

City Schools of Decatur Program Roundtable

An virtual introduction and overview to
CSD student intervention and support programs

Thursday, January 27, 2022
6:00-7:30 p.m.



Tonight's Agenda

Welcome

~ Dr. Maggie Fehrman ~

Introduction to Tonight's Meeting Format

~ Frances Holt ~

Presentation

~CSD Departments Representatives~

Q&A

~ CSD Departments Representatives ~

Closing and Evaluation

~ Frances Holt ~



Framework for Equitable Outcomes

At CSD We will build the foundation for all children to be their best, achieve their dreams, and make the world a better place.

Our mission is to work with and inspire students to grow and develop their ability to learn, think, and inquire through meaningful, motivating, and rewarding learning experiences supported by highly qualified, caring adults in a safe, supportive, and inviting environment.



Welcome and Sign-In

Welcome and thank you for attending this session!

Please take a moment to sign-in to tonight's session
by using the Sign-In link posted in the chat.



Group Norms

1. I proactively seek and consider diverse voices, ideas, and perspectives.
2. I seek first to understand, then to be understood.
3. I speak respectfully and in a solutions-oriented way.
4. I use evidence to inform my thinking and decision-making process.
5. I take care of myself, others, and the environment.
6. I embrace a mindset that promotes my own and others' learning.
7. I address conflict directly, productively, and with compassion.
8. I seek opportunities to show gratitude and celebrate with colleagues.

Multi-Tiered Systems of Support

Department of
Teaching & Learning

Dr. Kristy Beam,
Assistant Superintendent

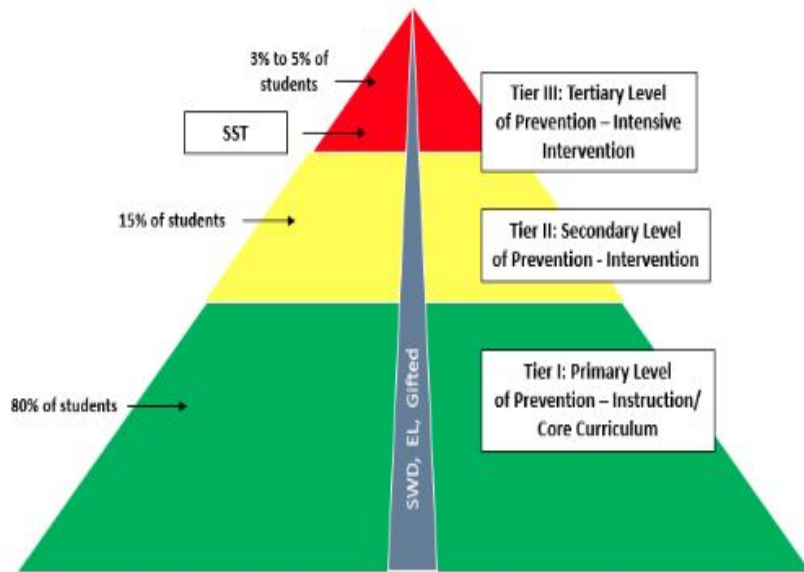


Erica Godfrey
MTSS Coordinator & District
Intervention Specialist
egodfrey@csdecatur.net



Iris Lytes
District MTSS Coach
Birth - 5th grade
ilytes@csdecatur.net

What is MTSS?



Students receive services at all levels, depending on need.

A [Multi-tiered System of Supports \(MTSS\)](#) is a tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.

(National Center on Response to Intervention, 2010)

MTSS 5 Essential Components

ESSENTIAL COMPONENTS	How this happens in CSD?
Screening	Universal screeners (MAP, Acadience, GMAS, etc.)
Progress Monitoring	Ongoing assessments (classroom performance, formative/summative assessments, etc.)
Data Based Decision Making	Team meetings (building & district level), Grade/team planning, parent conferences, etc.)
Multi-Level Prevention System	Classroom & programmatic interventions (i.e. EIP & REP)
Infrastructure	Materials, coaching, and on-going training

What is EIP vs.REP ?

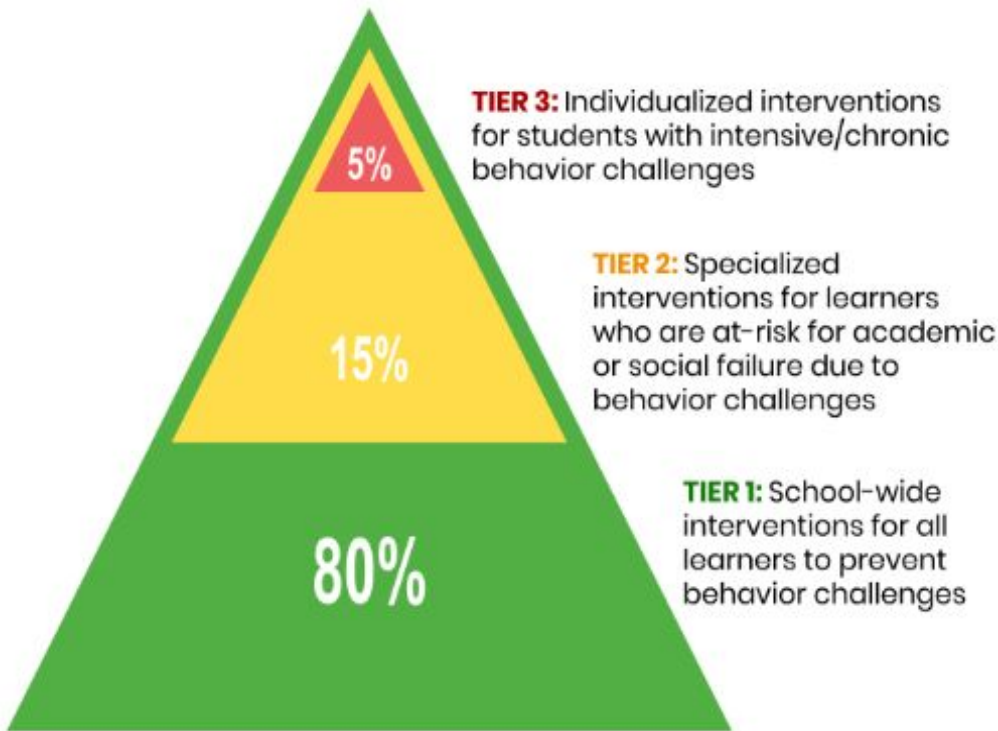
EIP/REP Table

Program	Early Intervention Program (EIP)	Remedial Education Program (REP)
Grades served	K-5	6-12
Type of program	General education program	
Objective	Reach grade level performance in the shortest possible time	
Entrance Criteria	The student scores 34%ile or below OR below the equivalent risk cut point on at least two measures	The student scores 25%ile or below OR below the equivalent risk cut point on at least two measures
Exit Criteria	Student scores at or above the 40%ile or above the at-risk cutoff scores on <u>two current measures</u>	Student no longer meets criteria for REP support and is performing on grade level.

CSD Dyslexia Pilot

ESSENTIAL COMPONENTS OF MTSS	COMPONENTS OF DYSLEXIA PILOT
Screening	An additional layer of screening (KTEA-3) is given to students that fall in the “at risk” category.
Progress Monitoring	Progress is monitored over time to see how students respond to reading interventions.
Data Based Decision Making	Next steps are determined using the second layer of screening in addition to universal screening data.
Multi-Level Prevention System	Interventions are implemented at the intensity appropriate for the students’ needs.
Infrastructure	Resources and training are given to teachers to support students with characteristics of dyslexia.

PBIS



Positive Behavioral Intervention & Support Mission

CSD is utilizing the PBIS Framework to implement a comprehensive and cohesive adult and student behavior system to promote equity and foster a school culture grounded in social emotional learning and social justice in all schools.

School teams are implementing initiatives in each building.



Office of State and Federal Program

Ms. Frances Holt
Chief of State and Federal Program



The Office of State & Federal Programs

The Office of State and Federal Programs monitors and supervises state grant programs and all federally funded programs for the City Schools of Decatur.

State and federal fund programs are designed to ensure that all students, including children impacted by poverty, home insecurity, English as a Second Language needs, and with disability eligibility under the Individuals with Disability Act (IDEA) have *a fair, equal, and meaningful opportunity to obtain a high-quality free and appropriate public education.*



The Office of State & Federal Programs

ESOL & Federal Programs:

- English to Speakers of Other Languages (ESOL)
- Title I-A, Improving Academic Achievement
- Title I-A, Family School Partnerships
- Title I-A, Foster Care Provisions
- Title I-C, Migrant Education
- Title I-D, Neglected and Delinquent
- Title II-A, Supporting Effective Instruction
- Title III-A, Language Instruction for English Learners
- Title IV-A, Student Support and Academic Enrichment
- Title IX-A McKinney-Vento Homeless Education

Special Education

- Age 3-21 program for students with disabilities
 - 4 grants as well as local funds

You may find further information regarding the Programs for which CSD applies for federal funds annually via the [CSD Comprehensive Local Education Agency Implementation Plan \(CLIP\)](#)



ESOL & Federal Programs

ESOL & Federal Programs District Department Staff



[Paris Hardnett](#)

ESOL & Federal Programs
Parent Engagement Liaison



[Nicole Jefferson](#)

ESOL & Federal Programs
McKinney-Vento Liaison



[Willie Washington](#)

ESOL & Federal Programs
Director

ESOL & Federal Programs

The ESOL & Federal Programs Department oversees supplemental student academic support services related to English Language Learner support services and programs facilitated through federal mandate and/or federal grant awards.



ESOL & Federal Programs

Parent and Family Engagement is a HUGE component that runs across and is threaded across all of our ESOL and Federal Programs.

Our work in this area is designed to increase parent participation to positively impact student academic achievement. We work to achieve this goal by:

- communicating on a regular basis
- offering various parent engagement activities



ESOL & Federal Programs

ESOL & Title III-A **School**-Based Support Staff

Janet Arenas

Winnona Park and RMS

Maura Burke

Decatur High School

Alexis Edwards-Williams

Oakhurst, FAVE, Talley

Alice Gerstel

Clairemont, Glennwood, Westchester



ESOL & Federal Programs

Our school based ESOL teachers provide supplemental language support services for identified students whose first language is not English to all CSD schools.

These teachers provide these supplemental support services using the following GaDOE approved service models:

- Pushing into the general education classroom
- Pulling students for small group support during school intervention blocks
- Scheduled ESOL class

ESOL & Title III staff may also provide student tutoring and extended year language support opportunities.



ESOL & Federal Programs

Title I-A School-Based Support Staff

Gonzile Upson

Clairemont Elementary

Tiffany Lundy & Taynae Wingfield

Talley Street Upper Elementary



ESOL & Federal Programs

Our school based Title I support staff provides supplemental academic support services for identified students to help ensure that students meet national and state academic performance benchmarks.

The Title I staff provides these supplemental support services using the following GaDOE approved service models:

- Pushing into the general education classroom
- Pulling students for small group support during school intervention blocks

Title I staff may also provide student tutoring and extended year support opportunities.

ESOL & Federal Programs

If you have any further questions regarding any of these support services and programs, please feel free to contact us at any time.

Special Education

within the Office of State and Federal Program



District Special Education Team

Frank DeFilippo

Special Education Coordinator
FAVE Cluster Elementary Schools
Renfroe Middle School



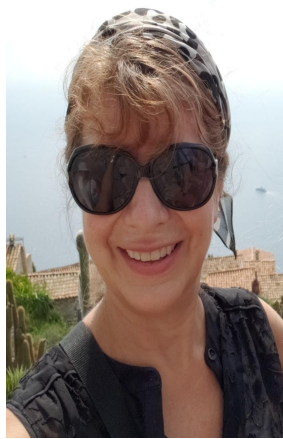
Tiffany Martin

Special Education Coordinator
Talley Cluster Elementary Schools
Decatur High School



Tatrabian Lockwood

Special Education
Lead Teacher (SELT)
ECLC, Oakhurst,
Westchester, FAVE



Karen Ehmer

Special Education Lead
Teacher (SELT)
Renfroe Middle School



Cheryl Grant

Special Education
Parent Mentor



Sonja McLeod

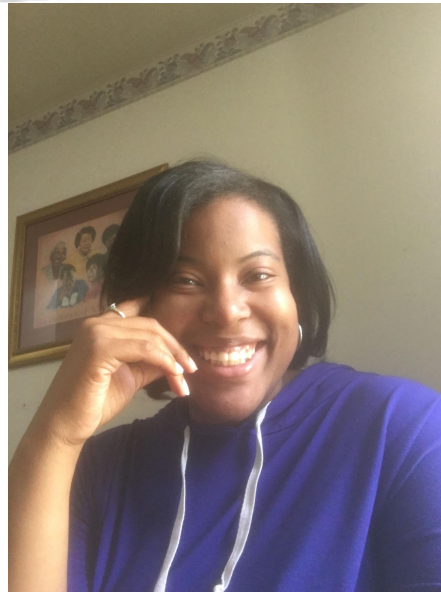
Special Education Lead
Teacher (SELT)
Clairemont, Glennwood,
Winnona, Talley



Clair Rutherford

Special Education
Lead Teacher (SELT)
Decatur High School

Comprehensive Coordinated Early Intervening Services CCEIS



[Ella Harley](#)
Student Engagement Coach



Special Education

Student is found eligible in one of **12 [special education disability categories](#)** (examples: Autism, Learning Disability, Speech Impairment, Emotional/Behavioral Disorder, Vision Impairment, Hearing Impairment, Other Health Impaired). [At-A-Glance process for identification CSD resource](#).

Per GaDOE there are specific criteria for each category.

Disability must ***impact*** academic or social skills.

Student must require ***Specially Designed Instruction***.



Special Education

If eligible, an [Individual Education Plan \(IEP\)](#) is written for the student. The IEP is updated at least annually and includes the following:

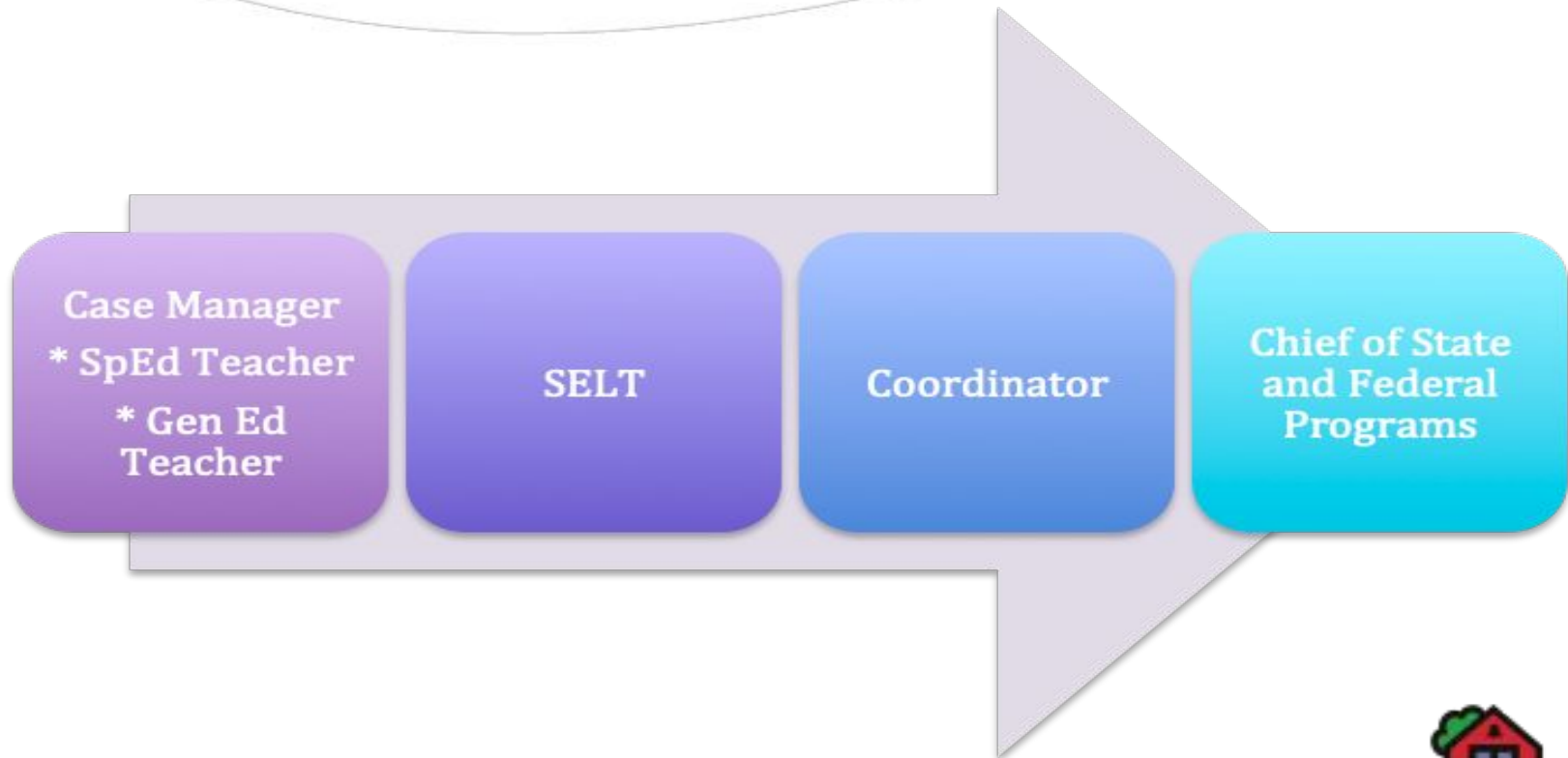
- Current level of performance (classroom data and standardized test results)
- Measurable annual goals and objectives
- Supports for testing and accessing instruction (accommodations or modifications)
- Specific times and locations of services

Services are typically provided in the general education classroom (collaborative or co-teaching) or in a small group outside of the general classroom.

- “*Inclusion*” is not an IDEA “placement” or “service model.” It is a practice and belief that students with disabilities should be included with nondisabled peers to the max extent possible.

“Case manager” is SE teacher responsible for managing the plan and services.

Student Support Services Dept. Organization



Equity & Student Services Overview

Dr. Lillie Huddleston
Associate Superintendent
[Equity & Student Services](#)



Healthy

Mental Health Physical Health

Build a strong foundation to support academic development and success.



- School Counseling
- [Decatur Student Center](#)
- Social Work
- School Health
- COVID-19 Response

Safe

Positive Climate Discipline

Foster a supportive learning environment.



- School Discipline
- PBIS
- Risk Assessment
- Mandated Reporting

Engaged

Equity

Remove barriers to success.
Pay the education debt to students farthest from power and privilege.



- Diversity, Equity, and Inclusion
- Title IX
- Attendance
- Student Athletics and Activities

Supported

Student Services

Offering universal and targeted support to address academic, social emotional, and behavioral needs.



- School Psychology
- Section 504
- Social Emotional Learning
- MTSS Behavior
- Hospital Homebound Services

Equity and Student Services District Department



Dr. Lillie Huddleston
Associate Superintendent



[Mrs. Dianne Andree](#)
Student Success Director



[Dr. Mari Banks](#)
Equity Director



[Mr. Rodney Thomas](#)
Executive Director of
Student Services

Equity and Student Services District Department



[Dr. Melvin Ratcliff](#)
Lead Social Worker



[Mrs. Shonda Moore](#)
School Health Coordinator



[Dr. Kimberly Jones](#)
District Lead Counselor



[Mr. Ben Knaebel](#)
504/School Psychology Coordinator



[Dr. Rhonda Coger](#)
Behavior Interventionist

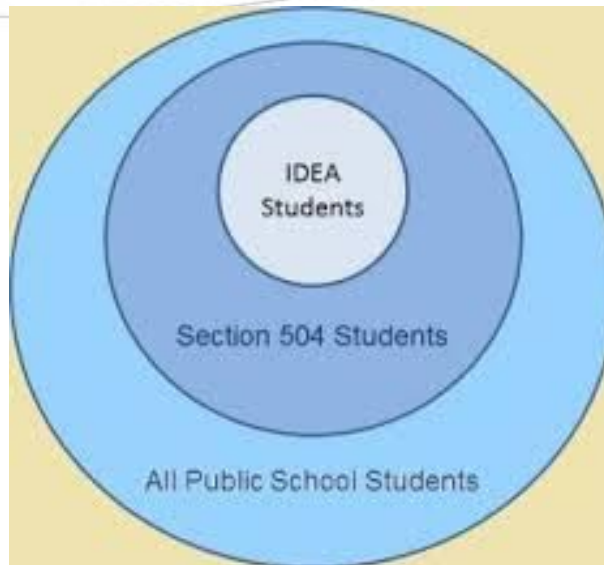


Student Services and Supports

Section 504



Section 504 Eligibility



Psychological Services



- Comprehensive Psychoeducational Evaluations
- Behavioral and academic consultation
- Direct intervention
- Multidisciplinary teams

Hospital Homebound

- Provide continuity of educational services between the classroom and hospital/ home
- Services to not replace all educational programming
- Designed to support
 - Students with medical needs that do not allow them to attend school for a limited period of time
 - General and Special Education
- Initial contact for HHB - School counselor

Wrap Around Services

Dianne Andree
Student Success Director



Equity and Student Services

Comprehensive School Counseling

- classroom lessons, small groups and individual counseling
- training through the American School Counselor Association
- Services: contact your school's counselor directly



Decatur Student Center

- wrap around services; beyond the scope of school counseling
- Services: complete an online referral





Department Representatives

Thank you for attending this parent education session!

We hope you have learned much about the various support programs available to students in CSD.

Should you need to contact someone who presented tonight, contact emails and department website links are embedded throughout the presentation or you can click [here](#).

