

# Burke County Public Schools

## Keys to Graduation Success @ BCBS



Superintendent: Dr. Angela Williams  
Student Services Director: Michelle Dye  
BCBS Principal: Dr. Kaveous Preston



# Staff Support for Students

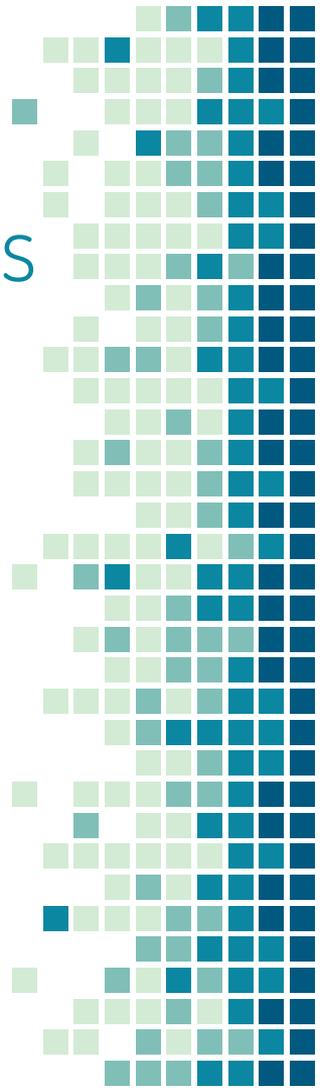
Case Managers

Lead Teacher

Counselors/Graduation Coach

School Administrators

Paraprofessionals



# 1. Case Managers

When a student enters High School, the student is assigned a case manager who provides their support for the duration of their enrollment (graduation) at the high school. Students are scheduled to informally meet with their case managers monthly to collaborate about school, their progress, and graduation.

On a larger scale, case managers will support the students in goal mastery, graduation, and postsecondary readiness. The case managers will also work with and support the student's general education teachers in serving and accommodating students based on their IEP as well as ensuring they understand the student's disability and its impact. Case managers hold a minimum of meeting annually to discuss their student's IEP.

Each case manager receives annual training on how to read and create an unofficial student transcript. That they maintain each year. Case managers use this information to assist in developing student schedules and adequate progress towards graduation. Case managers become experts on each of their students:

- They understand the familial resources
- Know the needs of the students and aid in post-secondary transitions
- Act as an advocate for students and parents
- Suggest unique and research based interventions
- Maintain stakeholder contact (parents, other family, lead teacher, school administration, county administration, outside agencies.)

Each case manager ensures that parents and students have knowledge of resources as well as the process to gain access to the resources.



# 2. Lead Teacher

The high school lead teacher works in four primary areas: School leadership, Student services leadership, Instruction, Community/Post-Secondary

## School Leadership

Serves as a member of the school leadership team, and uses this position to advocate for students with disabilities, their teachers, and their families.

Shares information from monthly lead teacher meetings that are held and facilitated by the student services director.

Works to ensure IDEA compliance and LRE

Interface and mediate with administration about stakeholder involvement and concerns

Redelivers training to teachers in the current best practices on how to educate students with disabilities

## Instructional Support

Provides support to both general education and student services teachers to ensure that teachers have the ability to provide an equitable educational experience.

Suggests and locates research based interventions to ensure that students are successful and prepared for life after high school.

Is trained on programs, curriculum, and best practices along with teachers who work in specific programs (such as ID, EBD) to ensure that school level support is available if needed.

## Student Services Leadership

Acts as intermediary between the Director and the school

Works with school psychologist to ensure timelines for eligibility are met

Supports school based case managers in keeping up with timelines

Provides continual training on IEP Compliance, Graduation Requirements, current best practices, and follow with CEC guidelines for the education of students with disabilities

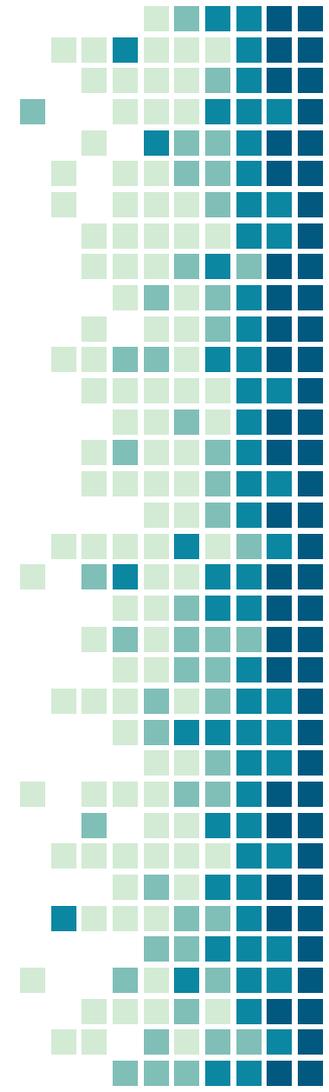
Collaborates with other schools in the system to understand the needs of the other programs to create a continuum of consistent practices

## Community/Post Secondary Support

Acts as an intermediary between the school system and organizations including: Vocational Rehabilitation (VocRehab), High School High Tech (HSHT), Department of Behavioral Health and Developmental Disabilities (DBHDD).

Utilizes a book of resources that are available to parents. This book is updated annually and is available to parents both in print format and in digital format as well as being published within the schools website.

[List of CSRA Special Needs Resources for Parents](#)



# 3. School Counselors

## Graduation Coach



This department works as a team to:

- Track progress towards graduation
- Schedule students so they are given the tools they need to succeed in their core classes
- Provide information about MOWR/Dual Enrollment opportunities and attend IEP meetings when this will be discussed
- Maintain contact with parents
- Hold "Lunch & Learn" sessions with the counselors
- Provide referrals to APEX as needed
- Provide non-therapeutic counseling either in whole group or individual basis

# 4. School Administrators

## Instructional Coaches

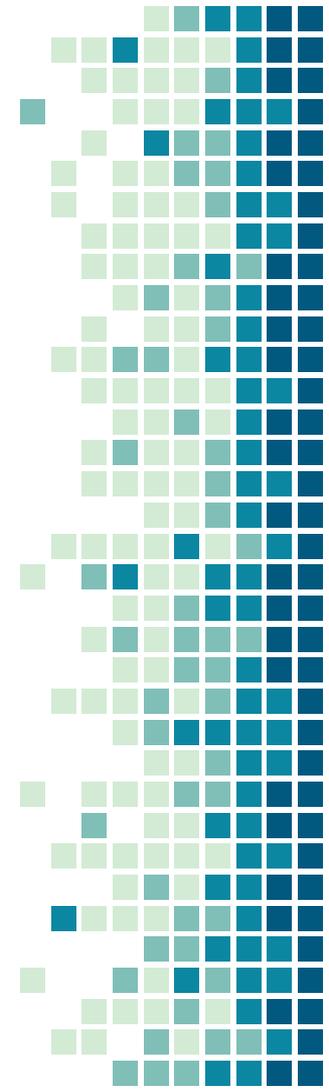
BCHS has 2 instructional coaches who are responsible for ensuring that all teachers in all settings are providing high leverage teaching and learning. This helps in ensuring that students in all programs are receiving a quality, equitable education.

## Assistant Principals

BCHS has APs dedicated to serving the school in various roles. There is a special education administrator who handles discipline and parental concerns for SWD. This ensures that consistent practices and communication with both students and parents is taking place. It also gives the parents the confidence in knowing who to contact if needed.

## Principal

The principal ensures that staff is in place and procedures are followed so that BCHS is compliant with local, state, and federal requirements.



# 5. Paraprofessionals

Outside of the normal para-support for students via supported instruction, we hire and train paraprofessionals to assist in the following areas as well.

## CTAE

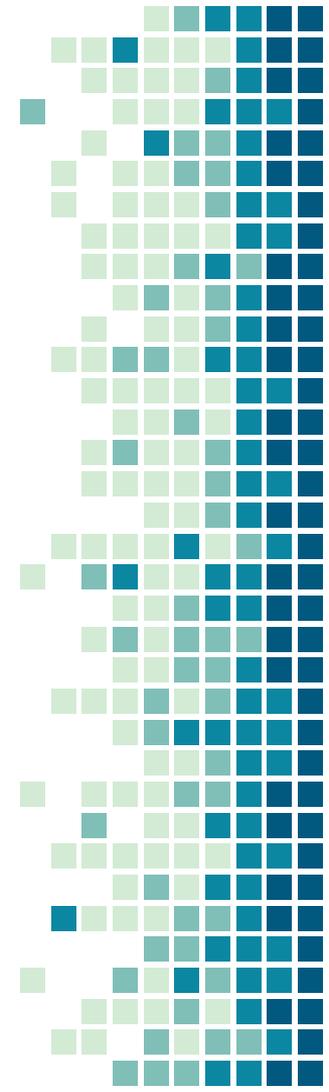
There are 2 paraprofessionals, 1 low incident and 1 high incident, who provide supported instruction in all CTAE courses as needed to ensure that necessary accommodations and supports are provided within these classroom settings as well.

## Credit Recovery

We have paraprofessionals on staff whom have been trained in credit recovery programs to be able to assist and give the one-to-one support needed to help and support students in recovering credits and staying on track for graduation.

## Transition

There are two transitional paraprofessionals whom serve a target population of students. One of these serves students with high incidence disabilities (HID) and the other for students with low incidence disabilities (LID). With the guidance of the case managers, these paras assist with meeting the goals in student's transition plans.



# Service Models

BCPS offers all service models as an effort to support SWD through graduation.

Consultative

Co-Teaching

Small Group

Small Group  
Self  
Contained

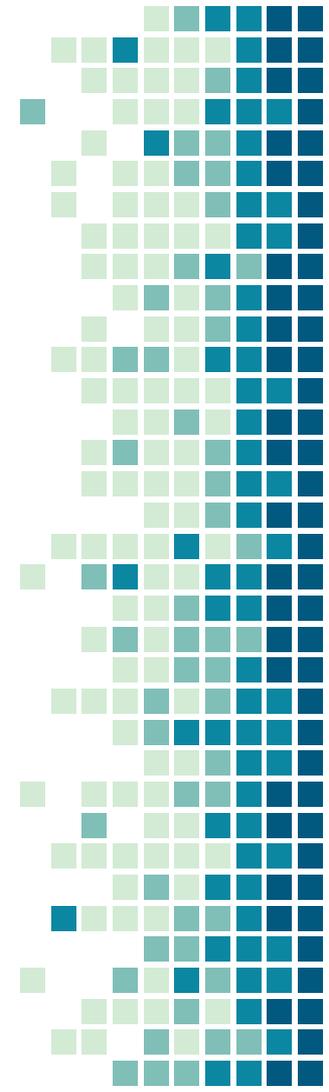
Other Setting  
/Modified

# Instructional Programs

**GSE/Best Practices:** District and school staff ensure that **all teachers** have knowledge of GSE and that they have been trained on and are using best practices when delivering instruction within general education and special education students.

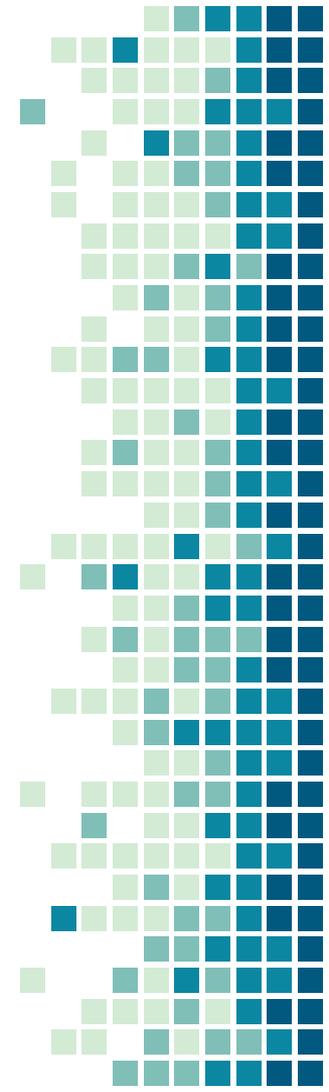
**Credit Recovery:** Through the use of an online learning platform, students are afforded an opportunity to “recover” grades from classes with teacher support.

**After School Tutoring:** This is a program that is sponsored through Title-1, but includes seats and supports for students with disabilities to participate.



# Extra-Curriculars

SWD are encouraged to seek and participate in extracurricular activities. This is an endeavor that case managers support and guide students through.



# Discipline & Attendance

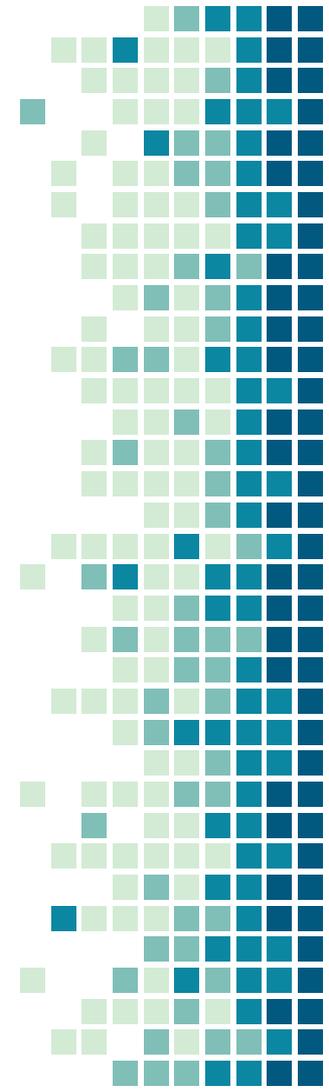
## DISCIPLINE

Discipline removals for SWD are monitored through educator's handbook, and through the use of a monthly data sheet that is sent directly from the schools AP for discipline to the student services director.

This safeguard helps ensure the special education department is aware of removals, but also guides the creation of BIPs and having MDRs if necessary.

## ATTENDANCE

The school has an attendance committee that monitors, assesses, and works to correct, and improve attendance for all students. If SWDs were flagged by this committee and attendance, an IEP meeting would be held to ensure continuation of services and work towards graduation.



# Outside Agency Partnerships

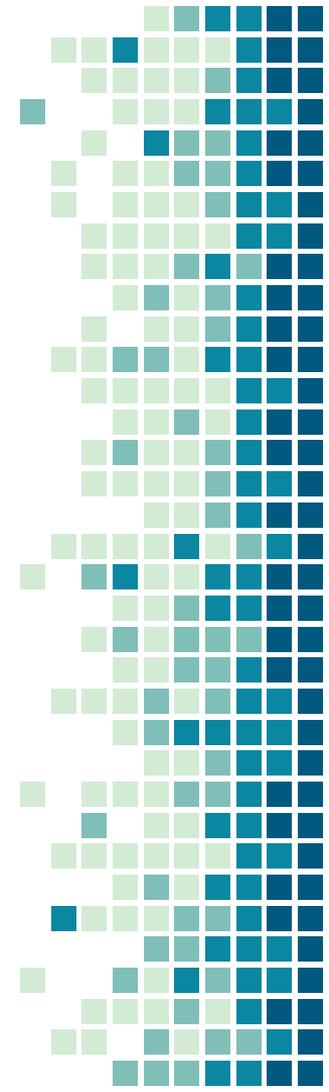
**APEX:** We partner with CSB of Middle GA to provide counseling and medical treatments for mental health deficiencies.

**Voc Rehab:** is a federal-state program that helps individuals who have physical or mental disabilities get or keep a job. VR is committed to helping SWDs find meaningful careers. We begin partnering with VR early in student's high school experience and even into post-secondary events. Voc-Rehab also coordinates with BCHS to host classes on job readiness skills to enhance and aid with providing high quality transition services for students.

**High School Hi-tech:** Our partnership with The Georgia High School High Tech Program helps provide youth with disabilities a link to academic and career-development experiences through a comprehensive community-based program that enable them to successfully meet the workforce demands of the 21st century.

**DBHDB:** The Division of Intellectual and Developmental Disabilities supports individuals with intellectual and developmental disabilities and provides them with opportunities to live independently and in the most integrated setting possible.

**CSRA RESA/GLRS:** We partner with RESA/GLRS agencies to provide us with training opportunities for professional growth that will have an impact on student success and outcomes. The areas range from consortiums for new teachers and assistive technology to IDEA compliance, best practices, and Social Emotional Learning.



# Support and Planning for Life After High School

## Dual Enrollment

We offer site based and college based dual enrollment for students who are prepared for those courses.

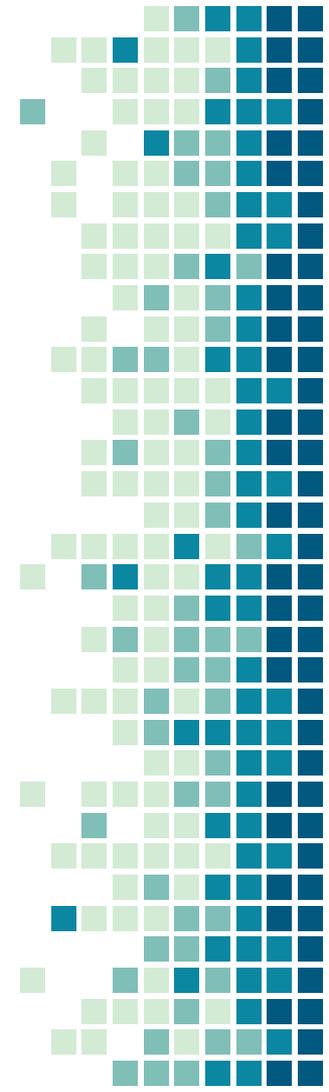
We also utilize Senate Bill 1 enrollment in technical schools to assist students in earning both their high school diploma and a certificate/degree in a trade.

## College Night

The counseling department along with our parent coordinator, teachers, and administrators host multiple college nights for all students. During these meetings parents are assisted with information on FASFA, college requirements, and admissions. SWD are included and supported in this endeavor as well.

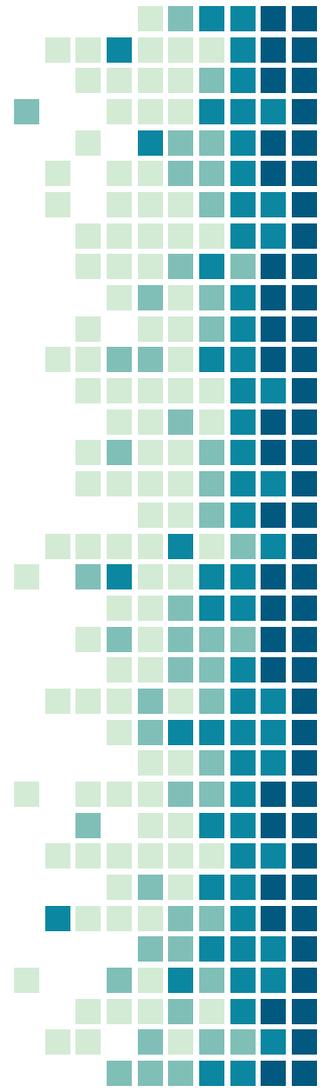
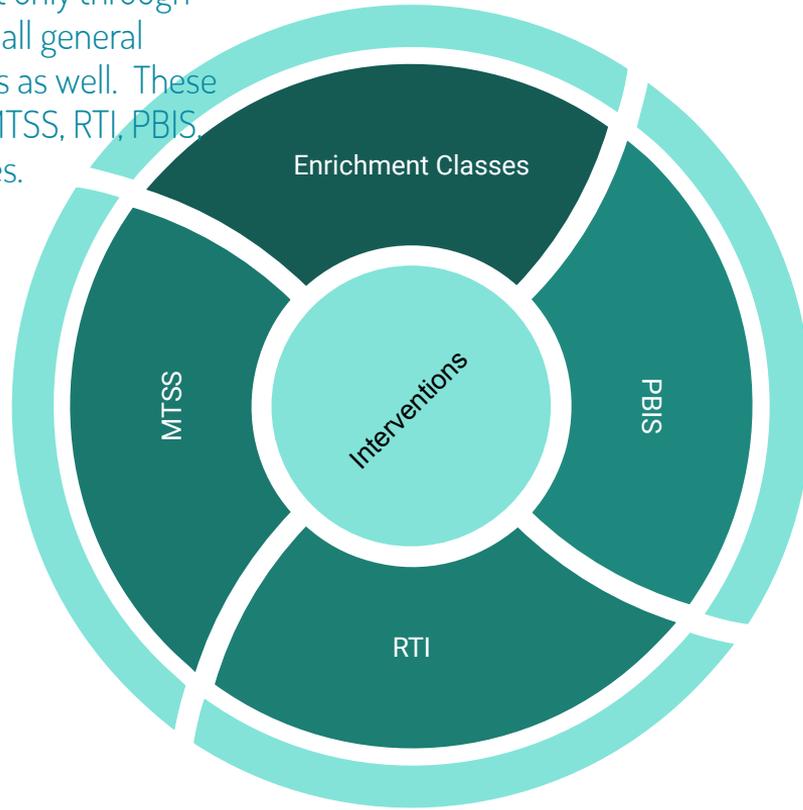
## Low Incidence

We partner with other agencies and assist families in completing the necessary applications to allow LI students and their families to seek assistance and employment opportunities upon their high school graduation.



# Interventions

SWD are supported not only through their IEPs, but through all general education interventions as well. These interventions include MTSS, RTI, PBIS, and Enrichment Classes.



# Workforce Enrichment

## CTIP

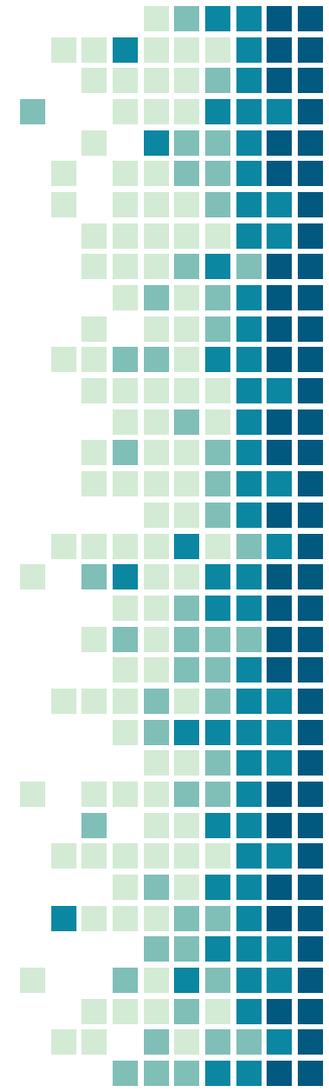
BCHS runs a program called Career Technical Instructional Programming (CTIP). In this program students from all Special Programs (Low and High Incidence) are allowed to earn a stipend and job shadow in an effort to experience work and job training in a sheltered environment. Outside employment is not required, as this program is housed within the school district and results in letters of recommendation for post secondary employment or higher education upon graduation.

## WBL

BCHS has a Work based Learning (WBL) program that allows students to work within the community and learn job skills. This program is for all students, and includes SWD as well. This program teaches our students job readiness skills, about the application process, and about becoming productive, responsible workers. Employment is a prerequisite to this program.

## Job Shadowing

As an extension of the WBL program, SWD have been placed and allowed to shadow school system employees through transition planning when a SWD expresses that they have a desire/interest to work in the education field.



# Access to Information/Resources

## Training

A training schedule for special education topics is created each year to include trainings for special education teachers, paraprofessionals, administrators, and general education teachers to ensure that BCPS staff is prepared to support SWD. Some topics are annual and others are scheduled based on needs assessments and principal requests.

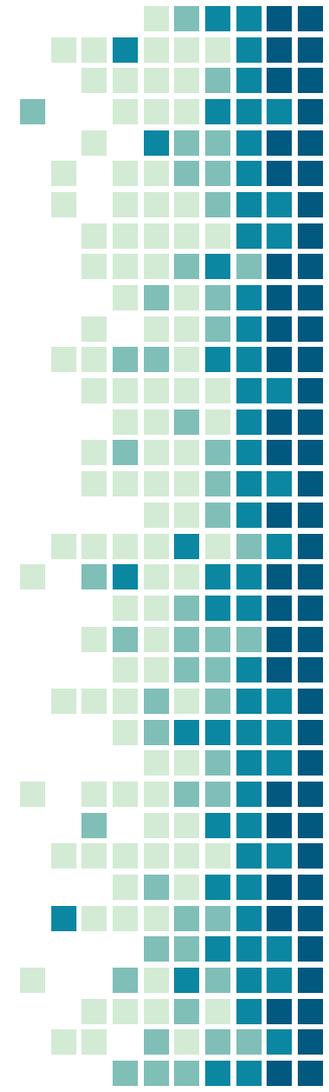
## Manuals

BCPS has multiple manuals for school personnel to be sure that they have access to IDEA statutes and the processes necessary to comply with them.

- IDEA Compliance Manual
- BCPS Speech and Language Manual
- BCPS: BCETS Manual
- Google Shared Drive for other documents/ processes

## Monthly Meetings

Each month the Student Services Director meets with the lead teachers who meets with their special education staff to share information, DOE requirements, changes, and needs. There is also a quarterly email sent from the director to all staff members to provide additional support and information on a regular basis.



# Letter from the director:

The hard work and dedication from the staff members at Burke County Public Schools is a contributing factor in the success of all students but more so evident and impactful when working with at risk students such as students with disabilities. It is my pleasure and honor to work alongside school administrators, district staff, teachers, therapists, paraprofessionals, school nutrition staff, school custodial staff, and my lead teacher team to do the work that it takes to graduate and propel our SWD into successful futures. It is undoubtedly teamwork that makes all of these initiatives possible. I look forward to continued growth and making any changes necessary to continue to raise the bar and meet the needs of our students. Most of all I am most proud that BCPS works as a team to ensure not only FAPE, but positive outcomes for SWD.

P. Michelle Dye

