

“Tips & Tools”

September 10, 2020
Facilitated by:

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Georgia Department of Education

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Georgia Department of Education

Systems Framework of Continuous Improvement

If we build the capacity of leadership and professional learning communities to improve their organizational systems, then Georgia schools and districts will continuously improve.



The Title IV, Part A Team



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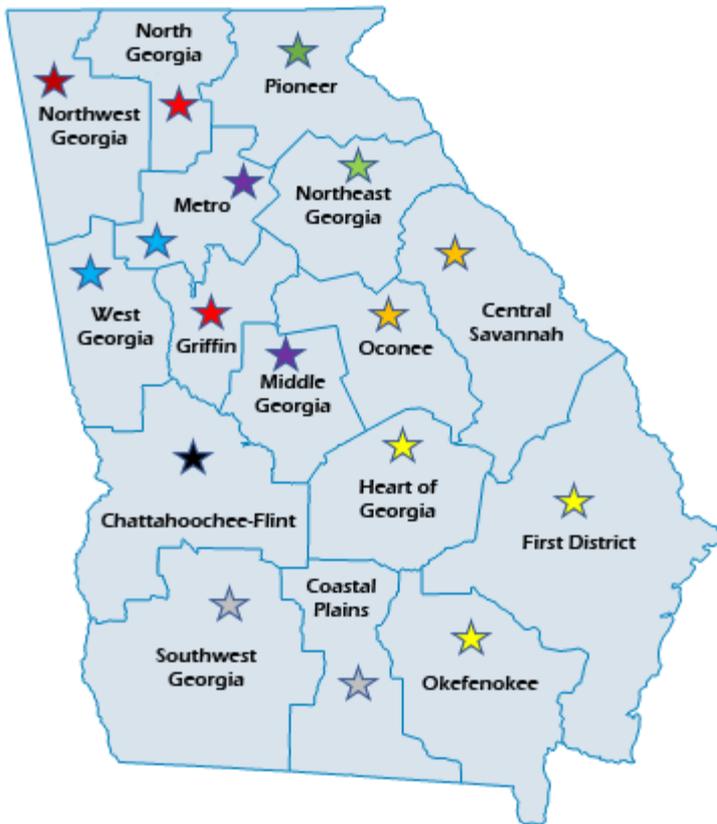


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*Coming together is a **beginning**,
Staying together is **progress**,
And working together is **success**.
-Henry Ford*



Georgia's Positive Behavioral Interventions and Supports

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Session Highlights

Essential components for implementing Title IV, Part A & Why SWPBIS is important.

Useful progress monitoring tools for reporting effectiveness.

Useful resources to promote a positive school culture and climate for the digital world.

Tips to discover innovative ways to fund the safe & healthy focus area.



Essential Components for Title IV, Part A Implementation

District Grant Award

\$30,000

**Less Than vs. More Than
*Supplement NOT Supplant***

LEAs receiving \$30,000 or more, funds must be distributed to support each of the the three focus areas. Expending a minimum of 20% in WR & SH, and a portion in ET. LEAs receiving less than \$30,000, must distribute funds to support at least one of the three focus areas.

Prioritization

- ✓ Are among the schools with the greatest needs;
- ✓ Have the highest percentages or numbers of low-income children/families;
- ✓ Are identified for comprehensive support and improvement;
- ✓ Are implementing targeted support and improvement plans, or
- ✓ Are identified as a persistently dangerous public elementary school or secondary school.

Essential Components for Title IV, Part A Implementation

Focus Areas

Well-Rounded Educational Opportunities

Providing experiences that nurture aptitude in critical thinking, problem solving and teamwork through an enriched curriculum in Core and/or Beyond the Core Curriculums.

Safe & Healthy Students

Promoting environments that foster a safe, supportive and positive atmosphere conducive to learning and supporting the physical and mental health of students.

Effective Use of Technology

Utilizing technology to achieve academic success for students by promoting digital literacy and professional development for stakeholders.

Community-Based Partners & Stakeholders

Partnerships with an Institutions of Higher Education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing allowable activities under the SSAE program.



“Tips & Tools”

September 2020

Maintain A Positive School Culture & Climate

Focus Areas

Well-Rounded Education Safe & Healthy Students Effective use of Technology



\$30,000

Less Than vs. More Than

LEAs receiving \$30,000 or more, funds must be distributed to support each of the three focus areas. LEAs receiving less than \$30,000, must distribute funds to support at least one of the three focus areas.

Safe & Healthy Students

Community Partnerships that provide foundational support, educational outreach, and other outlets for the implementation of programs and initiatives that support the creation of safe and healthy environments for students and staff.

Provide Virtual Opportunities

- Assistive Technology
- Virtual Coaching for educators
- Virtual Mental Health & Counseling Supports
- Promote Social & Emotional Well-being
- Health & Physical Education
- Health & Safety Practices
- Healthy, Active Lifestyle & Nutritional Education

- Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills.
- Provide school climate interventions.
- Devices and software for students to access digital learning materials and collaborate with peers and related training for educators (including accessible devices and software needed by students with disabilities)
- Two-generation approaches that consider the needs of both vulnerable children and parents together in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

Information referenced from Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program, LEA BP 2017-EDU 09/01/16, From Title IV-A

Training & Professional Development on topics may include:

- Preventing Bullying & Harassment
- Relationship building skills
- Re-entry Programs & transition services for Justice Involved Youth
- School Readiness & Academic Success
- Child Sexual Abuse Awareness & Prevention
- Reducing Use of Exclusionary Discipline
- Practice & promoting supportive school discipline
- Suicide prevention
- Violence Prevention, Crisis Management
- Conflict Resolution
- Preventing Human Trafficking
- Building School & Community Relationships
- Culturally Responsive teaching & implicit bias

For more information, please visit: [Title IV, Part A](#) & [GaPBIS](#)

Prevention
Intervention
Enrichment

Maslow's Hierarchy of Needs

Safe &
Healthy
Students



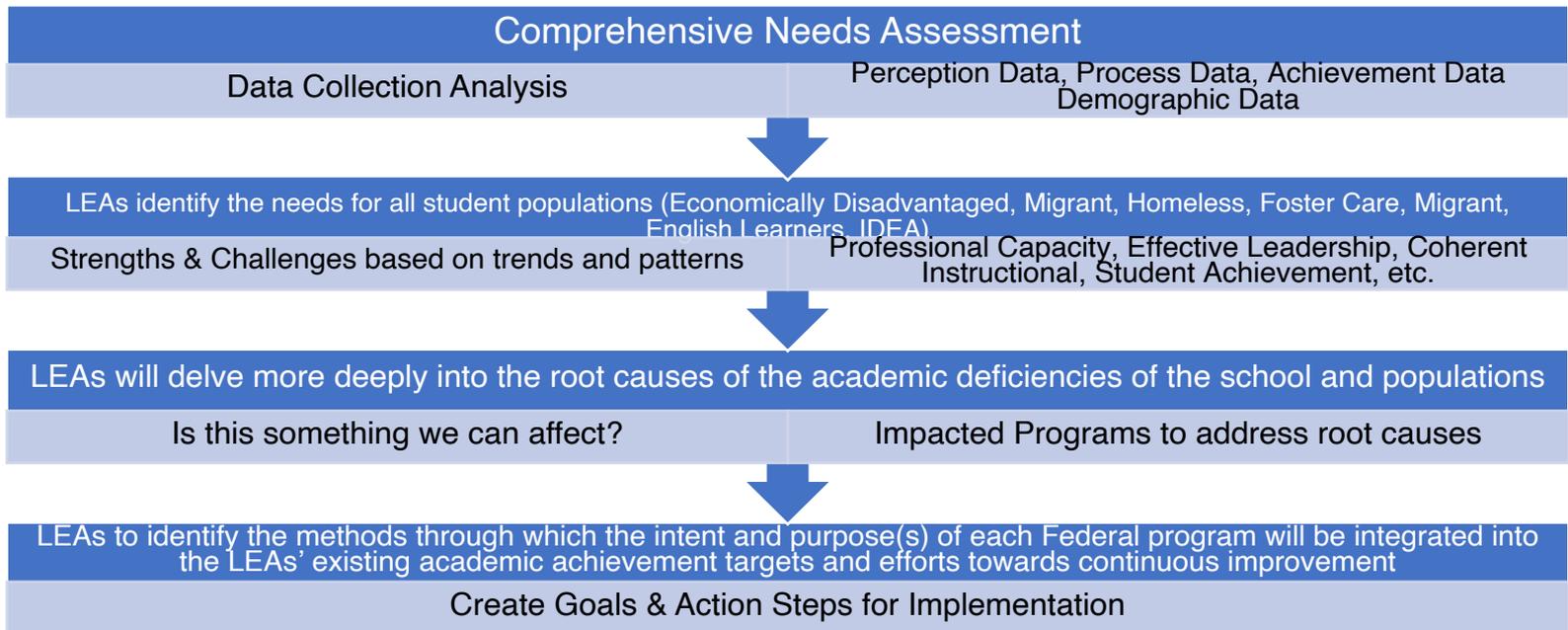
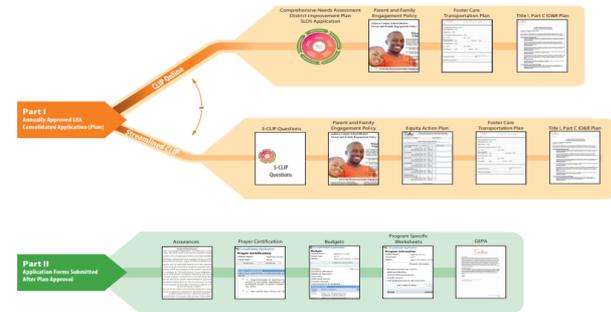
Photo by Unknown Author
is licensed under [CC BY-NC](#)



McLeod, S. (2020). Maslow's hierarchy of needs. Retrieved on August 27, 2020 from <https://www.simplypsychology.org/maslow.html>



Funding PBIS Opportunities



Chat With Us!

Active poll

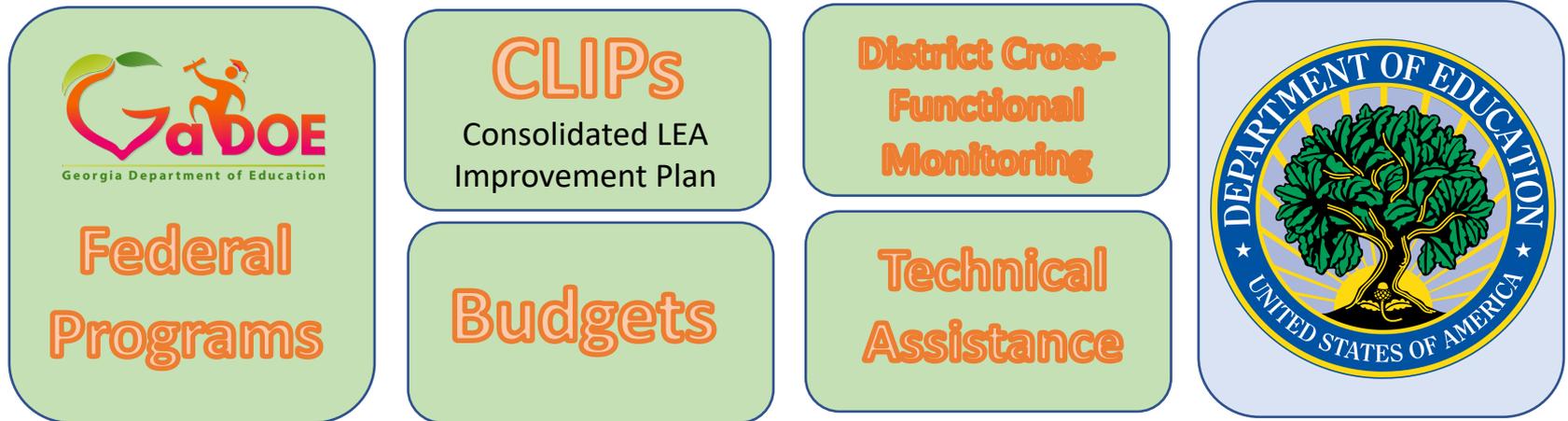
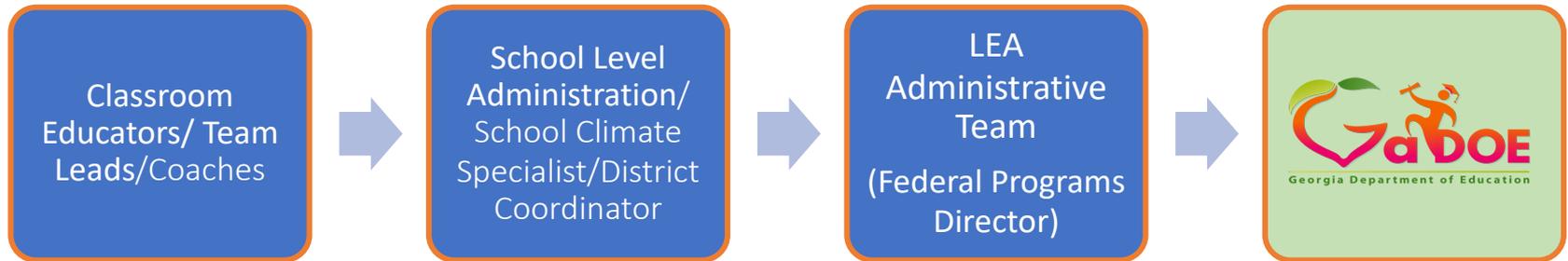


If you knew the answer would be "yes", what's one thing you'd want to see implemented to improve school climate in your district or school? 0 0 0

Join at
slido.com
#90240

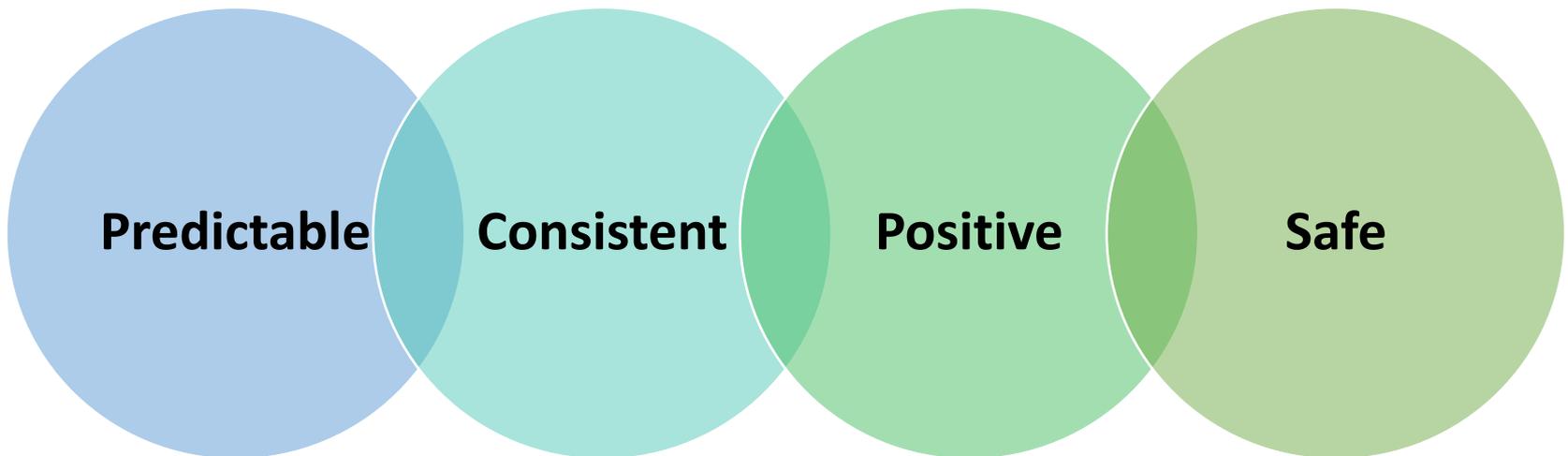
Source: <https://wall.sli.do/event/zqtvzglb?section=1c1dd345-3f3f-4af6-a8b8-72a32286b2a0> Web Viewer [Terms](#) | [Privacy & Cookies](#) [Edit](#)

Advocate for PBIS Opportunities

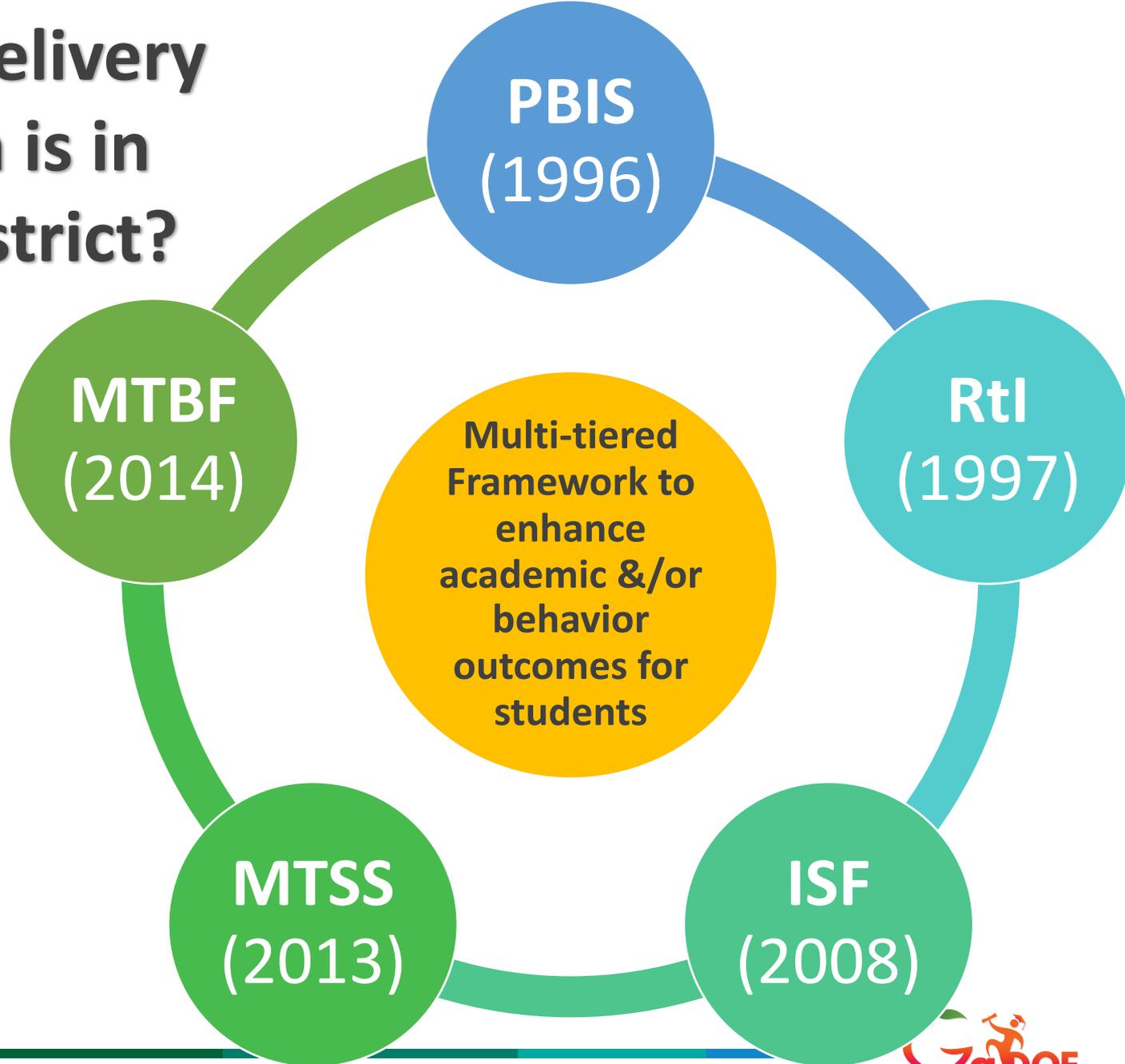


Why Schoolwide PBIS?

The fundamental purpose of PBIS is to make schools more effective learning environments.

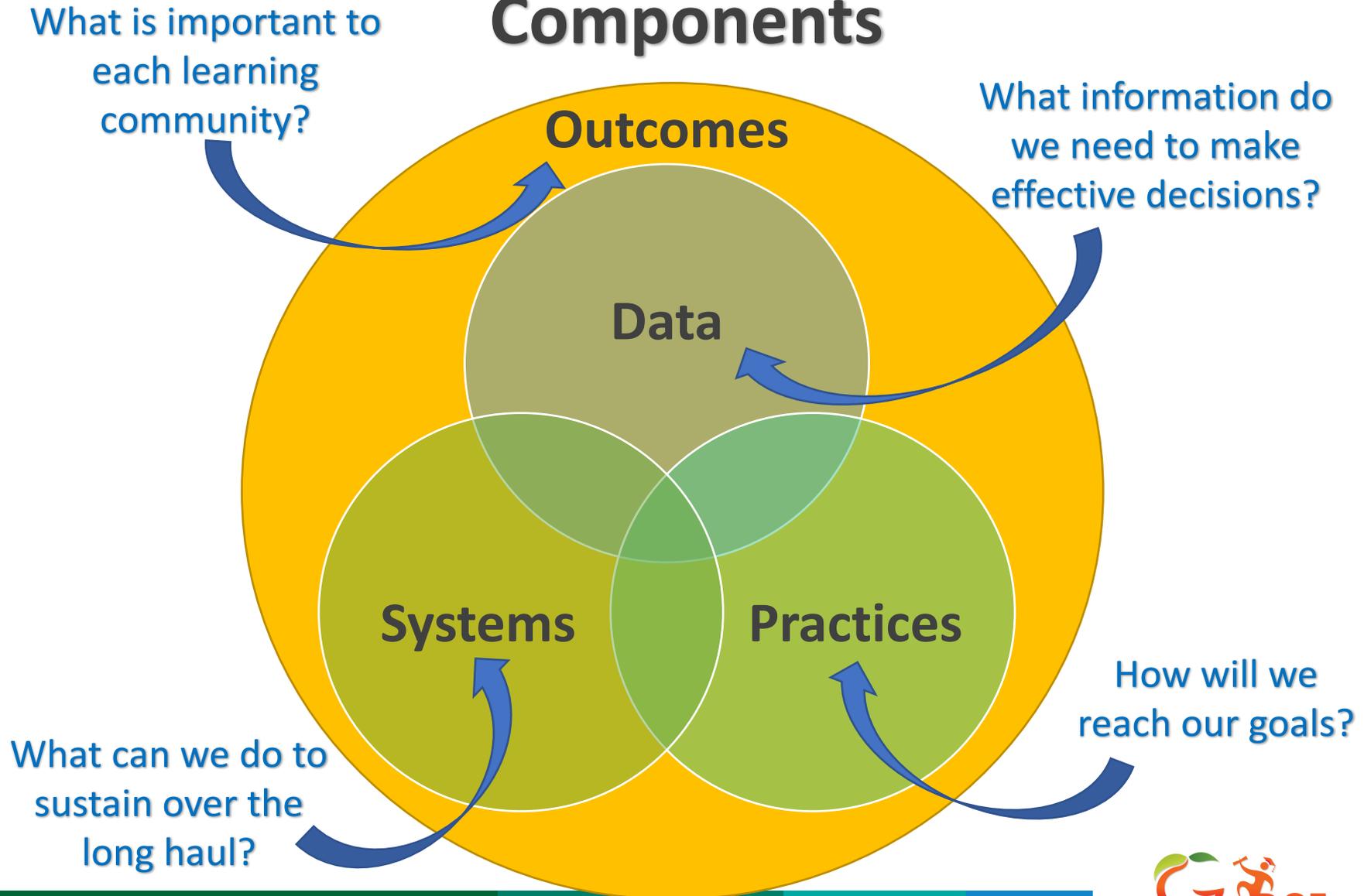


Which delivery system is in your district?

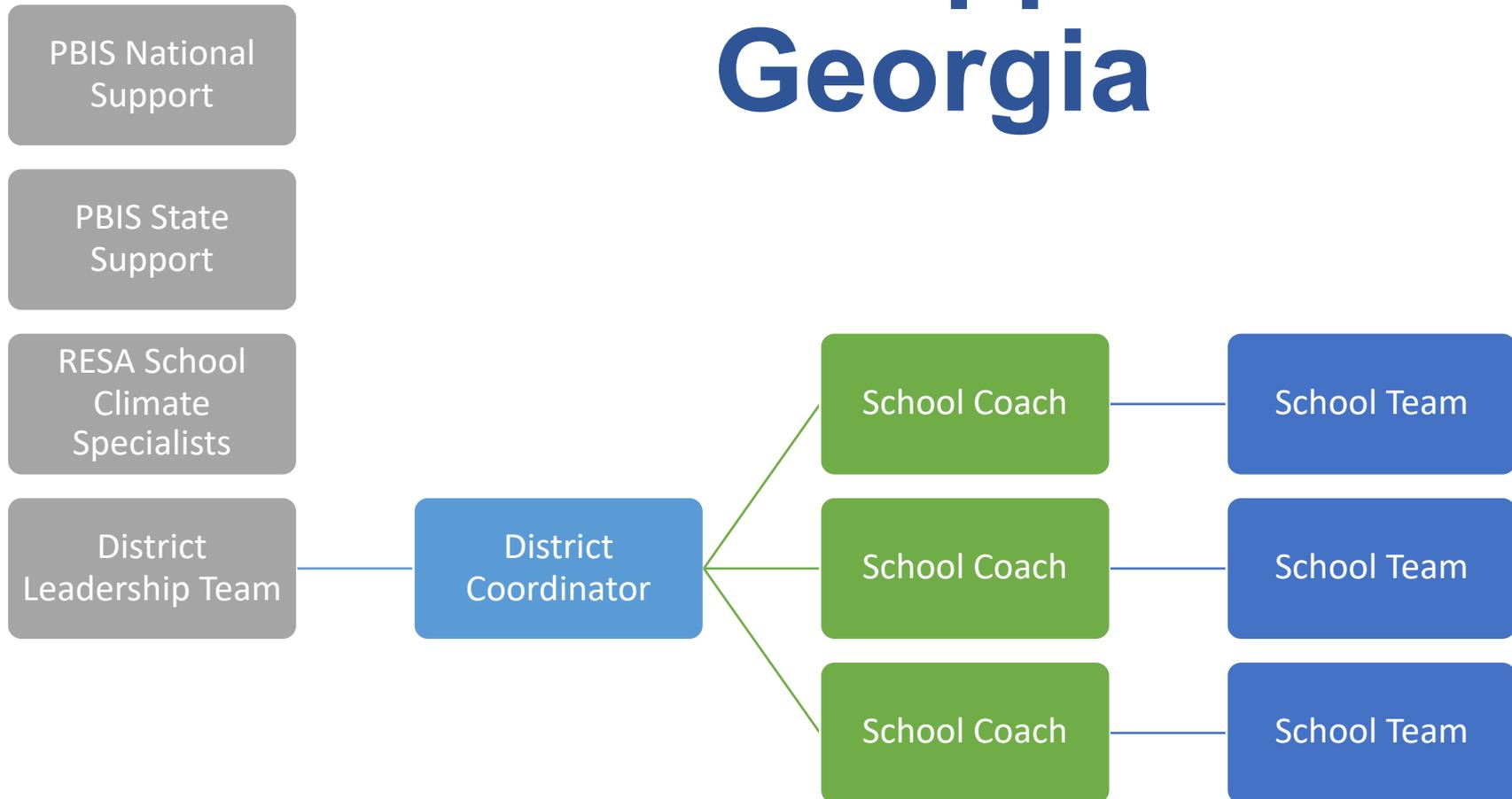


PBIS

Components



PBIS Support in Georgia



PBIS Support in Georgia

PBIS National Support

PBIS State Support

RESA School Climate Specialist

District Leadership

Is your RESA School Climate Specialist or District Coordinator on your district's CLIP team?



Is your Federal Programs Director on your PBIS district leadership team?

School Team

School Team

School Team

Methods for Monitoring Implementation & Effectiveness



Federal Guidelines

Every Student Succeeds Act

ESSA Section 4106(e)(2)(F)

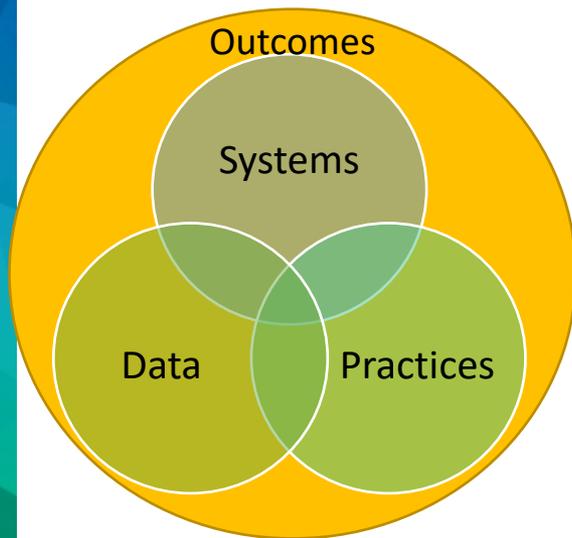
(F) Annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

The Administrator's Handbook on EDGAR

2 CFR §200.301

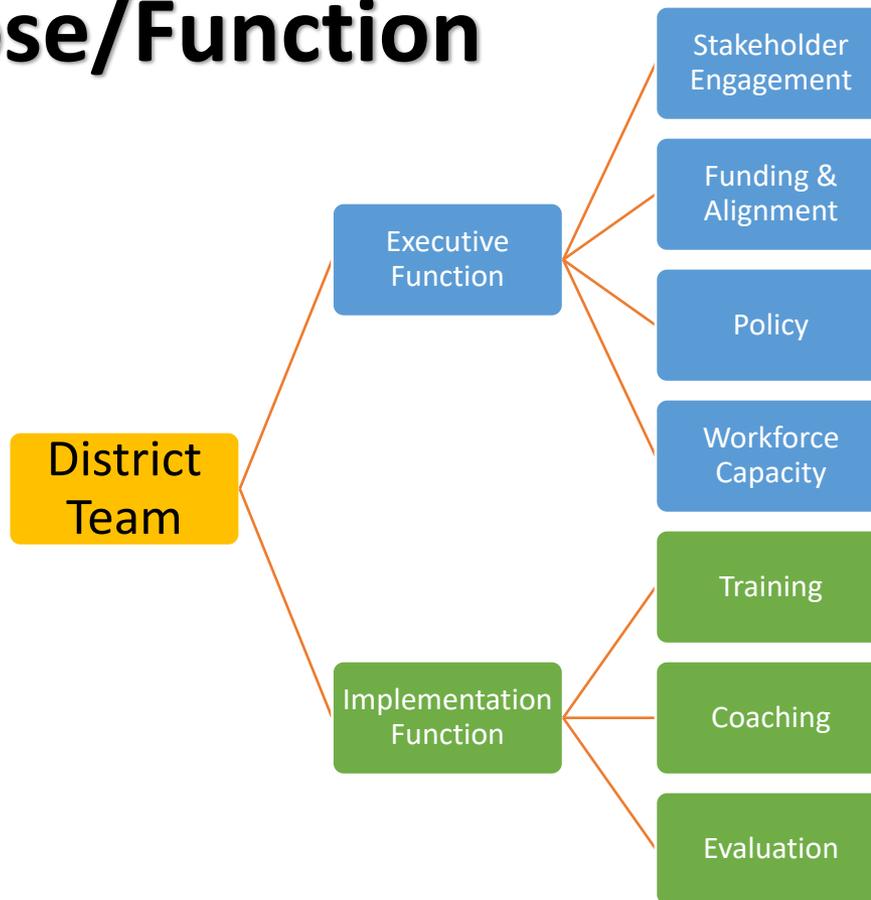
The Federal awarding agency must require the recipient to use OMB-approved governmentwide standard information collections when providing financial and performance information. As appropriate and in accordance with above mentioned information collections, ***the Federal awarding agency must require the recipient to relate financial data to performance accomplishments of the Federal award.*** Also, in accordance with above mentioned governmentwide standard information collections, and when applicable, ***recipients must also provide cost information to demonstrate cost effective practices*** (e.g., through unit cost data). ***The recipient's performance should be measured in a way that will help the Federal awarding agency and other non-Federal entities to improve program outcomes, share lessons learned, and spread the adoption of promising practices.*** The Federal awarding agency should provide recipients with clear performance goals, indicators, and milestones as described in §200.210 Information contained in a Federal award. Performance reporting frequency and content should be established to not only allow the Federal awarding agency to understand the recipient progress but also to facilitate identification of promising practices among recipients and build the evidence upon which the Federal awarding agency's program and performance decisions are made.

PBIS District Leadership Team Purpose/Function



Problem-Solvers

[PBIS District Systems Fidelity Inventory \(DSFI\)](#)



Barrier Removers

How do we know PBIS is being implemented with fidelity?

District Systems Fidelity Inventory ([DSFI](#))

Is our **district** doing it the way it was designed?

Self-Assessment Survey ([SAS](#))

What do **school** staff think about PBIS?

Walkthrough ([Sample 1](#)) ([Sample 2](#))

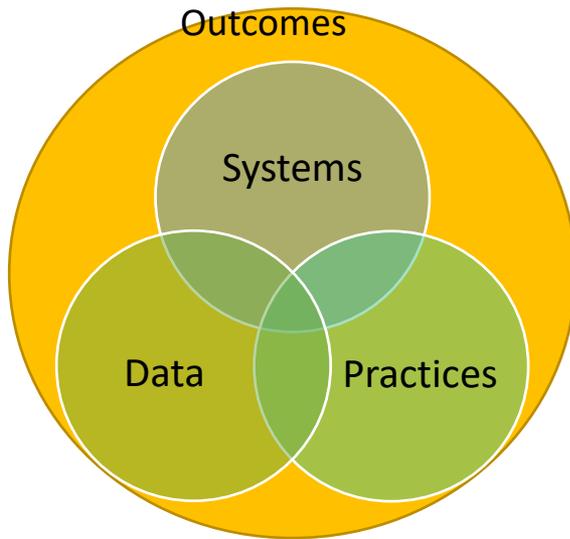
Can we see it, hear it, & feel it in the **school**?

Tiered Fidelity Inventory ([TFI](#))

Is our **school** doing it the way it was designed?

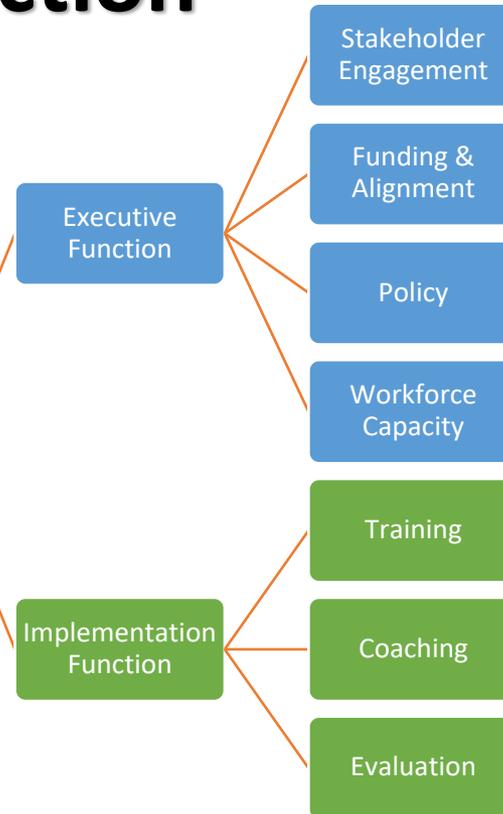
www.PBISApps.org

PBIS District Leadership Team Purpose/Function



Problem-Solvers

District Team



Barrier Removers

- PD/ Training & Associated Fees
- Training
- Salaries/Stipends
- Software
- Supplies
- Infrastructure
- Conference Travel & Fees
- Purchase of books, periodicals, subscriptions

Federal \$ Support For Improvement

[PBIS District Systems Fidelity Inventory \(DSFI\)](#)



Meaningful Consultation

District Curriculum
Directors/
Coordinators



Progress Monitoring



Program Effectiveness

2.3 Overarching Need # 3

69

DISTRICT IMPROVEMENT GOALS

Action Step # 1

Action Step	Build capacity among administrators and teachers to support identifying gifted/accelerated students for at-risk/under-served populations through Young Scholars. (SH)
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Meeting agendas, sign-in sheets, Instructional Framework, lesson plans, focus walks, monitoring forms/reports, Instructional Coach logs, reflection notebooks, PLC documentation, shared compliance folders, data usage reports, progress monitoring reports
Method for Monitoring Effectiveness	Implementation of PL, Benchmark progress, formative and summative assessment results, classroom observations (TKES/LKES), discipline data, survey results, RTI/PBIS data
Position/Role Responsible	District leaders, school leaders, community partners
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHES, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Partners In Education (district and school-based), local churches, Private Schools (Our Lady of Victory, Our Lady of Mercy, Counterpane School, Chamber of Commerce, PFO, Watch D.O.G.S., Griffin RESA, Work-based Learning Business Partnerships, A.V. Pride, Department of Family and Children Services (DFACS), Georgia State University, Newnan Police Department, Head Start, American School Counselors Association, Georgia Leadership Institute for School Improvement
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Methods of monitoring may include, but are not limited to, direct observations, formal surveys, interviews, records, focus group discussions, or district response mapping.

Persons Responsible

How often will you check in with persons responsible?

Program Effectiveness Summary

SAMPLE School District LEA CLIP Information		Fiscal Year: 2020	Goal:	Other:	Action Step:	Other:
			DIP Goal 2		Action Step 2	
Name of Community-Based Partnership with demonstrated/relevant expertise specific in support of the action step.						
Please check appropriate box.						
Local Library		Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Other: <input type="checkbox"/>	
Click or tap here to enter text.		Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Other: <input type="checkbox"/>	
Click or tap here to enter text.		Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Other: <input type="checkbox"/>	
List W-A funded resources purchased to supplement action step.						
Identify expanded activities, resources and/or programs announced on the LEA's approved fiscal year Title IV, Part A budget, including equitable services/terms, that specifically supplemented the stated action step.						
Childcare services to eliminate a barrier for parent attendance at evening APTT meetings.						
Effective-Maintain						
Non-Certified Substitutes for Teachers to attend APTT training/planning sessions						
Effective-Adjust						
Supplies: academic instructional materials for parents to use at home with students from APTT meetings						
Effective-Maintain						
Translation services for APTT meetings for non-English speaking and hearing impaired parents.						
Effective-Maintain						
3 months of Kajeet data service for bus internet						
Select Effectiveness						
Click or tap here to enter text.						
Select Effectiveness						
Click or tap here to enter text.						
Select Effectiveness						
Click or tap here to enter text.						
Select Effectiveness						
Click or tap here to enter text.						
Select Effectiveness						
Effectiveness						
Briefly explain the results observed from the LEA's measurement tool to assess the fidelity and impact of the implemented action step on student outcomes.						
The coordinator for Academic Parent Teacher Teams created action plans that included teachers in professional learning modules of how to engage parents in their child's academic progress. Six professional learning sessions were conducted in the areas of Fostering Camaraderia With Parents, Monitoring Student Progress, Sharing Student Achievement Data and Empowering Parents to Help Their Children. A survey was conducted at the end of each PL and 89% of teachers feel they benefited from the information provided to them and 85% of teachers stated they would like more resources to be provided to parents to assist with their students' academic progress. The APTT meetings has a focus on improving reading as a focus skill and providing more resources to increase the assessment level of students in this area. The Kajeet data service has shown an increase in the usage of students utilizing the service in their homes, monthly data reports that over 50% of users are utilizing the service where installed. Parent surveys concluded that the childcare services rendered assisted in their decision to attend the APTT meetings due.						

Program Effectiveness



Title IV, Part A -Student Support and Academic Enrichment Program Monitoring/Effectiveness Summary

SAMPLE PRESENTATION School District LEA CLIP Information	Fiscal Year: 2021			
	Goal: <i>DIP Goal 3</i>	Other:	Action Step: <i>Action Step 5</i>	Other:
Name of Community- Based Partnership with demonstrated/relevant expertise specific in support of the action step.				
Please check applicable box				
Local YMCA	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input checked="" type="checkbox"/>	Other:
Local Health Department	Weekly <input type="checkbox"/>	Monthly <input type="checkbox"/>	Quarterly <input type="checkbox"/>	Other:
List IV-A Funded resources purchased to supplement action step				
Identify <i>expended</i> activities, resources and/or programs annotated on the LEA's approved fiscal year Title IV, Part A budget, including equitable services' items, that specifically supplemented the stated action step.				
Annual subscription fee associated with SWIS license.	<i>Effective-Maintain</i>			
Registration & travel fees associated with Southeast Conference on PBIS.	<i>Effective-Adjust</i>			
Substitutes to be used by paraprofessionals/teachers attending PBIS related professional learning opportunities.	<i>Effective-Adjust</i>			
Funds to pay the salary for a Positive Behavioral Interventions and Support (PBIS) Coordinator	<i>Effective-Maintain</i>			
PBIS Coaches extra pay for before- and after-school work to ensure that PBIS is implemented with fidelity in their building.	<i>Effective-Maintain</i>			
Professional development	<i>Effective-Adjust</i>			
School Resource Officer	<i>Effective-Maintain</i>			
Effectiveness				
Briefly explain the results observed from the LEA's measurement tool to assess the fidelity and impact of the implemented action step on student outcomes.				
Results of the previously administered Student Health Survey illustrated that 80% of students reported they know an adult at school they can talk to if they need help. The district's discipline referral report has decreased by 6% over the last reporting period....				





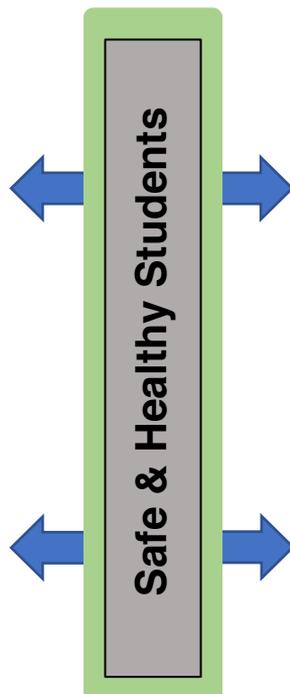
Selecting Allowable Evidence Based Programs & Initiatives



How can Title IV, Part A Support Prevention & Intervention?

Provide Training & Professional Development for students and staff on the following topics:

- ✓ Preventing Bullying & Harassment
- ✓ Relationship building skills
- ✓ Re-entry Programs & transition services for Justice Involved Youth
- ✓ School Readiness & Academic Success
- ✓ Child Sexual Abuse Awareness & Prevention
- ✓ Reducing Use of Exclusionary Discipline
- ✓ Practice & promoting supportive school discipline
- ✓ Suicide prevention
- ✓ Violence Prevention, Crisis Management
- ✓ Conflict Resolution
- ✓ Preventing Human Trafficking
- ✓ Building School & Community Relationships
- ✓ Culturally Responsive teaching & implicit bias
- ✓ Drug, alcohol, smokeless tobacco, marijuana and electronic cigarette prevention
- ✓ Trauma informed classrooms
- ✓ Chronic Disease Management



- Hire SEL Specialist
- Behavior Specialist
- Contracted services with behavioral health clinician.
- School based mental health services & counseling
- Supplies for mentorship (for small groups of students paired with mentor with the purpose of developing a positive relationship with students and providing an adult advocate.
- Equipment, materials, and training needed to compile and analyze student achievement & behavior data to monitor progress, alert the school to struggling students, and drive decision-making.
- Heighten STEM/STEAM programming to promote interest of students.
- Parent trainings on student connectivity & behavior
- Programs to promote healthy, active lifestyles
P. 27 Non-Regulatory Guidance SSAE ([here](#))

For Your Review...

Supplies & training for effective mentorship (for small groups of students paired with mentor with the purpose of developing a positive relationship with students and providing an adult advocate.

Equipment, materials, and training needed to compile and analyze student achievement & behavior data to monitor progress, alert the school to struggling students, and drive decision-making.

Build work capacity regarding PBIS and positive school culture and climate among substitutes working in your district.

Afterschool programs/clubs/organizations for students/Sponsor stipends/supplies/associated fees

Parent engagement
(Interpreters for EL parents attending meetings)

Allowable Under Title IV, Part A

Virtual Field Trip Fees

Supplies
(Student, Parent & Teacher Engagement)

Web-based Software

Professional Learning

Social-emotional learning
(*Develop competencies*)

Stipends/Salaries

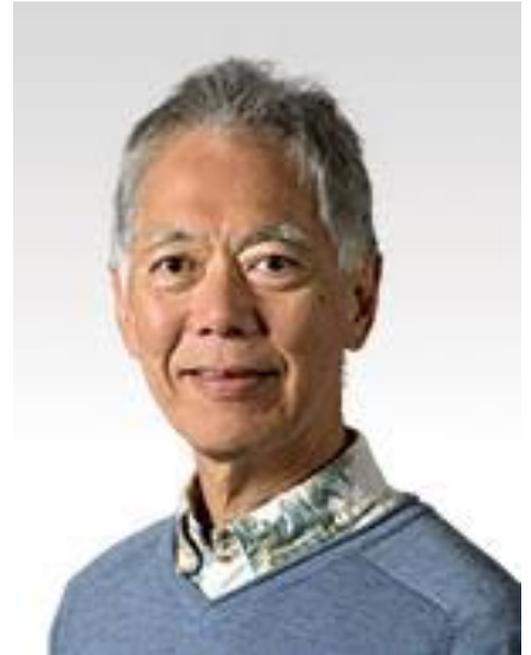
Endorsements
(PBIS)

Establish/ Maintain Community Partnerships

Words of wisdom...

Always look for the smallest change that will produce the largest effect

- Avoid defining a large number of goals.
- Do a small number of things well.



Dr. George Sugai

Community- Partnership



Offering a holistic education to **each and every child** in our state.



District & Community Leadership Team

Local MH
Provider/Core
Service Agency

Law Enforcement
& Juvenile Services

Board Member &
Business Leaders

School
Improvement

Primary Care
Physicians

Academic MTSS
Director

Special Education
& Student
Supports Director

Administration and
Teacher
Representative
(Union)

Social Services
Afterschool Dept
of Recreation
Services

Family Youth
Community or
Faith Leaders

Professional
Development/
Teacher Mentoring

Human Resources/
Hiring

Community Partnerships



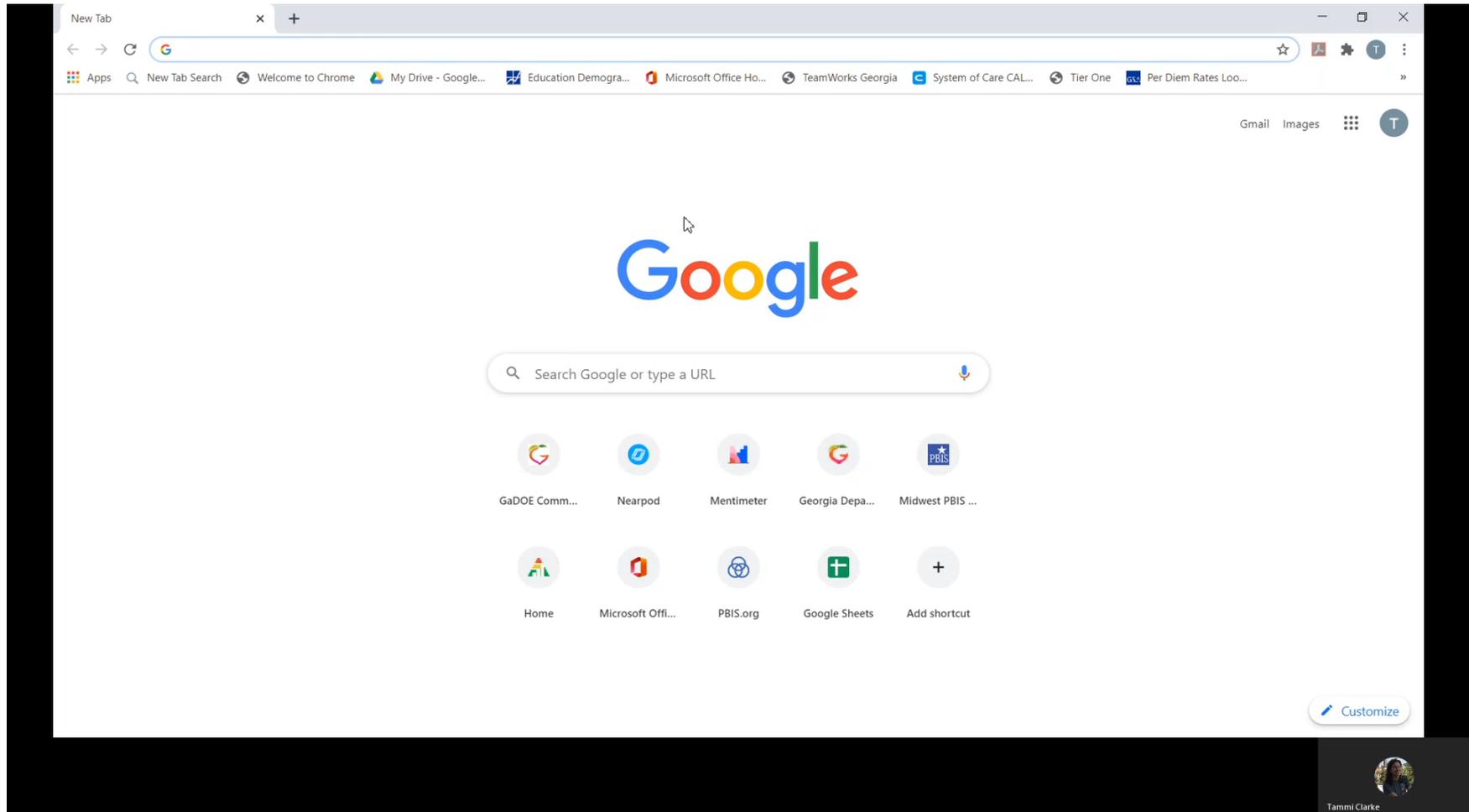
- ✓ Speakers
- ✓ Field Trip
- ✓ Boys and Girls Club
- ✓ Community Crisis Center
- ✓ Local kids club
- ✓ Local Police Department
- ✓ Volunteer Hospice
- ✓ Girl/Boy Scouts
- ✓ Youth and Family Services
- ✓ Behavioral Healthcare System
- ✓ Local YMCA
- ✓ Community Church
- ✓ 4-H Club

Consultant Partnerships	Collaborative Partnerships	Champion Partnerships
<p>Provides foundational support to the programs and initiatives implemented by the district. The district gains professional development support to effectively operate programs.</p>	<p>Partners are involved with one or more programs & initiatives. Partners may host field trips, mentorships, and provide instructional educational outreach.</p>	<p>Partners provide multiple outlets for assisting with a variety of projects and assist with coaching, hosting events, sponsorship (funding), provide materials, or offer facilities for use.</p>

Tips & Helpful Tools



Community.GaDOE.org



GADOE Community - Courses

Courses – GaDOE Community | community.gadoe.org/courses/

GADOE Community

Jason Byars

GADOE Community Terms of Service and Privacy Policy updated!
Please note that the GaDOE Community Terms of Service and Privacy Policy have been updated. Members may find documentation in the left sidebar.

Courses

Search Courses...

All Courses (6) My Courses (1)

Alphabetical | All Instructors

FREE

GA

ORGANIZER & MODERATOR TRAINING

Community

4 Lessons

GaDOE Community Organizer and...

gadoeadmin

The Georgia Department of Education launched GaDOE Community to provid...

FREE

GaPBIS

Georgia's Positive Behavioral Interventions and Supports

1 Lesson

PBIS Behavior Matrix

gadoeadmin

The purpose of this course is to utilize the matrix to identify and respond to...

FREE

GaPBIS

Georgia's Positive Behavioral Interventions and Supports

1 Lesson

Practices to Support Staff Wellness

gadoeadmin

The purpose of this course is to describe how self-care practices can ...

FREE

GaPBIS

Georgia's Positive Behavioral Interventions and Supports

2 Lessons

FREE

GaPBIS

Georgia's Positive Behavioral Interventions and Supports

1 Lesson

FREE

GADOE

11 Lessons

DOES YOUR COURSE AWARD A BADGE? LINK YOUR BADGR BACKPACK HERE. VIEW THIS VIDEO FOR HELP CREATING YOUR BADGR ACCOUNT: [HTTPS://ADOBE.LY/32KKWMJ](https://adobe.ly/32kkwmj)

Enter your Badgr email:

Enter your Badgr password:

Sync

GADOE Community - Forums

The screenshot shows a web browser window displaying the GADOE Community Forums. The browser's address bar shows the URL community.gadoe.org/forums/. The page features a navigation sidebar on the left with icons for home, star, calendar, and other functions. The main content area is a grid of forum categories, each with a representative icon and title. A right-hand sidebar lists various forum groups with their respective member counts. Below this, there are sections for 'Most popular discussions', 'Unanswered discussions', 'RECENT REPLIES', and a list of recent replies.

FORUMS

- Behavior Specialists 0
- C&I Directors 0
- Computer Science 1
- Private: Development and Te... 2
- Private: Elementary Health & ... 0
- Elementary School STEM/STE... 1
- Elementary School World Lan... 1
- Private: Elementary Visual Art... 0
- Private: Family-School Partne... 0
- Fine Arts 0
- Private: GaDOE Community O... 1
- Private: GaDOE Professional ... 8
- GaPBIS 8
- GAVS – Georgia Virtual School 0
- Georgia's Dual Language Im... 3

RECENT REPLIES

- PBIS Behavior Matrix Module
- Practices to Support Staff Wellness Module
- 2020-21 School Year Schedule
- Practices to Support Staff Wellness Module
- Practices to Support Staff Wellness

Let's Review!

Title IV, Part A is a resource to support the PBIS framework.

There are many free tools available to help monitor *fidelity* and *outcomes*.

Use resources such as GaDOE Communities to engage in courses and connect with others.

Continue to generate innovative ideas in collaboration with each other.



Tips to Maintain A Positive School Culture & Climate In the Digital World

TIP!

When deciding on contracted services for PBIS, opt for the national experts in areas based on targeted needs.

TIP!

Continue meaningful consultation between federal programs and PBIS District Coordinator.

TIP!

Connect with LEAs that are modeling practices that possibly address targeted needs within your LEA.

TIP!

Create or include parent trainings on student connectivity & behavior intervention within resource libraries.

TIP!

Devise opportunities where adults can relate, heal, and develop their capacity to support students.

TIP!

Seek virtual partnerships that may provide a variety of support to staff and students.

PBIS (Virtual) Conference Dates & Links

National

Oct 21, 22 & 23
2020

State

Dec 2 & 3
2020

International

Mar 17, 18 & 19
2021



October “Tips & Tools”

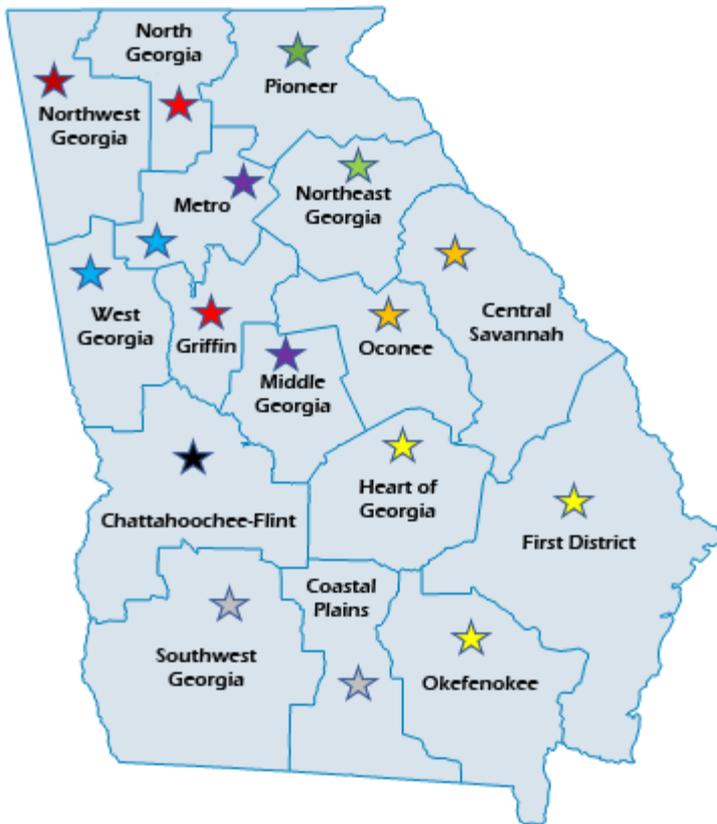
Facilitated By: Matthew Smith

Community Partners: Engagement that Strengthens Title IV, Part A Programming

October 8, 2020

In October, we will focus on how to build enriching and enduring partnerships with community-based partners. LEA presenters will share how they activated partnerships in their local context. The Title IV, Part A team will describe technical assistance opportunities for LEAs in this area.

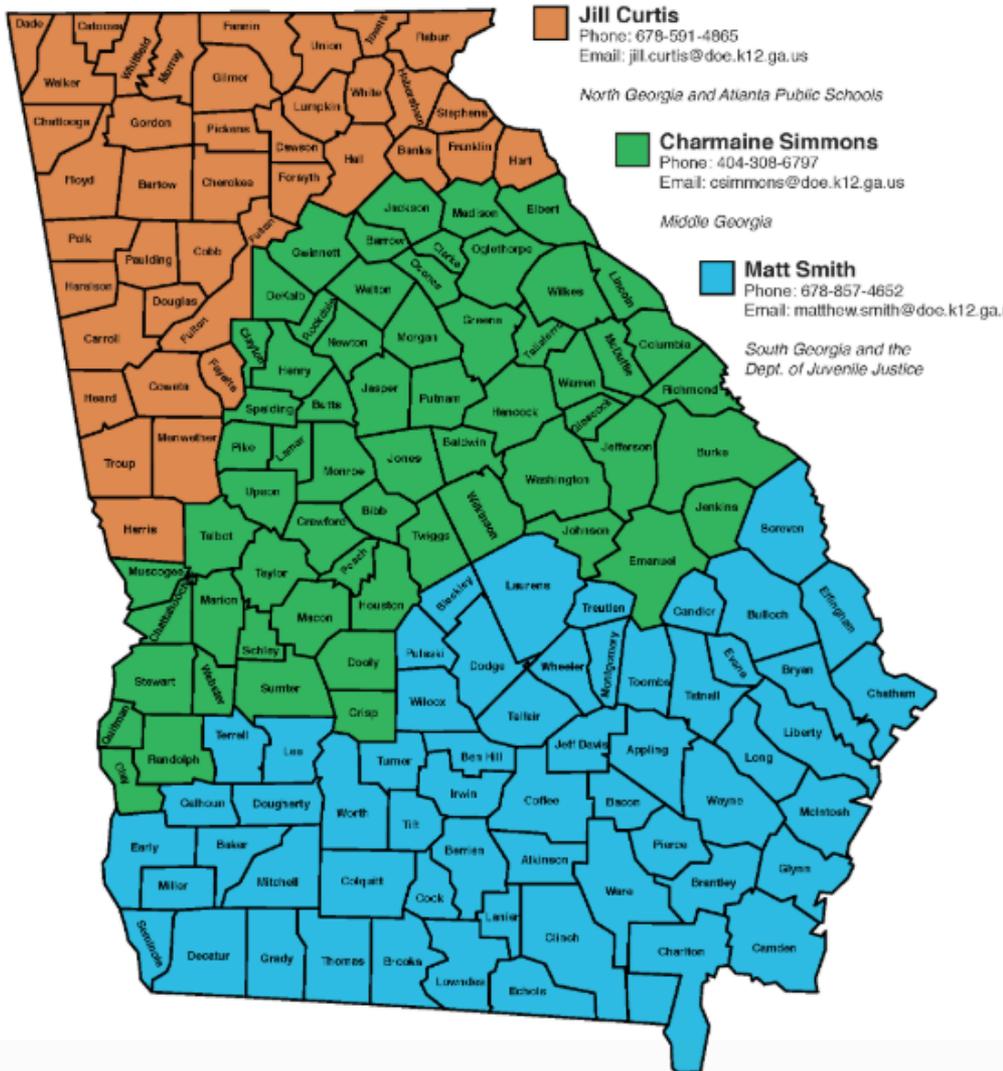
Registration is live on Title IV, A Webpage Now!



Georgia's Positive Behavioral Interventions and Supports

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SSAE Title IV, Part A Specialist FY20 Service Area Map



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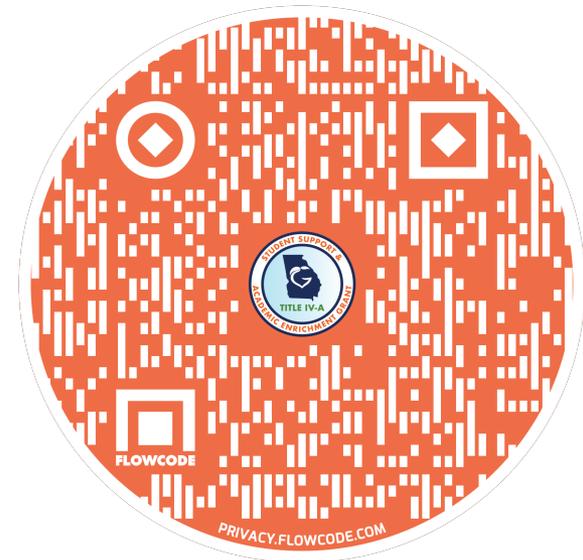
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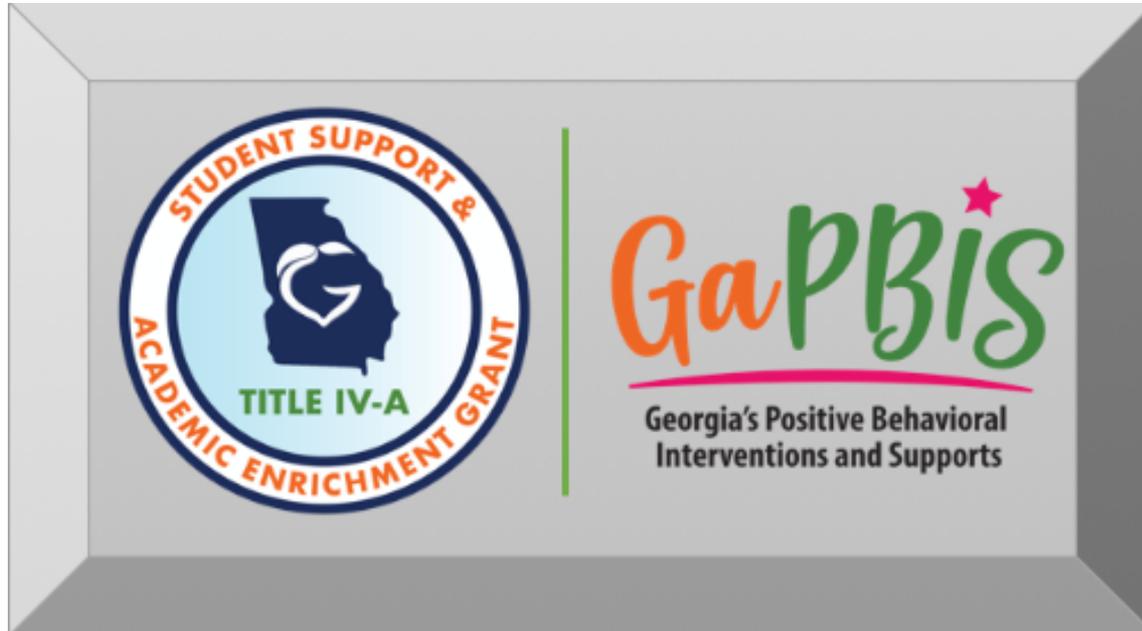
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Thank you for your time and attention!



Do you have any questions?