (see drop down menu) and add a goal for weaknesses in each area.

-You **must** justify ALL accommodations in the weaknesses section of the PLOP. <mark>You must add instructional accommodations on this page in order to add accommodations on the supports page. Accommodations should be based on NEEDS. DO NOT OVER ACCOMMODATE!</mark>

-Click on the + to add goals (Goals should be based on the needs of the student. Objectives are only required for GAA students [task analysis]. The GaDOE does not want to see goals written as follows: Student will improve math skills. This is not measurable. Write 2-3 specific goals to address the students weaknesses.

Please prioritize goals. You may not be able to address all weaknesses within one school year. Write goals that the student can "realistically" accomplish in one year.

-You no longer need to write a goal for nursing services, unless it is a TRUE goal (i.e. A student is not able to swallow a pill and you are working on feeding skills.). <mark>You do need to document nursing services in the PLOP as a need.</mark>

-**Strengths:**
>- Be sure to list only specific, RELEVANT student strengths that will aid in planning instruction.
>- When possible, be specific regarding the actual skills the student

demonstrates a strength in (ex. reading
comprehension, math operations, etc.)

-Needs:
>- Identify and discuss specific **skill deficits/delays.**
>- Note the area of eligibility for the student and be sure to discuss their
abilities/level of functioning in the identified disability area(s).
>- Goals/objectives, accommodations, services, etc. will be based on
information provided in this section - be **sure** to discuss the weaknesses that
necessitate the need for goals and accommodations.
>- If the student evidences academic weaknesses in other areas unrelated to
the primary disability, you may list/discuss them here. However, you should
also note the RTI interventions that are being provided to address these
weaknesses.
   o Note that these are academic **weaknesses,** not identified areas
   of disability.

o Do not list RTI intervention programs by name; talk about them in the terms of
their function (ex. A reading intervention program to address weaknesses in basic
reading skills).
   } If the student demonstrates a behavior/deficit/etc. that warrants the
   need for a testing modification, this should be noted here.
   } If the student receives medication or any other nursing services on a
   consistent basis at school, you should note this here.

Other Discussions

   • The other discussions" area includes general information about the student.

   The Present Levels wizard will guide you through this section with
   questions and checklists to consider. When you are done with the
   student compass, click

   "Finish" to copy the information into the IEP.
This section includes parent input, strengths, interests, and how the disability
affects the students' involvement in the general education curriculum.

Parental Concerns:

   }This section must be completed.
   } Do not write, The parent does not have concerns". Or "Parents are
   happy with progress". Ask questions to elicit meaningful parent

<u>feedback.</u>
} If the parent indicated that they do not plan to attend the meeting, send the cover letter requesting input (Appendix A)

<u>Please make a reasonable attempt to have the parent and student (when appropriate) attend and participate in the scheduled IEP meeting. If they cannot attend the meeting, offer the option of participation via conference call, or any other method as appropriate. Meet with students between classes to review IEP information and get their input. Do whatever it takes to elicit meaningful input and to get parents and students to take an active role in the IEP process.</u>

Transition Decision

- In order to have access to the transition plan, you MUST have included, discuss transition in the meeting summary. Specific instructions are included in the GOIEP instructions packet: All transition plans must follow the guidelines set in place by the Sumter County Schools' Transition Coalition. All rules and procedures will be strictly adhered to.

Consideration of Special Factors

For some students, special factors may prevent a student from performing certain tasks. This section guides you through these special factors to consider, such as whether a student needs assistive technology or a behavioral intervention plan.

It is required that you consider Assistive Technology (AT)for all students. Teachers must be specific about AT on the accommodations page. The AT considerations form is NOT required for every student, so only use it when you need it. If you check that the child DOES require AT, then you need to fill out the AT considerations grid, **Go to: www.gpat.org** for resource and information. The GPAT manual is especially useful.

It is required that you consider COMMUNICATION needs for all students. You must answer "yes" if the student receives speech services.

You are only required to consider "service for students who are blind or visually impaired" for students who are deaf or hearing

impaired.

You are only required to consider "service for students with limited English proficiency" for students who are ELL (English Language Learners).

Optional Decisions

GAA Participation Decision

- o Click yes or no. If "yes" is selected, no state required testing information

  will be available for this student.

- o The GAA flowchart is embedded into GOIEP.

- o REMEMBER: When filling out the GAA flowchart, SIGNIFICANT cognitive deficit indicates students whose IQ falls into the MOID, SID, PID cognitive range. A student whose IQ is within the MILD cognitive range can also qualify for the GAA; however, they must have documented motor, sensory, or emotional behavior deficits which significantly impact educational performance.

- o Math Rubie: This page will only appear if the student is eligible to receive the service.

- • Accommodations: This section will guide you through accommodations that are required for testing and supports for the classroom.

o **State Required Testing**
  -Click "Add/Update Accommodation to add testing accommodations.
  -If there are NO accommodations, leave the space blank. GOIEP will populate "none needed" when the IEP is printed.
  - Remember that the PLOP drives the IEP.
    o   If a student is getting small group, extended time, or any other accommodation, you need to have information justifying the necessity of the accommodation(s) in your PLOP (most likely in the weaknesses section).
    o   For example, if you have a student who has difficulty attending in the large-group setting, then you _should note this in the PLOP. That way, when you see the small-group accommodation, you can turn to the PLOP and see why it is necessary for this student.

o **Student Supports**
  -       These are accommodations that teacher make in the classroom. Click "add support" to add student supports.
  -If there are NO accommodations, leave the space blank. GOIEP will populate "none needed" when the IEP is printed.

GA DOE Information on Accommodations vs. Modifications: *"Accommodations* do not reduce learning expectations. They provide access. However, *"modification"* refers to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency c.1t a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Examples of modifications include:
  • Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems, shorter spelling lists, etc.),
  • Reducing assignments and assessments so a student only needs to complete the easiest problems or items,
  • Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four), or
  • Giving a student hints or clues to correct responses on assignments and tests.
Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements.

Providing a student with an unapproved modification during

a state-mandated assessment constitutes a test irregularity and may result in an investigation into the school's or system's testing practices, as well as an invalidation of the student's score."

Moral of the story: Provide your students accommodations rather than modifying their work. Give them exposure *to* the same information in which non-disabled peers are exposed to.

Instructional Accommodations

This refers *to* specialized instructional strategies/practices that a student <u>requires on</u>
. <u>a regular basis</u> in order *to* access the general education curriculum.

- Does not include strategies/practices that are provided as a regular part of the classroom (i.e. accommodations are something they would not ordinarily get if there wasn't a need and it wasn't written in the IEP).
- Be sure *to* write this section as a narrative.
- Avoid writing statements such as "The student will... " over and over.
- Do not use the term "as needed".

Classroom Testing Accommodations

These are accommodations that are being used for classroom tests on a regular basis so that the student may access the material.

- If you list an accommodation, it should relate directly to a weakness discussed in the PLOP.
- Avoid writing statements such as 'The student will... " over and over.
- Do not use the term "as needed".
- Accommodations listed under District and Statewide Testing must be listed here as well.

• Extended School Year

Extended school year (ESY) refers to special education and/or related services provided beyond the normal school year of a public agency for the purpose of providing a free, appropriate public education (FAPE) *to* a student with a disability in accordance with the child's IEP, at no cost to the family. In order to make an appropriate decision, progress monitoring and data collection are important. Teachers should progress monitor for ALL Goals, collect data after long breaks, and if regression is observed, continue to progress monitor for recoupment.

-Any information entered on the ESY page will be included in the printed IEP; all questions will be printed as a list of factors considered.

-If the answer to questions 1-6 is yes, further information SHOULD be entered in the appropriate text box.

The final ESY decision cannot be YES unless there is at least one YES response for questions 1-6.

The final ESY decision can be NO even when questions 1-6 contain multiple YES responses (**All kids regress during summer break. It MUST be a **significant** regression to qualify for ESY.)

-If the final ESY decision is YES, the IEP must also include at least one service checked for ESY and at least one goal checked for ESY (These are not new goals; they are goals that the student is not making progress toward).

-If you have a student that qualifies for ESY, notify the SPED director immediately so that arrangements can be made.

Transportation
-Click "yes" or "no" to answer the question.

-Special transportation is a **related service,** so if the student requires special transportation, you should also document in the service(s) page.

- **Services**

    o **Every IEP requires one or more services.**
        -You must select the placement options that were considered for the student. You cannot select a service that is not marked as "considered". You should begin considering at the top of the continuum and continue considering all options until you arrive at the options which are the least restrictive placement options in which the committee agrees that the student can be successful.
        ,...,Too add a service, click "add service".

        -You much click to select the service category, select the service nature, select whether it is inside or outside of General Education, select a content area, and select the number of segments per week (most of these have a drop down box).
        -Service Delivery Options: Start at the top, check each box and work your way down until the committee agrees that appropriate services are in place.
        - **Consultative-** Student receives at least one segment per month of direct service from the special education teacher

        - **Collaborative-** A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom for less than one full segment daily

Co-teaching- The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher at least one full segment daily

Supportive services- Student receives services from personnel other than a certified teacher in the general education classroom (i.e. paraprofessional, interpreter, job coach, etc.)

Related services- Use this section to address services provided by OT or PT, and to address PE. Make sure you address services in the correct section (see instructions regarding which section to enter services in above). In most cases, this will go in Section IX.

> -Services provided by the SLP and the VI teacher should be entered as Separate Class; do not use Supportive or Related Services. Enter as if provided in a resource room, or in the appropriate area if provided in the general education classroom.
> -Services are to be entered as segments per week. One segment = 60 minutes. Therefore, if a class lasts 90 minutes and you provide services for the entire class period, that equals 1.5 segments per day (7.5 per week if served daily).
> -SLP, VI, OT, and PT should also use segments.
>
> -Service dates should match up with Implementation and Ending dates listed on the first page of the IEP:
> - The *Initiation of Services* date should be 10 days after the meeting date (except in the occasional "special" situation).
> - The *Anticipated Duration* date (ending date) should be one year minus one day from the *Meeting* date. For example, if a meeting date is 10/15/2009, the initiation date will be 10/25/2009 and the anticipated duration date will be 10/14/2010.

o Rationale for services outside of General Education
If a student receives any services outside of general education, a box will appear in which you will need *to* give an explanation of why the student need *to* receive services outside of general education. The field should include the following:
> -Information about the characteristics of the disability (more than just identifying the disability).
> -Specific information on how this impacts performance in the general education classroom.
> - Type of instruction that will be provided in the separate classroom.

Reminders

YOU CAN AUDIT (SEE WHERE MISTAKES ARE) IN AN IEP AS MUCH AS YOU CHOOSE; <u>HOWEVER, DO NOT FINALIZE AN ELIGIBILITY OR IEP.</u>

ALL ELIGIBILITIES, REDETERMINATIONS, AND IEPS WILL BE FINALIZED BY GOIEP TEAM LEADERS OR THE SPECIAL PROGRAMS DIRECTOR , MRS. KING.

Other Required Pages for the IEP
Behavioral Intervention Plan

(if applicable)

Used to outline the steps being taken to address problematic student behaviors. This may include aggression, failure to come to class prepared, failure to complete assignments, or any behavior that interferes with academic performance. Directions for writing the BIP are available under District Help. Note that you can have 1-3 target behaviors and you address each behavior individually (i.e. if addressing 3 behaviors, you would enter one behavior per tab). Behaviors should clearly defined, specific, observable, and measurable.

Transition Service Plan

Must be completed on all students beginning at age 14 years or 8TH grade (whichever occurs first). The Transition Service Plan **MUST** be reviewed and approved by a team leader **PRIOR** to the IEP meeting. If changes are made during the IEP meeting, make sure the team leader reviews these changes BEFORE you turn in the IEP to be reviewed.

Meeting Attendance

GOIEP does not have a meeting attendance page in the program; however, it is policy to have a meeting attendance signature page for each meeting held.

Meeting Summary

There is a text box at the end of the IEP on the page to AUDIT and FINALIZE the IEP. You can use this text box to summarize the IEP meeting.

Progress Report

Used to report progress toward IEP goals and objectives. It should be completed and sent to parents at least every 9 weeks along with the report card. This form is cumulative- it should be completed across the school year/duration of the IEP. When the IEP ends, there should be no less than four 9-weeks periods indicated on the Report, as well as data regarding performance on or just before the day the IEP meeting. The progress report should be completed, printed, and turned in with the old IEP with progress monitoring data attached. After an IEP has become active, you can issue progress reports to a parent. GOIEP will alert you when the progress report is due. We can track that progress reports are being completed on all students. A progress report is a list of progress notes for each goals and objective in an IEP. To create a progress note, click on the student's name from the dashboard OR, select a student from the Caseload list and click on the Progress Notes tab.

After the IEP Meeting:

- Spell check the entire IEP (GOIEP does not have a spell check built into the system). You can download Speckie (www.speckie.com) for free and the spell checks in GOIEP. It will spell check any internet based program.
- Reread the entire IEP to check wording, grammar, and punctuation.
- You are responsible for ensuring that secondary providers (OT, PT, VI, and SLP) have entered their information. Make sure you do this before you turn in the IEP in to the team leader for "peer review
- If the parent did not attend the meeting, send the draft IEP (with :DRAFT stamped on each page) to the parent with the "Parent Did Not Attend cover letter (appendix C)
    - o Add any input you receive into IEP in the appropriate area(s).
- The team leaders should **receive** paperwork within **three** days following the meeting. These dates are logged monitored for compliance.
    - o If parental input is received after the IEP is turned in, email Gia Sandwich so she is aware that you are entering it.

Paperwork to be turned into Gia sandwich at the Special Education Office:

Documents you should send to SPED are:

- Written notice(s)
- Parent Excusal (s) * If applicable
- Early Dismissal/Late Arrival
- Signed Meeting Attendance form/Signature Page

These items should be received within 3 days of the IEP meeting by the SPED team leader. The IEP Draft will be logged and reviewed for compliance. Feedback will be given via email, and teachers should respond in a timely manner. When all corrections have been made, the IEP will be finalized by the building team leader.
The team leader will notify Mrs. Sandwich when an IEP has been finalized. Mrs. Sandwich will print, copy, and mail the finalized documents to the parent from the SPED Office.

Amending an existing IEP in GOIEP

Once the IEP is Finalized, and it is the active IEP service date, the amendment link will appear in the IEP tab.

<mark>REMEMBER!!!</mark> The system policy for amending an IEP dictates that an actual meeting must be held and that all *required* IEP Team members must be in attendance to discuss the changes being proposed. Parents or other outside agency personnel may attend via conference call if that is more convenient for them, but required Team members must be present when this call takes place. This policy is in place to ensure that all changes being considered for a student are adequately and appropriately considered by all relevant parties prior to the change being made. All decisions

regarding a student's IEP **MUST** be made by the IEP Team.

Progress Monitoring (PM) Documentation Files (Working Folders)

- <u>PM Documentation Files should be brought to all Special education meeting-</u>
  - Files should contain all necessary documents and be updated in a timely manner
  - Random File reviews by administrators will be conducted
- <u>PM Documentation Files should be turned in to the SpEd Office</u>
  - If the student is no longer receiving special education services
  - If the student withdraws from school for any reason include a note with the official date of and reason for withdrawal so Mrs. Sandwich can withdraw the student in IC (e.g. moved to another county, transferred to YDC, etc
- <u>At the end of the school year</u>
  - When turned in, all folders should contain the appropriate documents as indicated on each folder list.
  - Progress Monitoring data up to that point should be included so that it may be passed on to the next teacher/school
  - If "checklist" or another teacher-created document (e.g. rubric) is listed as the method of evaluation, that document must be included in the appropriate folder so the next teacher can continue with progress monitoring as indicated in the IEP.

Procedures for Reevaluations

The need for **ALL** reevaluations should be decided at the
Annual Review meeting, After the decision has been made a
consent MUST be printed from the Redetermination page in
GOIEP and forward to the SPED Office within 3 days so that it
may be mailed to the parent(s) or guardian(s)

Special Education Procedures

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100 Learning Lane
Americus, GA 31719

229-931-8519

IEP Meeting Early Dismissal/ Late Arrival Form

I understand that the following. ,individual(s) arrived late or left early from the IEP meeting in which he/she was invited to attend, and possibly is not aware of the information concerning my child that was presented during their absence.

Name   Circle Appropriate Statement

_____   *Arrived Late / Left Early*

_____   *Arrived Late / Left Early*

_____   *Arrived Late / Left Early*

_____   *Arrived Late / Left Early*

_____   _____
Parent/ Guardian Signature   Date

APPENDIX   A

VIII. SPECIAL EDUCATION Instruction/Related Services in General Education Classroom/Early Childhood Setting:

Options Considered	Service	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content Specialty Area
	Co-teaching					
	Consultative					
	Collaborative					
	Supportive Services					
	Supportive Instruction	1 segment daily	10/24/2010	10/13/2011	Sp Ed paraprofessional	Elective
	Related Services					

IX. SPECIAL EDUCATION Instruction/Related Services Outside of the General Education Classroom:

Options Considered	Service	Frequency	Initiation of Services (mm/dd/yy)	Anticipated Duration (mm/dd/yy)	Provider Title	Content Specialty Area
	Separate Class	2 segments daily	10/24/2010	10/13/2011	Special Education Teacher	CBVI
	Separate Class	4 segments daily	10/24/2010	10/13/2011	Special Education Teacher	Academics
	Separate School					
	Home Instruction					
	Residential					
	Hospital/Homebound					
	Supportive Services					
	Related Services					

X. PARTICIPATION WITH PEERS The 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:

John Smith will receive 4 segments daily in separate class daily for academics. He will also receive 2 segments daily of separate class daily for CBVI. Due to John's significant academic weaknesses, he requires this intensive level of instruction in order to make progress. He will participate in 1 segment daily in the general education room with supportive instruction.

- Consultative-All academic segments per provision?
- Collaborative-Less than one segment per day
- Co-teaching-one or more segments daily
- Supportive Instruction-Special Education Paraprofessional
- Supportive Services-Special Education Paraprofessional
- Related Services-OT/PT/V/I

Student Name: _____

Case Manager: _____

Date turned in to registrar: _____

EVENT CODES TABLE

Event Codes	Student Evaluated Found Eligible	Student Evaluated Found Not Eligible	Student Evaluated Found Eligible, But Not Served	Student Evaluated Found Not Eligible, Then Subsequently Found Eligible	Annual IEP Review/ or IEP Review/ Re-evaluation	Parent Attended Meeting	Student Attended Meeting
'01' Babies Can't Wait Transition	If applicable	If applicable	If applicable	If applicable			
'02' Parent Consent to Evaluate	X	X	X	X			
'03' Initial Evaluation	X	X	X	X			
'04' Initial Eligibility Determination	X	X	X	X			
'05' Initial IEP Meeting	X		X	X (Not eligible)		yes / no	yes / no
'06' Initial IEP Placement/Transition Services Begin (BCW)	X		X	X		yes / no	yes / no
'07' Annual IEP Review Date					X	yes / no	yes / no
'08' Eligibility Redetermination				X (Eligible)	If applicable		
'09' Special Education Exit					If applicable		
'10' Parent Revoked Consent					If applicable		

Directions:

- Look at the headings across the top of the table and determine which column is appropriate for your student. Then look at the boxes under that column. You should have a date in each "X" in that column.
- Turn one copy in to the registrar. Keep one copy in the student's working folder and turn in at the end of the school year.
- Enter dates into the DOE Data Collection page in SEMS

APPENDIX C

EVENT CODES TABLE CHEAT SHEET

Event Codes	Student Evaluated - Found Eligible	Student Evaluated - Found Not Eligible	Student Evaluated - Found Eligible But Not Served	Student Evaluated - Found Not Eligible [2] Then Subsequently Found Eligible	Annual IBP Review or IBP Review/Re-Evaluation
'01' Babies Can't Wait Transition	If applicable	If applicable	If applicable	If applicable	
'02' Initial Parent Consent to Evaluate	X	X	X	X	
'03' Initial Evaluation	X	X	X	X	
'04' Initial Eligibility Determination	X	X	X	X	
'05' Initial IEP Meeting	X		X	X (Not Eligible)	
'06' Initial IEP Placement/Transition Services Begin (BCW)	X		X	X	
'07' Annual IBP Review Date					X
'08' Eligibility Redetermination					If applicable
'09' Special Education Exit				X (Eligible)	If applicable
'10' Parent Revoked Consmut					If applicable

RED - Event codes '01'-'06' refer to the initial (i.e. very first) consent, eval, elg, IEP mtg, and IEP implementation date. Once entered, these dates willremain the same from this point on.

BLUE-This is the date of the IEP mtg you just had. This date should be today, or prior to today. No future dates!

GREEN - If the re-eval was done at the IBP mtg or earlier during the cmTent school year, use that date. Iffe-eval has not been done this school year, leave this box blank.

ORANGE-If the student was dismissed or parentally removed from spec ed services (primary or secondary) during the current school year, put the date of the dismissal. If not dismissed from any services this school year, leave this box blank. Note you will use either event code "09" or '10', not both.

APPENDIX D

APPENDIX E

Age Exit Procedure

Federal mandate requires a free appropriate public education (FAPE) is made available to all children between the-ages of 3 and 21. The Local Educational Agency takes reasonable and appropriate steps to ensure that FAPE is- available to any individual with a disability who needs special education and related services.

The Sumter County School- system collaborates with students, families, and other relevant parties to complete that transition by age 22. It is the goal of the Sumter County school system to secure the successful transition of students to their desired post-school outcomes. It is also the policy of the Sumter County school system that all rights to a Free Appropriate Public Education (FAPE) as well as other rights under Individuals with Disabilities Educational Act (IDEA) cease on the student's 22nd birthday.

Free Appropriate Public Education and other rights under IDEA will be provided to eligible students up until one school day prior to their 22nd birthday. At that time all services to which the student had been previously entitled will cease.

This document is on file at theSpecial Education Office

Proportionate Share -Procedure

The Individuals with Disabilities Education Act-(IDEA) 160-4-7-.13, states_ that it is the Local Education Agency's (LEA) responsibility to locate, identify, and evaluate children who are attending private schools and home schools within the jurisdiction of the system. Additionally, it is the responsibility of the system to provide equitable special education services to those students who would receive services if enrolled in the system.

The Sumter County Schools will provide special education services to eligible students. Services will be provided on a first come, first serve basis, and services will cease when funds are expended. Sumter County Schools will provide services for the eligibility area of speech impairment. Services will be provided for eligible students with a moderate or severe articulation impairment. Services will be provided for eligible students with mild, moderate and severe language impairment.

June 28, 2011 *(most recent revision)

*This document is on file at the Special Education Office

F

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GO-IEP
APPENDICES

Georgia Online IEP (GO-IEP) Videos and Webinars

Videos

A variety of online tutorials have been created for your convenience. The first column has the video tutorials that have been created. The second column has the video tutorials that have captioning along with the video. Click on the title to view each tutorial. Videos are periodically added, please check back often.

Video	Video with Captions
Closing Open Meeting Notices	
Completing Redetermination Forms	Completing Redetermination Forms
Exiting Students	
GAA Participation Decision	GAA Participation Decision
Inactivating a Student Case	Inactivating a Student Case
Meeting Notices	Meeting Notices
Present Levels	Present Levels
Progress Reports	
Special Considerations	Special Considerations
Transfer Redetermination Forms	Transfer Redetermination Forms
Transition Decision Page 1.2	Transition Decision Page 1.2

Georgia Online IEP

Several

~~Three~~ years ago, a decision was made to provide an online IEP application that all schools in Georgia could use. The vision included the ability to write federally-compliant IEPs, with an easy-to-use interface and internal checks that would help teachers avoid the most common compliance issues. This application would store district IEP information and make reporting real-time and nearly effortless.

During the last year, we have made amazing strides with the Georgia Online IEP (GO-IEP). At this time, all essential IEP and Eligibility functions of the system are in place. Several districts have been trained and are now using GO-IEP. GaDOE is currently prepared to support additional districts. Currently, GO-IEP can be used by systems with Infinite Campus, Schoolmax, or Powerschool or Apsen as the SIS. If your system uses a different SIS, GaDOE will provide information to assist the SIS in developing appropriate access roles.

For video tutorials and monthly webinars, click on

GO-IEP Videos and Webinars

Georgia Online IEP Features

GO-IEP offers the following features/forms):

GO-IEP is prepopulated with all relevant data which GaDOE is able to access. This includes the full student name, birthdate, GTID, address, race/ethnicity codes, grade, ELL status, disability, results of state required testing, and previous Student Record Event Code dates. This information appears in all required fields (profile page, timelines page, IEP, and eligibility)

Appropriate administrators and teachers can access student information. Appropriate special education staff can edit IEPs.

Parental Consent to Evaluate and Reevaluate form is
available o can be printed and appropriate dates recorded

Initial Eligibility, Redetermination, and Reeligibility Forms are available
- **Each page is validated for completion and validity of dates**
- **Weaknesses entered prepopulate a list of valid eligibility considerations**
- **SDD only allowable within appropriate date ranges**
- **A DRAFT and FINAL eligibility can be printed**

IEP -A fully developed IEP can be written with all sections included in the IEP form currently in use throughout the state.

- The Georgia Milestones and GAA Participation decision guide have both been fully integrated into the GO-IEP system.
- The accommodations grid for state required assessments includes only the allowable accommodations for each selected assessment.
- A DRAFT and FINAL IEP can be printed

Progress Reports are available

Parental Consent to Place form is available

Meeting notices can be developed and Parental response, notes and outcomes can be recorded.

Audit rules - An IEP or Eligibility can be quickly checked for common compliance errors, and an easily- readable report is available for case managers, team leaders, and system administrators.

NOTE: Case

Managers will NEVER FINALIZE an IEP, Eligibility, or Redetermination. ONLY SpEd. Team leaders and Go- lEP system administrators have rights to finalize ANY GO-IEP documents following "peer review" by SpEd. Team leaders.

Timelines page - All dates entered in various forms (consent to evaluate, IEP, eligibility, redetermination) which are critical for Student Records are automatically recorded allowing systems to submit accurate special education event codes for Student Records effortlessly. Parent/student participation in IEPs is included in this process.

A user manual is available within the application. This manual includes information on using the GO-IEP as well as other helpful guidance for developing IEPs.

Administrative Reports are available

IEP Amendment Form is available. Amendments must pass the same audits and validations as all other documents.

COMPLIANCE: WHAT CAN GEORGIA ONLINE IEP DO FOR YOU?

Compliance issues are often addressed through the construction of the application which may limit choices when appropriate. Additionally, page validations and audits will detect incomplete fields, date problems, and many other common issues.

Following are examples of the many compliance issues addressed in GO-IEP:

"Required" areas will generate a validation error (checking a single page) or an audit error (checking across all pages in a form and referencing other forms when needed).

The IEP and eligibility cannot be "finalized" until ALL errors are cleared.

MEETING NOTICES

Parent Notification:

Track notification of meetings

Ensure that transition is marked as a meeting purpose when required

Parental consent for excusal form is also available when appropriate – for IEP meetings but not for eligibility meetings

Required Participants:

All team members are automatically entered in every meeting notice but can easily be deleted. Georgia Online IEP will ensure all required participants have been invited.

IEP

Present Levels of Academic Achievement and Functional Performance:

Results of State and District Assessments will be automatically populated from the SLDS

Needs – Required – Wizard gives additional guidance from IDEA – ensures correspondence between needs and goals – requires method of assessment Strengths, Parental Concerns, Impact of disability– Required– Wizard gives additional guidance from IDEA

Special Considerations:

Georgia Online IEP has revised the consideration of Assistive Technology section to ensure enforcement of compliance.

Georgia Online IEP will generate an error message if a student has EBD, speech/language, VI, DHH, DB as an area of eligibility and appropriate special considerations are not considered/completed.

Errors will be generated if a student is identified as a student with English as a second language (ELL) and appropriate special consideration factor is not considered/ completed.

Goals/Objectives:

Goals and objectives will be linked to the PLAAFP. (i.e. When" needs" are entered, Georgia Online IEP will notify the teacher of an error if the goal is not written to address each need)

Objectives are required if student participates in GAA

Date range rules

Data is required in all fields to indicate how goals will be measured

Statewide Assessments Determinations:

Georgia Online IEP Program will provide the user with appropriate options for accommodations based on the test selected

GAA and CRCT-M decision making forms included

GAA cannot be selected for primary disability of speech, VI, Speech

Student Supports:

Will be pre-populated with any accommodation selected for State required assessments

Demonstrate a relationship between accommodations and needs - If any supports are listed, Georgia Online IEP will require at least one weakness be indicated as requiring a support.

Transition Plans:

Georgia's Online IEP Program will ensure that the user has completed all required components of the Transition Plan when required due to grade and/or age

Transition assessment and date, strengths and interests, course of study are required

Post- secondary transition goals will be connected to annual transition goals.

Placement Options:

Georgia Online IEP will require the user to check options 'considered"

Georgia Online IEP will require an explanation of the need for services provided in environments other than general education, when applicable.

Services:

Georgia Online IEP will require special transportation as a service if transportation is listed as a need.

Georgia Online IEP enforces date range rules, (i.e. can't implement prior to meeting, can't end more than one year minus one day from meeting date).

At least one special education service is required --- cannot have just a related service

Extended School Year (ESY) Services:

Georgia Online IEP improves the ESY Consideration process by prompting the user with "yes" or "no" questions requiring additional explanations, in order to explain why ESY is or is not needed.

Georgia Online IEP requires agreement among three areas, (i.e. If ESY is indicated as a need in the ESY section, then an ESY goal and service will be required, although none of these can be selected unless all three are selected.)

REDETERMINATION

Available disabilities are limited to current disabilities so that a committee cannot determine a student to be eligible for a disability that was not previously identified through a full eligibility report

Conflicting options cannot be selected

SOD – age rule is applied

ELIGIBILITY

- Case History- All questions require a response. When appropriate, additional comments are required.
- " Vision and Hearing Screening must be uploaded and date will be validated.
- " Interventions must be identified. Date range for intervention, baseline dates, and progress monitoring dates are validated.
- State required test results are prepopulated
- ., Student Data is required for all domains.
- " Eligibilities to consider are provided based upon weaknesses identified in Student Data section.
- ., SOD age rule is considered for both initial and re-eligibility.
- ., Exclusionary factors must be completed with Yes/No responses and rationale for Yes responses
- .. Final Eligibility choices must include rationale

" For students with multiple disabilities, the primary disability will be selected as part of the initial IEP or annual review

COUNTDOWN CLOCKS

These show on the Timelines page as reminders of when IEPs, initial eligibility, and re-eligibilities are due

Webinars

The GO-IEP team presents webinars to provide updates and answer questions submitted by districts using GO-IEP. Click on the topic of the webinar to view the information presented at that time.

Date	Topic	PDF of Additional Info
Jan 2018	Timeline Override (Part 2)	Timeline Override Pt 2 Notes
Dec 2017	Timeline Override (Part 1)	Timeline Override Pt 1 Notes
May 2017	IEP Reports-State Testing Accommodations, ESY, Goals	
April 2017	Optional Decisions-Math Rubric	
March 2017	Student Records for GO IEP Districts (Part 1) Student Records for GO-IEP Districts (Part 2)	Student Records
Feb 2017	IEP Reports-Meetings IEP Reports-Meetings (with captions)	
Jan 2017	IEP Report-Students by Caseload IEP Report-Students by Caseload (with captions)	
Dec 2016	Documents and Log Document and Log (with captions)	
Nov 2016	Amending a System Created Eligibility Amending a System Created Eligibility (with captions)	Amending a System Created Eligibility
Oct 2016	Amending Mock Eligibility	Local Amendment Process for Mock Eligibility
Sept 2016	IEP Report- Report to assist with FTE	IEP Report- Report to assist with FTE
Sept 2016	Student Records Extract	Extract for Student Records
Aug 2016	Student Records Suggestions, Regenerating PDFs, ELL Status, Separating Meeting Notices, Present Level Audit	
May 2016	Calendar, Progress Reports, Profile, Manage Tickets	
March 2016	Calendar, Progress Reports, FTE Minutes Report, End of year Recommendations	
Jan 2016	Speech (Eligibility and Dismissal procedures), Minutes per week report	
Dec 2015	Pre-K or Private/Home school referrals, ELL status	
Oct 2015	PR Report (dashboard), Search screen, Services report, Math Rubric	
May 2015	Common support tickets, End of year suggestions, Common PR issues, SR Extract	
October 2014	Search page, Meeting Notice (close), Accommodation Table, Update grade, Amend mock	

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The vision of Sumter County Schools is to ensure that all students receive an equitable education and graduate, college and career ready.

Sumter County Schools Special Programs

Employee RtI/MTSS/Special Programs - Non-Compliance Documentation Form

Employee Name: _____ **School:** _____

Non-Compliance Warning Date: _____ **Supervisor:** _____

_____

Violation(s) Resulting in Special Education Non- Compliance(s)

___ Attendance

___Breach of Dooly County Schools Special Education Procedures/Process

___Carelessness

___ Conduct

___ Failure to Follow Instructions

___ Insubordination

___ Breech of Dooly County Schools RtI/MTSS Procedures/Process

___ Performance

___ Personal Work

___ Safety

___ Work Quality/Accuracy

___ Work Quantity / Output

___Other _____

Description of Non-Compliance

_____
_____
_____
_____
_____

Further compliance violations will result in disciplinary action, up to and including reporting to the district's Executive Director of Teaching & Learning and/or Superintendent of Dooly County Schools.

I have read this Non-Compliance Warning Notice and understand it.

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Special Education Director's / Intervention Specialist's Signature: _____
Date: _____