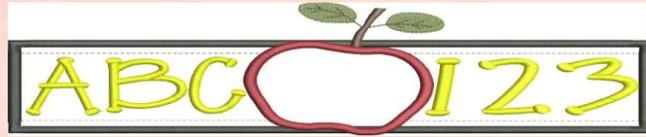




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Understanding the



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

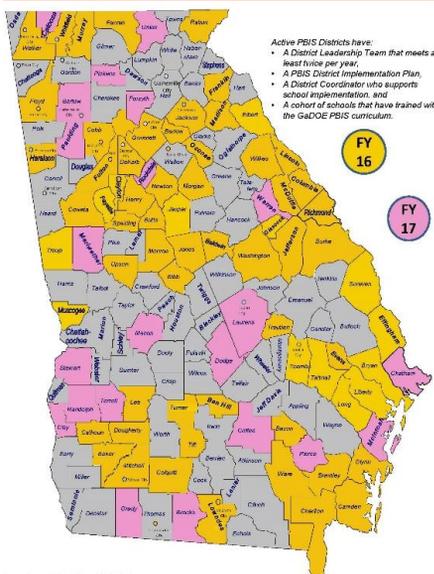
Maria Grovner
January 25, 2017



PBIS in Georgia



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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

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What is PBIS?



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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

Georgia Department of Education

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



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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

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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

504 AT A GLANCE

Student Name: _____

Grade: _____

Counselor: _____

Case Manager: _____

Reason for plan: _____

CONFIDENTIAL

<p>Classroom Accommodations:</p> <ul style="list-style-type: none"> Decrease Visual Distractions Directions Repeated <ul style="list-style-type: none"> Directions can be read twice. Allow for processing between readings. Preferential Seating- <ul style="list-style-type: none"> first 2 rows and near a peer to help with modeling classroom behavior Check for Understanding Refocusing and Redirection 	<p>Testing Accommodations:</p> <ul style="list-style-type: none"> 2.0 Extended Testing Time Location with Less Distraction Allow Breaks <ul style="list-style-type: none"> Adults should remind [redacted] to take a break Directions Repeated- <ul style="list-style-type: none"> directions can be read twice
<p>Supports in Place:</p> <ul style="list-style-type: none"> Center for Academic Progress- <ul style="list-style-type: none"> every other day 	<p>Notes:</p> <p>[redacted] is a hard worker and sweet girl. She sometimes can be shy and may not always understand social cues.</p> <p>Does not work well with [redacted] or [redacted]. Works well with [redacted].</p>



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- 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

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



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- **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**

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Section 504 Resources



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- [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](#) [More Accommodations](#)
- [Sample 504 Manual with forms](#)
- Sample GA 504 Manuals with forms from select systems
 - [Richmond Co.](#) [Calhoun Co.](#) [Pickens Co.](#) [Cherokee Co.](#) [Walton Co.](#)

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College and Career Ready Performance Index (CCRPI)



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

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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?

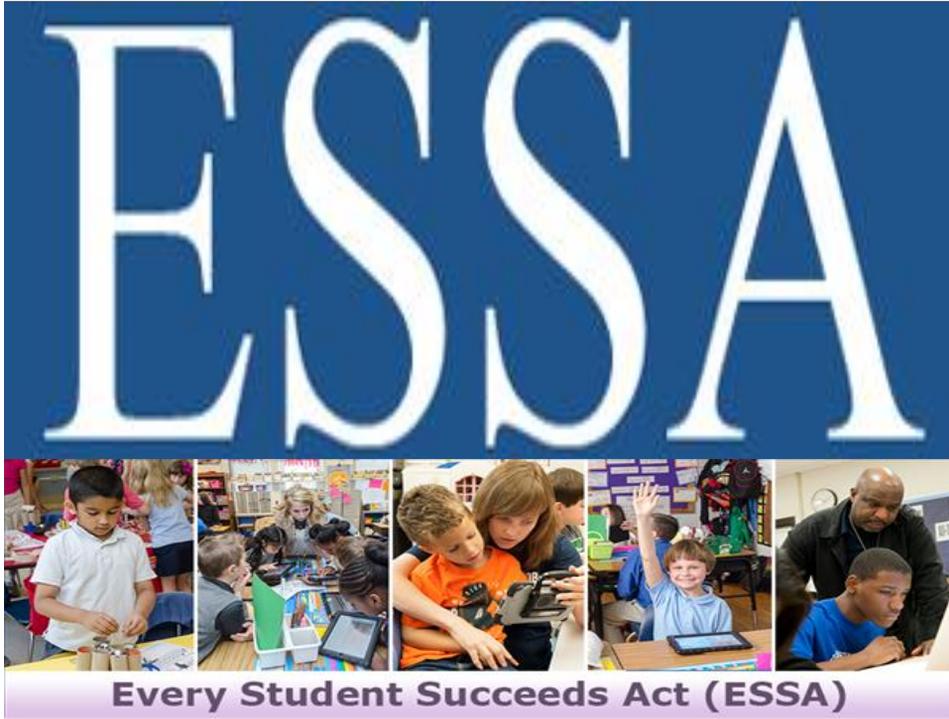


Incorporating into Model Comprehensive School Counseling Program

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

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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



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.

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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



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The graphic features the letters 'RTI' in a large, white, bold font with a green outline. A green silhouette of a person is positioned behind the letter 'I'. Below the letters, the text 'Response to Intervention' is written in a white, bold font on an orange background. The entire graphic is set against a background of orange and yellow shapes.

RTI
Response to Intervention

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School Counselors Role in RTI



The graphic features the Georgia Department of Education logo (GaDOE) in the top right corner. The title 'School Counselors Role in RTI' is centered at the top. Below the title, there are two columns of bullet points. The background is a light orange color with a faint watermark of the Department of Education logo.

School Counselors Role in RTI

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- 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

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Connecting RTI to a Model Comprehensive School Counseling Program



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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)

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Connecting RTI to a Model Comprehensive School Counseling Program



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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

[GaDOE's RTI Resources](#)
(Limited)

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Ideas for Consideration



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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

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RTI Resources



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<http://rtinetwork.org/>

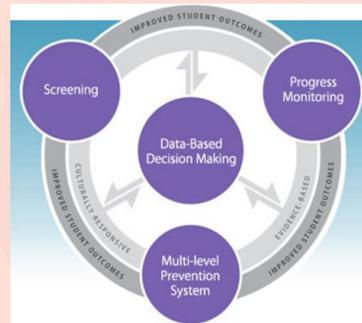


- Checklists
- Resources by grade level
- Resource guide for parents
- Toolkit

<http://www.interventioncentral.org/>

- Planners
- Rating Scales
- Graph Makers
- Specific Skills Generator
- Academic and Behavior Interventions

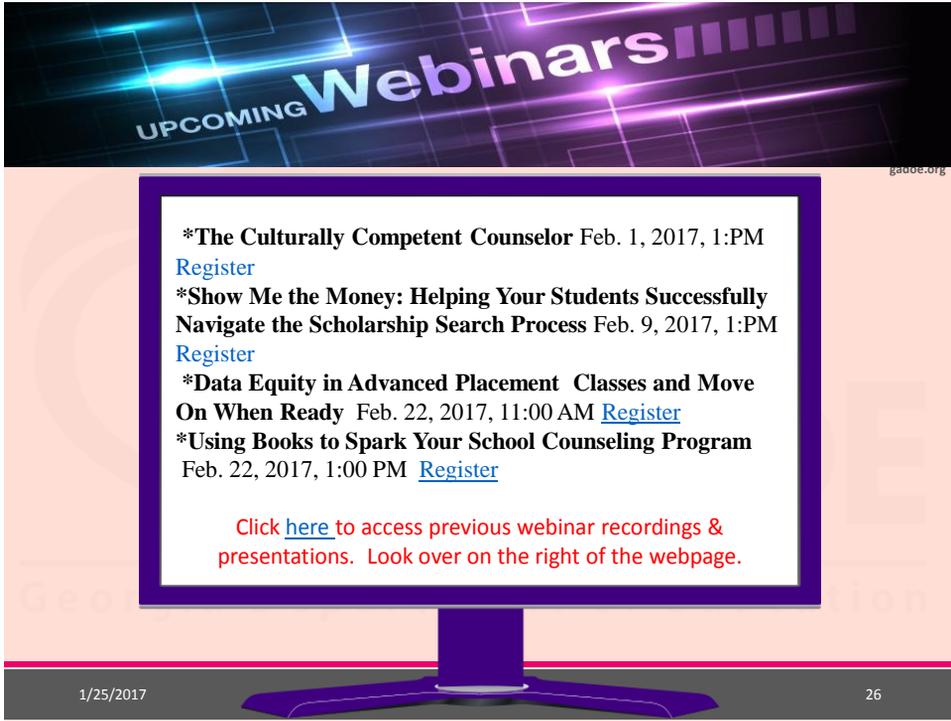
<http://www.rti4success.org/>



The components within the graphic on link above discusses the four essential components and relevant resources.

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UPCOMING Webinars

***The Culturally Competent Counselor** Feb. 1, 2017, 1:PM
[Register](#)

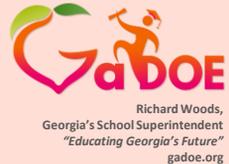
***Show Me the Money: Helping Your Students Successfully Navigate the Scholarship Search Process** Feb. 9, 2017, 1:PM
[Register](#)

***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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- **PBIS**
 - Justin Hill
 Phone: (404) 657-9953
 Email: juhill@doe.k12.ga.us
- **Section 504 and RTI**
 - Start with your Local System Coordinator
 - Questions & Support Christopher Horton (404) 657-9968
 - SPEDHelpDesk@doe.k12.ga.us
- **CCRPI**
 - Your system's GaDOE Accountability Specialist
 - Click [here](#) to access Excel list
- **ESSA**
 - Education of the Whole Child Committee Chair
 - Dr. Caitlin Dooley
 Phone: (404) 656-2804
 Email: essa@doe.k12.ga.us

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