Special Education Leadership Development Academy

Georgia Department of Education
July 7-8, 2021
WELCOME
Agenda - Day One

- Welcome
- State Director’s Message (Dr. Zelphine Smith-Dixon)
- Budget/Grants
- Resources
- Questions/Discussion
Agenda - Day Two

- Data Collection and Reporting
- SELDA Executive Coach
- Questions/Discussion
Resources for Special Education Services and Supports
Georgia Learning Resources System (GLRS)
Special Education Webpage

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx
Special Education Friday e-mail Blast
Implementation Manual

FY22 Directors’ Webinars

2nd Tuesday of each month
Beginning in September

Time: 1:00 PM
Special Education Helpdesk

- Special Education Questions & Support
  (404) 657-9968
- SPEDHelpDesk@doe.k12.ga.us
G-CASE

- Georgia Council of Administrators of Special Education
- http://gcase.schoolinsites.com/
Role of the District Liaison

Division for Special Education Services and Supports District Liaisons

updated: July 2020
Other Webinar Series and Consortias

- Transition Webinar Series
- Autism Webinars/Consortia
- Assistive Technology Webinar Series/Consortia
GIMC

• Georgia Instructional Materials Center
  • Carson Cochran, Program Manager
  • ccochran@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

Students receive services at all levels, depending on need.
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).
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 assists 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.
• 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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