Special Education Leadership Development Academy

Georgia Department of Education
Atlanta, Georgia
July 10-11, 2019
Agenda - Day One

• Welcome
• 2020 Vision
• Budget/Grants
• State Systemic Improvement Plan
• Resources
• Questions/Discussion
Agenda - Day Two

- Charter Districts and Strategic Waivers
- Data Collection and Reporting
- State Schools
- Professional Qualifications
- Questions/Discussion
Georgia Learning Resources System (GLRS)

SELDA
July 10, 2019
Ann Cross, Program Manager GLRS
Georgia Department of Education
GLRS Vision

The Georgia Learning Resources System (GLRS) is a network of 18 regional programs that provide training and resources to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, post-secondary success and needs of the whole child for all students including students with disabilities.
Scope of Work

State Priorities
- Collaborative Communities
- General Supervision
- Infrastructure/Leadership
- Co-Teaching
- IEP
- Child Find
- Post School Outcomes
- HLPs/EBPs
- Behavior Supports
- Transition
- Assistive Technology

Regional Priorities
- Youth Mental Health
- Mindset Training
- Transition Collaborative
- Transition Training
- Transition Fairs
- School Nurse Consortium
- Parent 2 Parent
- Safe and Drug Free Schools
- Autism Consortium
- Other Special Area Consortiums
Professional Development
Technical Assistance and Coaching
Collaborative Communities

- Monthly collaborative for Special Education Directors and support agencies
- Provides time to network and problem solve
- Provides technical support around current initiatives, Systemic Improvement (SSIP), and General Supervision written policies, procedures, and practices
- Supports updates from GaDOE and the Results Driven Accountability Unit to meet IDEA requirements
District SSIP Pulse Check Standing Agenda Item for ALL GLRS Collaborative Communities

Do you have any **celebrations/successes** that you would like to share regarding SSIP implementation?

What **innovative practices** can you share around Student Success and School Completion?

What **barriers** are you encountering with supporting SSIP implementation at the district and/or school level(s)?
Check and Connect

- State Contact for Information and Training
- 48 Districts Trained (157 schools)
- 6 GNETS
- 2 Charter Schools
- 27 Train the Trainers
- 100 Apps Provisioned
The Role of GLRS and CEIS/CCEIS

Support Implementation of the Plan:

• Conduct a minimum of 3 face-to-face CEIS/CCEIS check-ins during the year & one phone conference
  • September Check-in
  • November Phone Conference
  • February Check-in
  • April Check-in

• Submit CEIS/CCEIS check-in feedback to DLs

• Provide on-going technical assistance (TA) to districts around CEIS/CCEIS implementation fidelity.
Family and Community Engagement

- Wrap Around Service Job A Likes
- Parent Engagement Specialists
- Transition Specialists Job A Likes
- Transition or Autism Fairs
- GAA/Preschool Consortiaums
- DFACS, Interagency Council, School Psychologist and SLP Collaboratives
Agency Collaboration

- Georgia Department of Education
- RESA
- Parent Mentor Partnership
- Parent 2 Parent
- GVRA
- CTAE/College and University
- Mental Health Georgia
- Safe and Drug Free Schools Program
- GA Hope
- DFACS
- DBHDD
- College and Universities
- NAMI
A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go, but ought to be.
Rosalynn Carter, former First Lady, USA
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Role of the District Liaison

Division for Special Education Services and Supports
FY 2020 District Liaisons

Metro Area Charters:
Maisha Jack
Other Charters:
SL in the District
DJJ & DOC:
Crystal Callaway
Implementation Manual

Special Education Friday e-mail Blast
Special Education Webpage

- [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx)
FY20 Directors’ Webinars

2nd Tuesdays- Except November and March

• Time: 1:00 pm
• Registration Link: https://attendee.gotowebinar.com/register/6054642596906309388
• August 13, 2019
• September 10, 2019
• October 8, 2019
• December 10, 2019
• January 14, 2020
• February 11, 2020
• April 14, 2020
• May 12, 2020
Other Webinar Series and Consortias

• Transition Webinar Series
• Autism Webinars/Consortia
• Assistive Technology Consortia
IDEAS Conference

• Teacher Conference
• St. Simons Island – Epworth by the Sea
• June 2-5, 2020
G-CASE

• Georgia Council of Administrators of Special Education
GIMC

• Georgia Instructional Materials Center
GVEST

- www.GVEST.org
Special Education Helpdesk

- Special Education Questions & Support
  (404) 657-9968
- SPEDHelpDesk@doe.k12.ga.us
Georgia’s Tiered System of Supports

- SCREENING
- PROGRESS MONITORING
- DATA-BASED DECISION MAKING
- MULTI-LEVEL PREVENTION SYSTEM
- INFRASTRUCTURE

Supporting the Whole Child
Multi-Level Prevention System

- Tier I: Primary Level of Prevention – Instruction/Core Curriculum
- Tier II: Secondary Level of Prevention - Intervention
- Tier III: Tertiary Level of Prevention – Intensive Intervention

80% of students, 15% of students, 3% to 5% of students

SST

Students receive services at all levels, depending on need.
PBIS

- Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety and support improved academic outcomes.

- More than 1,000 Georgia schools and 27,000 nationwide have been trained in PBIS. Implementation of PBIS is saving countless instructional hours otherwise lost to discipline.

- The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning.

- PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students.

(OSEP Technical Assistance Center on Positive Behavior Interventions & Supports).
Student Support Team

• The Student Support Team (SST) is a problem-solving process in every Georgia school. Its purpose is to find ways around roadblocks to success for any student referred to it. A number of recent events and decisions both national and state have placed markedly increased importance on the SST process:

• Section 504 of the Rehabilitation Act of 1973 has been strongly emphasized by the federal government as applicable to the schools' handling of certain student difficulties. SST documentation can meet most Section 504 requirements.

• The realization that conditions beyond mere academics play a pivotal role for students at risk of failure. The success of the broad approach used by Student Assistance Programs (SAP, from the federal Drug-Free Schools initiative) has shown the value of collaboration, especially across agencies.

• School-based management and problem solving have become one of the recognized successes in the national education reform movement.

• The SST process is a way for schools to demonstrate progress toward the national Goals 2000 areas of better teacher support and more parent involvement.

• Increased concern on school safety has called for better classroom behavior management. Collective wisdom of SST members assist teachers.
Section 504 - Guidance and Forms

- Georgia Department of Education Section 504 Guidance
- Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools
- Model Procedural Safeguards under Section 504
- Model Section 504 Student Rights
- Section 504 Definitions
- Section 504 Acronyms
- Section 504 FAQ
- Section 504 Impact on Civil Rights
- Rehabilitation Act of 1973
- **Section 504 - Fillable Forms**
  - USDOE Office for Civil Rights
    - https://www2.ed.gov/about/offices/list/ocr/index.html
  - USDOE Office for Civil Rights -504 FAQ
    - https://www2.ed.gov/about/offices/list/ocr/504faq.html

- **504 documents have not been vetted or endorsed by the Office of Civil Rights (OCR). Districts may adopt the use of these forms or develop forms for district use following the requirements as outlined in the Rehabilitation Act of 1973 Section 504.**
Teacher Tools


• The Teacher Tools newsletter was designed to support Georgia teachers and help them thrive in the classroom. Please visit: https://form.jotform.com/gadoespecialed/special-education-services-and-supp to subscribe.
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