



2022 – 2023 SY

North Atlanta High School



ATLANTA
PUBLIC
SCHOOLS



Division of
Academics

STUDENT SERVICES

Tara Walker, Ed. D
MTSS Coordinator

Kayla Dinkins Ed. S
Special Education Lead

Venisha Johnson, Ed. S
504 & HHB Contact

Chelsea Rybkin
School Psychologist

Dr. Abifee Thomas
School Social Worker

Kaila Patterson
SEL & RP Liaison



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OBJECTIVES

- ❑ Introduce Student Services Staff
 - ❑ Roles
 - ❑ Contact Information
- ❑ Explain Student Services offered at NAHS
 - ❑ Academic Supports
 - ❑ Social Emotional Supports
- ❑ Addressing the Increase in Anxiety & Depression
 - ❑ Warning Signs
 - ❑ What can we do?

Venisha Johnson, Ed. S

504 Contact

Hospital/Homebound (HHB) Contact

Phone: [404.802.4767](tel:404.802.4767) | **Email:** VenJohnson@apsk12.org

504

As of 22-23 SY, initial 504 eligibility will be facilitated by Dr. Walker.

- ☐ Facilitate 504 Reviews & Re-evaluation meetings
- ☐ Address complaints regarding 504s
- ☐ Maintain 504 records and compliance

HHB (*General Ed students only*)

- ☐ Consult with parents on HHB process
- ☐ Complete and submit HHB paperwork to HHB District Liaison
- ☐ Oversee teacher and HHB teacher compliance with duties

Tara Walker, Ed. D

MTSS Coordinator/504 Co-Chair

Phone: [404.802.4787](tel:404.802.4787) | Email: Tara.Walker@apsk12.org

504

- ☐ Initial 504 eligibility and 504 transfers

MTSS

- ☐ Facilitate Tier 2 and SST meetings
- ☐ Address parent and teacher concerns regarding academic & behavioral needs
- ☐ Develop student intervention plans & monitor student progress
- ☐ BASC-3 BESS administration

Kaila Patterson

Social Emotional Learning (SEL) Liaison

Restorative Practices (RP) Coach

Phone: 404.802. 4753 | **Email:** Kaila.Patterson@apsk12.org

- Build and expand a positive school climate and culture for our students, faculty/staff, and stakeholders
- Facilitate in repairing harm and assisting in conflict resolution
- Support teachers and staff on restorative practices (RP), social emotional learning (SEL), and positive behavior intervention supports (PBIS)
- Meet with students who could benefit from SEL and RP support and interventions
- Assist parents in learning more about SEL and the benefit for our students and families
- Provide guidance or strategies for using RP in the home



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Dr. A. Thomas

School Social Worker (SSW)

Phone: 404.802.4000 | Email: Abiffee.Thomas@apsk12.org

- The SSW work as part of the educational team. They facilitate the educational and individual potential of students by providing services that promote school success.
- ***PRIMARY ROLE IS TO BE A LIAISON/CHILD ADVOCATE***
- SSWs serve as a link between the home, school, and community. They work to remove barriers that interfere with student performance.
- ***ENSURE THAT STUDENTS REMAIN IN SCHOOL AND GRADUATE***
- ***ENSURE THAT STUDENTS GROW SOCIALLY AND EMOTIONALLY***



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Kayla Dinkins, Ed. S

Special Education Lead Teacher

Phone: 404.802.4766 | Email: Kayla.Dinkins@apsk12.org

- ☐ ? Oversee special education programs for North Atlanta
- ☐ ? Manage scheduling of students with disabilities
- ☐ ? Maintain Department of Special Education records for North Atlanta
- ☐ ? Manage student movement to AVA, Phoenix and ACCA
- ☐ ? Coordinate HHB for Students with disabilities
- ☐ ? Coordinate legal services and litigious cases for North Atlanta
- ☐ ? Oversee compliance of records for Students with disabilities



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Chelsea (Petito) Rybkin, MEd, CAS

School Psychologist,

NAHS & Hillside Conant School

Phone: [404.802.4781](tel:404.802.4781) | Email: Chelsea.Rybkin@apsk12.org

- ☐ Evaluate initial eligibility for special education services by completing comprehensive psychological evaluations.
- ☐ Identify and resolve barriers to learning (cognitive, academic, behavioral, social/emotional)
- ☐ Periodically re-evaluate students to fulfill state law requirements, ensure SWDs are appropriately classified/placed, and assist with the post-secondary transition.
- ☐ Our department is growing! APS recognizes that school psychologists can be utilized in many ways outside of testing and is expanding the department to better support the wellness of students and help reinforce social skills, problem-solving, anger management, and self-regulation.

SSW

School Social Work



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School Social Worker

- The SSW work as part of the educational team. They facilitate the educational and individual potential of students by providing services that promote school success.

****PRIMARY ROLE IS TO BE A LIAISON/CHILD ADVOCATE***

- SSWs serve as a link between the home, school, and community. They work to remove barriers that interfere with student performance.

****ENSURE THAT STUDENTS REMAIN IN SCHOOL AND GRADUATE***

*****ENSURE THAT STUDENTS GROW SOCIALLY AND EMOTIONALLY***



SSWs specialize in:

- Program development
- Community partnerships development
- Identifying and mobilizing resources
- Individual/group supportive counseling/ Refer out for therapeutic counseling
- Home visits
- Coordinating child welfare services
- Homeless education support
- Resource gathering for economic aid

School Social Worker Referral Process

- ❖ Students may be referred for problems and concerns that affect their academic achievement and social-emotional wellbeing.
- ❖ Parents, legal guardians, school personnel, or others familiar with the student may refer to the SSW.
- ❖ Students may self-refer.

SECTION 504

Rehabilitation Act of 1973



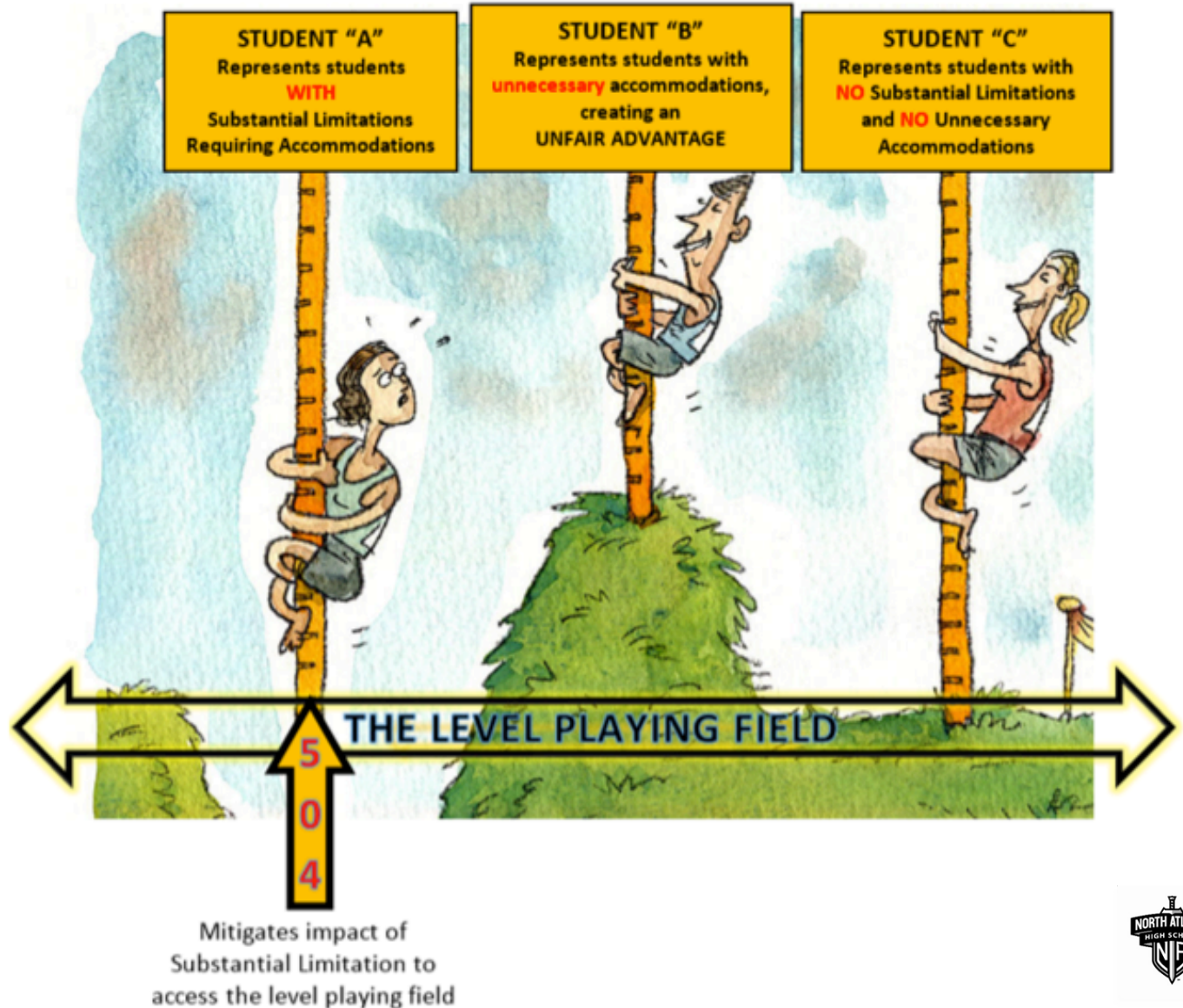
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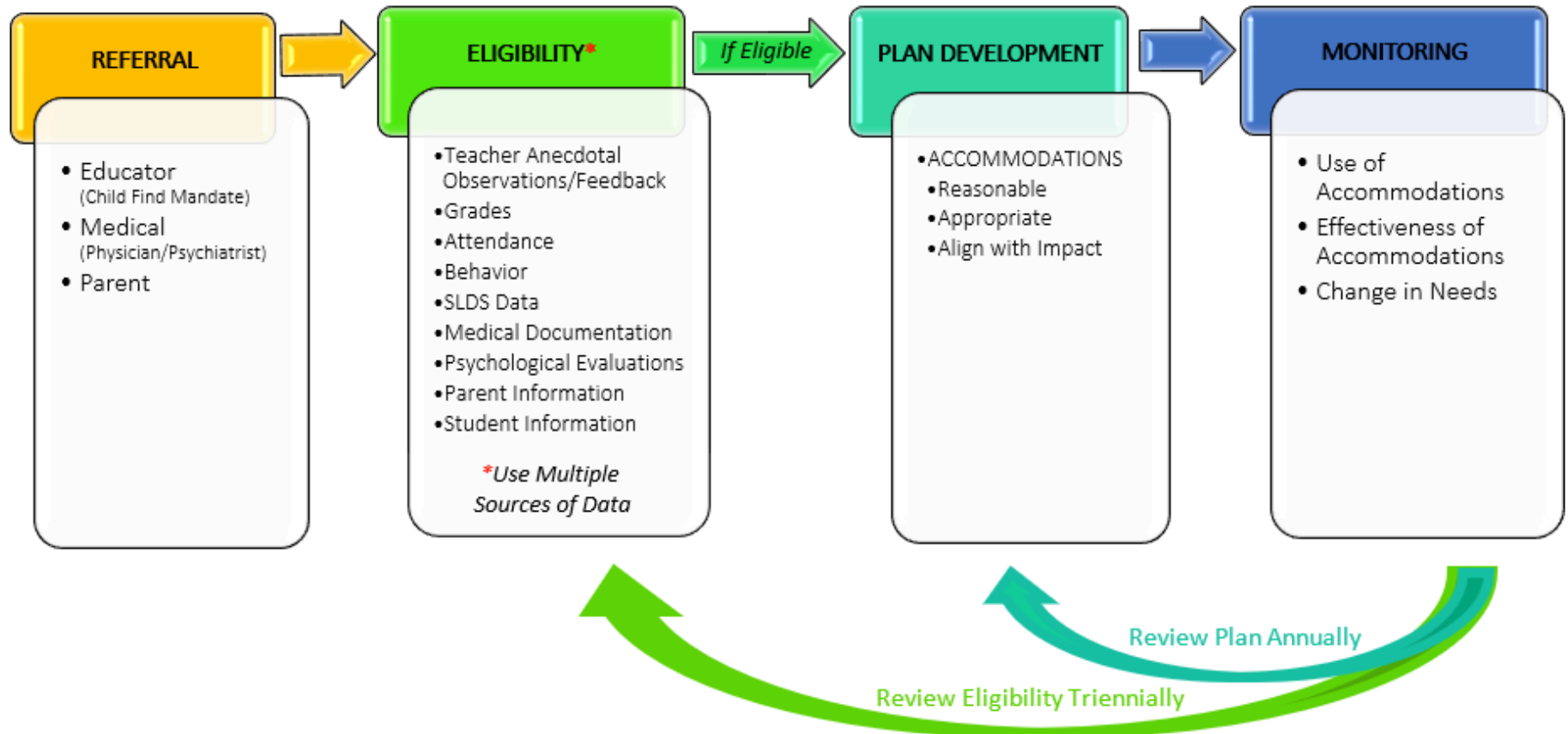
What is Section 504?

- Section 504 of the Rehabilitation Act of 1973 is a **Civil Rights Law** designed to **protect people with disabilities from discrimination** while participating in federally funded programs, such as public schools.
- In the educational setting, Section 504 **ensures FAPE for students with disabilities** who may not meet the criteria for an IEP under IDEA.
- The goal of Section 504 is to **level the playing field, NOT** to maximize potential.

Purpose of Section 504



SECTION 504 Process



SAFE PLACE PASSES



2022-2023 SY

SAFE PLACE/SPECIAL PERMISSION PASS

Johnson, Venisha

Safe Place Locations*

Time Limit: 15 minutes

SIGN-IN AND OUT AT LOCATION FOR EACH USE.

Mrs. Tripp

504 Office

Counselor

Media Center

Special Permissions



bit.ly/NA_SafePlace

DUE TO INJURY, ALLOWED TO LEAVE CLASS 5 MINUTES EARLY TO ACCESS ELEVATORS

If you have any questions or concerns, please contact Dr. Tara Walker @ Ext. 4787 | Office 8151 OR Venisha Johnson @ Ext. 4767 | Office 7172



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A copy of this letter is provided and reviewed with students upon issuance of Safe Place Pass.

SAFE PLACE PASS

Hello Student,

Welcome back! Your NAHS family wishes you a successful 2022-2023 School Year and we plan to continue our support through the Safe Place Pass system. This system is designed to provide a supervised 15-minute break during moments of distress to regain control and redirect your concentration. This pass is NOT for when you are bored, do not like the teacher, do not like the subject, do not like a student in the class, want to meet up with a friend and other similar matters.

Our goal is to allow you an approved break and keep you at school and in your classes. This is opposed to you being absent for the day, checking out of school early, or skipping class in an unsupervised location. Instructional time is vital to your academic success, and we want to minimize the loss of instructional time. Poor academic performance can lead to additional struggles and easily spiral into extreme challenges. We want you to thrive at NAHS!

Now that you understand the purpose of the Safe Place Pass, please review the following protocols for Safe Place Pass use to which you must adhere:

1. You must sign-in upon arrival at your Safe Place location and you must sign-out upon leaving your Safe Place location. Use QR Code or link:
bit.ly/NA_SafePlace (also provided on pass; requires APS Google credentials)
2. You must adhere to the approved 15-minute break and return to your class.

If circumstances prevent return, we can discuss appropriate next steps for your specific situation.

3. You cannot take a peer with you when using the pass. *The pass is only for you!*



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SAFE PLACE PASS SIGN-IN & SIGN OUT

****Must use APS Google Credentials****

Safe Place Pass Sign-in & Sign Out

Complete this form , to sign in and sign out, each time you use your Safe Place Pass. The information in this form will be verified through contact with the adult at your Safe Place location.

venjohnson@apsk12.org [Switch account](#)



Your email will be recorded when you submit this form

*** Required**

LAST Name *

Your answer

FIRST Name *

Your answer

SIGNING IN or OUT? *

☐ Sign-In (arriving to Safe Place location)

☐ Sign-Out (leaving Safe Place location)

Safe Place Location *

Your answer

Submit

Clear form

Never submit passwords through Google Forms.

This form was created inside of Atlanta Public Schools. [Report Abuse](#)



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HHB

Hospital/Homebound



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Hospital/Homebound (HHB) service is designed to provide continuity of educational services between the classroom and home or hospital for students whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time.

- General Ed students receive 3 hours of HHB service per week.
- Students with disabilities may receive up to 6 hours of service per week.

Learn more at the following links:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Hospital-Homebound-Services.aspx>
- <https://www.atlantapublicschools.us/Page/185>



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TYPES OF SERVICE

Can be Temporary (≤ 12 weeks) or Long-Term (> 12 weeks)

- **Full-Time**

- ✓ Students do not attend school and cannot return until released by medical professional.
- ✓ Students confined to hospitals, psychiatrist institutions or the home and students participating in partial hospitalization programs receive full-time service.

- **Intermittent**

- ✓ Students can still attend school and service is enacted when student misses 3 full consecutive days of school.
- ✓ Sick cell anemia, diabetes, kidney disease, cancer etc. are examples of medical conditions which may require intermittent service.

MTSS

Multi-Tiered System of Supports



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What is MTSS?

- The Elementary and Secondary Education/Every Student Succeeds Act (ESEA/ESSA), signed into law in December 2015, calls for a “for a multi-tier system of supports (MTSS) for literacy services.”
- MTSS is a data-driven prevention framework that uses Assessment (Screening and Progress Monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.
- MTSS is used to provide academic/behavior interventions to support at-risk students, **NOT** to place students in Special Education.

MTSS Framework

Integrates instruction and intervention (PBIS, RTI, Student Support Team, Student Mental Health, Wrap Around Services, etc.), delivered in levels of prevention, through interventions that vary in intensity based on individual student need.



Learn more at the following link:

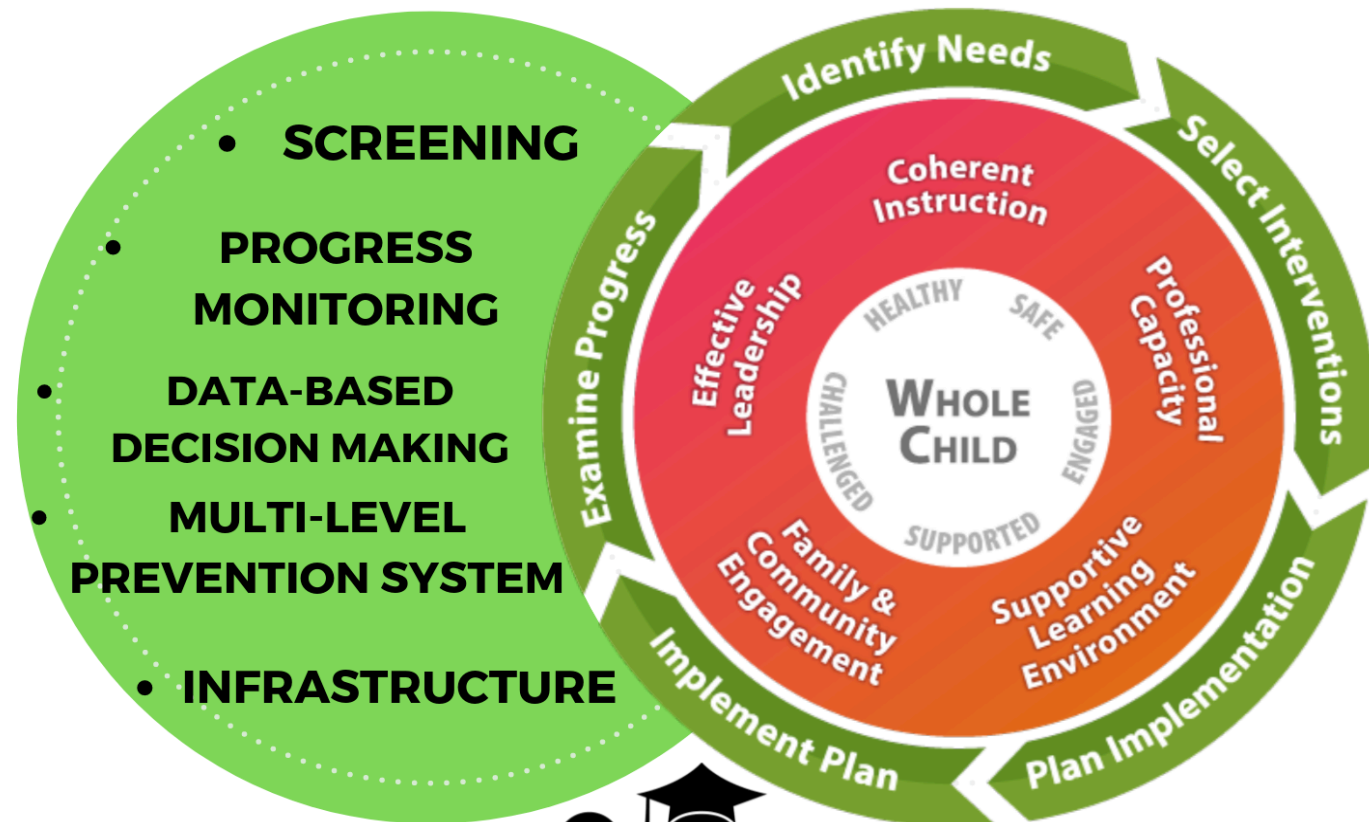
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GaMTSS/MTSSDefinition.pdf>



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MTSS Process



SUPPORTING THE WHOLE CHILD

BASC-3 BESS

- ❖ District's universal screener for identifying and managing behavioral strengths/weaknesses
 - administered twice a year (fall and spring)
- ❖ Assessing the behavioral and emotional functioning of students can be an effective tool in promoting student success.
 - aid in identifying students who may be at risk to develop academic or other school-related concerns.
- ❖ Information helps us to understand the needs of all students, and to make effective plans to support those needs at the school, class, and individual levels.



Restorative Practices Social Emotional Learning



Restorative Practices



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What are Restorative Practices?

Restorative practices speaks to repairing harm, developing good relationships, and restoring a sense of community.



Restorative Practice Example

Restorative Behavior Questions	What happened?	What were you thinking at the time?
What have you thought about since?	Who has been impacted by what you did? How?	What needs to happen to make things right and move forward in a positive direction?

Social Emotional Learning

What is Social Emotional Learning?

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to **develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions** (via CASEL).

CASEL 5 SEL Competencies

SELF MANAGEMENT	SELF AWARENESS	RESPONSIBLE DECISION MAKING	RELATIONSHIP SKILLS	SOCIAL AWARENESS
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
<ul style="list-style-type: none"> -Impulse control -Stress management -Self-discipline -Self-motivation -Goal-setting -Organizational skills 	<ul style="list-style-type: none"> -Identifying emotions -Accurate self-perception -Recognizing strengths -Self-confidence -Self-efficacy 	<ul style="list-style-type: none"> -Identifying problems -Analyzing situations -Solving problems -Evaluating -Reflecting -Ethical responsibility 	<ul style="list-style-type: none"> -Communication -Social engagement -Relationship-building -Teamwork 	<ul style="list-style-type: none"> -Perspective-taking -Empathy -Appreciating diversity -Respect for others

APS 5: Whole Child + Intervention



SOCIAL EMOTIONAL LEARNING



CLASSROOMS: SEL Explicit Curriculum and Instruction
+ Academic Integration

SCHOOLS: Schoolwide Practices and Policies
+ Adult SEL

HOME + Communities: Family + Community
Partnerships

SEL provides students, teachers and staff with the skills needed to succeed in school, work, and life. Through SEL, schools focus on building and maintaining strong relationships, supporting positive school culture and promoting student engagement.



FOLLOW US ON TWITTER @SEL_APS

Self-Awareness

"I know who I am."

I am aware of how I feel and I know how to name the feeling. I know my strengths, what makes me unique, and ways I can continue to grow. I know what is important to me, the kind of person I want to be, and the value I add to my community. I am enough.

Self-Management

"I take care of myself."

I have strategies to handle strong emotions. I am able to identify my goals, make a plan and take action to reach them. When things get hard, I know who to ask for help or what steps to take to get the help I need. I strive to make good choices. I am balanced.

Social Awareness

"I care about others."

I appreciate how people are both different and similar. I work hard to show respect, and consider the interests, feelings and perspectives of others. I pay attention to how my words and actions affect those around me. I care about the world we create together. I am mindful.

Relationship Skills

"I am a good friend."

I am friends with people who are a good friend to me. I understand and value healthy relationships. I know how to communicate with others in a way that is respectful to them so that we can get our work done together. I help others, and ask my friends or a caring adult for help when I need it. I am part of the APS family.

Responsible Decision Making

"I am a problem solver."

I can identify multiple strategies to solve problems. I think about consequences before I act. I analyze information, consider the sources, and reflect on my choices before finalizing a decision. I am part of the solution.



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Services through Ms. Patterson

❖ Restorative Practices

- Restorative Behavior Conferences
- Re-entry Conferences
- Mediation Conversations
 - 1 on 1
 - Together

❖ Social Emotional Learning

- SEL Advocate
- SEL Resource
- SEL Sessions & Activities

SPED

Special Education



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What is Special Education?

What is its purpose?

Special Education is a board term used by the law to describe specially designed instruction that meets the unique needs of a child who has a disability

Purpose of special education is to make it possible for a child to achieve academic success in the least restrictive environment despite his or her disability

Individuals with Disabilities Education Act (IDEA)

- The federal law governing the system is called Individuals with Disabilities Education Act or IDEA
- IDEA entitles all children with disability who are deemed eligible with a disability to a ***free appropriate education***

Categories of Disabilities Under IDEA

1. Autism
2. Orthopedic impairments
3. Deaf/blindness
4. Other health impairment
5. Developmental delays
6. specific learning disabilities
7. Emotional disturbance
8. Speech Language impairment
9. Hearing impairment
10. Traumatic brain injury
11. Cognitive disability
12. Visual impairment
13. Multiple disabilities

How do I request for Special Education services?



How Do I Make a Special Education Referral?

- ❖ Special education referral should be done in writing
- ❖ Submit it directly to your child's Special education LEA or to your child's teacher

The Special Education Referral Process

- ❖ A Special education referral can be initiated by a student's problem-solving team, parent, teacher, or any school personnel.
- ❖ If you suspect that your child has a disability that impedes his or her learning and after attempting interventions, he or she continues to struggle both at school and at home, you should refer your child for an evaluation to determine if your child is eligible for special education services

Contact Us!



Kayla Dinkins, Ed.S

SELT- Special Education Lead Teacher

404-802-4766

Kayla.Dinkins@apsk12.org

Yvette Yisrael

Assistant Principal

404-802-4718

YYisrael@apsk12.org

Dr. Livia Simmons

Department Chair

Lasimmons@apsk12.org



Special Education Social and Emotional Support

Unfortunately, special education does not offer therapeutic services; however, students can receive social emotional support through a social skills class offered through special education services.

Anxiety & Depression in Teens

Anxiety in Teenagers

- Younger children are prone to be anxious about external things — such as snakes or insects, the dark, or something bad happening to mom and dad.
- **Teenagers are more likely to be worried about themselves — their performance in school or sports, how they are perceived by others, the changes in their bodies.**
- **Symptoms of anxiety can be highly individualized and can sometimes be overlooked because teenagers may internalize their thoughts and feelings.**
- These are some of the behaviors that might be a sign that a teenager is anxious:
 - Recurring fears and worries about routine parts of everyday life.
 - Irritability
 - Trouble concentrating.
 - Extreme self-consciousness
 - Chronic physical complaints (somatization) such as frequent headaches and stomachaches without a clear physical cause
 - Withdrawal from social activities
 - Avoidance of new or difficult situations
 - Drop in grades or school refusal
 - Sleep problems
 - Substance use

Miller, C. (2022, April 15). *How anxiety affects teenagers*. Child Mind Institute. Retrieved September 16, 2022, from <https://childmind.org/article/signs-of-anxiety-in-teenagers>

Depression in Teenagers

Teenagers are often moody, which is why it can be difficult to identify signs that they are depressed.

- Many of the warning signs of Anxiety can also indicate Depression, as they are both internalizing conditions.
- What parents tend to notice first with depression is **withdrawal**, and when their teenager loses interest in most things (**anhedonia**).
- Low energy
- Sleeping too much or too little
- Weight loss or weight gain

Steingard, R. J. (2022, September 8). *What are the symptoms of depression in teenagers?* Child Mind Institute. Retrieved September 16, 2022, from <https://childmind.org/article/what-are-the-symptoms-of-depression-in-teenagers/>

So, what can parents, teachers, and anyone else who interacts with children and teens do?

Be aware of the signs of anxiety and depression. Sometimes children may say that they are anxious, but other times it is less clear—especially as they may not even realize it themselves. Signs can include:

- Recurring fears and worries about routine parts of everyday life
- Changes in behavior, such as irritability
- Avoiding activities, school, or social interactions
- Dropping grades or school avoidance
- Trouble sleeping or concentrating
- Substance use or other risky behaviors
- Chronic physical complaints, such as fatigue, headaches, or stomachaches.

Talk with kids about potential stressors. Try to see the world the way they do—and help them to keep perspective and find ways to cope.

Be mindful of the expectations you set for children and teens. High expectations can help children reach their potential, but they need to be realistic ones. Not only that, remember that kids need time to relax, play, and be with friends—all of which are crucial for their mental and physical health. And it's important for all of us to remember that there is more to life than achievement.

Talk with kids about their social media use. Help them take breaks—and help them think critically and rationally about the effect of social media on their lives.

<https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Anxiety-Disorders.aspx>



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Thank You.



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