Understanding the

of Education: PBIS, 504, CCRPI, ESSA, RTI

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**PBIS in Georgia**

**Statistics**
- In Georgia since 2008
- Approx. 900 schools have PBIS
- Decreased Suspension Rate
- School Climate Score tend to be 4 or 5
- GA APBS Conference (Usually in December)
- Your Local RESA has a specialist that can assist you with your inquiry

**What is PBIS?**

Positive Behavior Interventions & Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

- Behavioral support is provided for ALL students school-wide. This system of support offers all students:
  - Social skills instruction
  - Positive and proactive discipline
  - Social behavior expectations
  - Active supervision and monitoring
  - Positive acknowledgement
  - Fair and corrective discipline
  - Parent training and collaboration
Surfing the WorldWideWeb for Ideas

• #pbischat (Twitter Chat)
• @Georgia_pbis (Follow on Twitter)
• GaPBIS (Follow on Facebook)
• Coming Soon YouTube
• GaDOE PBIS
• PBIS Missouri
• Videos: https://vimeo.com/groups/pbisvideos
• Pbis.org (National Website)

PBIS Interventions: pbisworld.com

Connecting PBIS to a Model Comprehensive School Counseling Program

• Foundation
  • School Data Profile
  • Mindsets & Behaviors
  • Program Goals

• Management
  • 80%/20%
  • Program Results Data
  • Meeting with administration to discuss your role with PBIS
  • What ideas do your Advisory Council have related to PBIS efforts?

• Delivery
  • School Counseling Curriculum
    • Instruction
    • Group Activities
  • Responsive Services
    • Counseling

• Accountability
  • Data Collection
  • Results Reports
  • Assessing Your Program
What is Section 504?

What is Section 504?

- **Overview of Section 504**
- Section 504 prohibits discrimination against individuals whose physical or mental impairment substantially limits one or more major life activities

Who qualifies?

- Students who have physical or mental impairments that affect or limit any of their abilities to:
  - walk, breathe, eat, or sleep
  - communicate, see, hear, or speak
  - read, concentrate, think, or learn
  - stand, bend, lift, or work
• Give to teachers during pre-planning, no later than first week of school.
• Meet with the teachers as a whole group.
• Have them sign off that they have received it.
• Consider adding Review Date. 504 Plans should be reviewed annually.
• Code in Student Information System
• Connect with your school’s testing coordinator about testing accommodations
• Terminate if necessary

Connecting 504 to a Model Comprehensive School Counseling Program (Delivery)

• Individual Counseling: Check in periodically with your students.
  • See how things are going.
  • Ask them about their classes and how they think are doing.
  • Don’t forget to review report card grades, as well as attendance and behavior reports if necessary.

• Referral: Tutoring Program, Community Programs, Providing at least three names of medical professionals

• Small Group: Organization, Time Management, Study Skills

• Collaboration/Consultation
Section 504 Resources

- Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools
- Students with ADHD and Section 504: A Resource Guide
- GaDOE’s Overview
- Understood Learning & Attention Issues (Related to 504. Other info on site can be useful.)
- 504 Accommodation Checklist
- Sample 504 Manual with forms
- Sample GA 504 Manuals with forms from select systems
  - Richmond Co.
  - Calhoun Co.
  - Pickens Co.
  - Cherokee Co.
  - Walton Co.
2017 Indicators

CONTENT MASTERY

- Guiding Question: How can you help your students achieve the Developing Learner and above status on the EOG/EOC Assessments?
  - School Improvements
  - Class Offerings & Scheduling
  - Core Curriculum Lessons
  - Small Groups
  - Test Talks

POST-SCHOOL READINESS

- Elementary: Career Portfolio, Career Awareness Lessons
- Middle: Individual Grad Plan,
- High: MOWR enrollment, Pathway completers, College Entrance Exams, Students acceptance to colleges in TCSG/USG system and not needing remedial support
- All: Attendance

PREDICTOR FOR GRAD RATE/GRADUATION RATE

- Guiding Question: How can you help your students achieve the Proficient or Distinguished Learner status on the EOG/EOC Assessments? (HS Post School Readiness indicator)
- How can you help improve your school’s graduation rate?

Incorporating into Model Comprehensive School Counseling Program

- Individual Student Planning
  - Appraisal
  - Advisement
- Program Goals
  - Academic
  - Attendance
  - Closing the Gap
    - Subgroups/Performance Flags
The Law

- President Obama signed the Every Student Succeeds Act (ESSA) into law on Dec. 10, 2015. ESSA replaces the No Child Left Behind Act (NCLB) of 2001.
- President Trump has temporarily halted all federal regulations related to the law, with the exception of assessments.
- All provisions should be fully integrated by 2017-2018 school year if submitted by March.
- **ESSA Fact Sheet**

**Accountability**
- Refinement/Enhancements of CCRPI as well as new indicators and subgroup reporting as required by ESSA

**Assessment**
- Federal Programs to Support School Improvement

**Educator & Leader Development**

**Education of the Whole Child**
- Title IV Part A Student Support and Academic Enrichment (SSAE) Grants
- Title IV Part F National Activities
- Title IX Preschool Development Grants
- Literacy Education for All, Results for the Nation (LEARN) Act
Georgia’s State Plan & ESSA

New! Will submit in September 2017 to be implemented in 2018-2019

• This committee will discuss social/emotional learning, climate and personalized education in Georgia’s pre-K through 12 education system.

• Members will examine ways to maximize opportunities and provide an excellent education to all students, recognizing that all children learn at different rates and have individual needs.

School Counselors & ESSA

• Themes from Listening Sessions Across the State (worth reading and using to advocate for what you want to do in your program)

• Title I and Title IV funds may be used for Specialized Instructional Support Personnel (SISP)

• Title II will now explicitly list school counselors as allowable recipients of federal professional development dollars.

• Letter ASCA sent to USDOE. This letter was shared with GaDOE and ESSA Working Committee in hopes of incorporating some of the aspects discussed.
  • http://www.schoolcounselor.org/asca/media/asca/Legislative/ASCA_NACACguidance.pdf

• ESSA Feedback...Share with me or via essa@doe.k12.ga.us
School Counselors Role in RTI

- Providing **ALL** students with a standards-based guidance curriculum to address universal academic, career and personal/social development
- Analyzing academic and behavioral data to identify struggling students
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff
- Evaluating academic and behavioral progress after interventions
- Revising interventions as appropriate
- Referring to school and community services as appropriate
- Collaborating with administrators about RTI design and implementation
- Advocating for equitable education for all students and working to remove systemic barriers
## Connecting RTI to a Model Comprehensive School Counseling Program

### Tier 1: Universal Core Instructional Interventions: All Students, Preventative and Proactive

- Mindsets and Behaviors (Foundations)
- Core Curriculum Lessons (Delivery)
- Individual Student Planning (Delivery)
- Curriculum Action Plan (Management)
- Curriculum Results Report (Accountability)

### Tier 2: Supplemental/Strategic Interventions: Students at Some Risk

- Mindsets and Behaviors (Foundation)
- Individual Student Planning (Delivery)
  - a. Small group appraisal
  - b. Small group advisement
- Responsive Services (Delivery)
  - a. Consultation
  - b. Individual counseling
  - c. Small group counseling
- Closing the Gap Action Plan (Management)
- Closing the Gap Results Report (Accountability)

### Tier 3: Intensive, Individual Interventions: Students at High Risk

- Mindsets and Behaviors (Foundations)
- Responsive Services (Delivery)
  - a. Consultation
  - b. Individual counseling
  - c. Small group counseling
  - d. Referral to school or community services
- Closing the Gap Action Plan (Management)
- Closing the Gap Results Report (Accountability)

### Program Support

- Setting Meetings
- RTI File Logistics

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**GaDOE’s RTI Resources (Limited)**
Ideas for Consideration

Sample Interventions
- Enrichment Period: one day a week
- ESL/ESL ELA Classes
- Math Support and Reading Support
- Academic Resource
- Study Skills
- Study Hall
- Teachers as Advisers: Building relationships
- Kid Talks
- Checkin/Checkout
- Mentor
- Focus on specific concept (Tier 3)
- Peer Tutoring
- Strategic Scheduling

Progress Monitoring
- Common Formative & Summative Assessments
- USA Test Prep
- Read 180 Assessments
- Failure Rates
- SWIS
- Office Discipline Referrals
- Teacher Classroom Management Plan
- (documentation of minor offenses)
- Check in/Checkout Data

Meeting Forms
- Initial Request for Intervention Team Review Form
- Intervention Team Problem Solving Meeting Form
- Teacher Narrative Form (It’s not what you say, but how you say it)
- Student Classroom Observation Form

RTI Resources

http://rtinetwork.org/
- Checklists
- Resources by grade level
- Resource guide for parents
- Toolkit

http://www.interventioncentral.org/
- Planners
- Rating Scales
- Graph Makers
- Specific Skills Generator
- Academic and Behavior Interventions

The components within the graphic on link above discusses the four essential components and relevant resources.
*The Culturally Competent Counselor* Feb. 1, 2017, 1:PM
Register
*Show Me the Money: Helping Your Students Successfully Navigate the Scholarship Search Process* Feb. 9, 2017, 1:PM
Register
*Data Equity in Advanced Placement Classes and Move On When Ready* Feb. 22, 2017, 11:00 AM
Register
*Using Books to Spark Your School Counseling Program* Feb. 22, 2017, 1:00 PM
Register

Click [here](#) to access previous webinar recordings & presentations. Look over on the right of the webpage.

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**Section 504 and RTI**
- Start with your Local System Coordinator
- Questions & Support Christopher Horton
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  - Email: SPEDHelpDesk@doe.k12.ga.us

**CCRPI**
- Your system’s GaDOE Accountability Specialist
- Click [here](#) to access Excel list

**ESSA**
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