

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.

Policy, Procedure, and Practice

A policy is a written mandate that is Board Approved and aligned with state rules and federal regulations. Procedures are steps written by the Local Education Agency (LEA) that provide for the implementation of policies, rules, and regulations. Written procedures are meant to be directives for LEA staff that inform practices. Practices are the implementation of procedures that are documented using interviews, observations, student records, and other forms of evidence.

Process for Developing Written Procedures

Local school districts are required to have in place written procedures that support the implementation of the IDEA and Georgia's Special Education Rules. The DOE has provided an outline of state rules for special education that include each rule and their components for which districts should have written procedures. Districts should check to be sure that each state rule and its components are described within their procedures documents. These five over-arching areas of general supervision provide an organization for the outline of state rules:

- Identification Processes
- Services and Supports
- Student Progress
- Parent Engagement
- Readiness for College and Career

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. Measurable indicators also appear in the outline mentioned above in coordination with relevant state rules. In addition to the indicators, a list of probing questions related to each rule is included in the outline. The data collection process for these measurable indicators and the answers to the probing questions could be used to inform the construction of related written procedures.

Following is a protocol provided to assist local districts in the development of or the review of a written product of procedures. This protocol is intended as a tool to be used in the creation of written procedures that will be practical and provide a good fit for the structures in individual districts. It is meant as an aid and a guidance and is not a required format for districts to follow.

Stakeholder Participation

The state recommends that districts gather a group of stakeholders relevant to each state rule for which procedures will be created in order to bring a variety of perspectives, in-depth information, and solid ownership among those who will implement procedures. These stakeholders should include not only

special education staff, but also general education administration, classroom teachers, and other affected support staff. *For example, when looking at the Child Find Rule, the stakeholder group might include representatives from psychological services, local school RTI/SST, program specialists, social workers, diagnosticians, and early childhood programs.*