

Fall 2017 Legislative Update
Georgia Association of School Psychologists

- First Priority Act
 - HB 338
 - Rep. Kevin Tanner (R-Dawsonville)
 - Intervention for struggling schools
 - Creates the position of Chief Turnaround Officer (CTO) within the Georgia Department of Education
 - CTO reports directly to the State Board of Education and collaborates with the State School Superintendent
 - Hired through a process that includes consultation with an advisory group called the Education Turnaround Advisory Council
 - Comprised of educational leaders, executive directors, presidents, and/or representatives from the following organizations:
 - Professional Association of Georgia Educators
 - Georgia School Boards Association
 - Georgia School Superintendents Association
 - Georgia Association of Educators
 - Georgia PTA
 - GAEL
 - CTO Qualifications:
 - Minimum of 15 years of experience in K-12 education; advanced degree in K-12 education; experience in the position of principal or higher in a public school system for a minimum of three years; and experience in turning around failing schools.
 - Individual with “extensive personal experience in turning around low-performing schools, including expertise in turnaround strategies, curriculum, instruction, and teacher and principal effectiveness.”
 - CTO Responsibilities:
 - Oversee a system of supports and assistance for the lowest-performing schools in Georgia.
 - Identify support resources, including the establishment of a resource list of strategies and services.
 - Consult with Regional Educational Service Agencies (RESA) to determine expertise and resources available at each RESA relating to school turnaround.
 - Manage a team of turnaround coaches tasked with assisting targeted schools.
 - Establish an annual list of third-party specialists to assist schools and local school districts in:
 - Conducting comprehensive on-site evaluations to determine the root causes of low performance and lack of progress.
 - Implementation of intensive school improvement plans, or to provide necessary support services.
 - Identifying schools:

- In conjunction with the Georgia Department of Education (GaDOE) and the Governor's Office of Student Achievement (GOSA), CTO will annually identify the lowest-performing schools in the greatest need of assistance based on a list of turnaround eligible schools prepared each year by GOSA.
 - If the CTO determines that capacity and resources are insufficient to serve all schools on the turnaround eligible list, he or she may select a subset of schools based on:
 - Whether the school's rating has been improving or declining over the previous three years.
 - Whether the school district's flexibility contract adequately addresses the school's deficiencies.
 - Whether the school is in a local school district with a recent accreditation report showing deficiencies.
 - Whether the school is located in a district in which one-half or more of the schools are on the turnaround eligible schools list for the fifth or more consecutive year.
 - Whether the school is in close proximity to another school that will be served
 - Any other factors deemed appropriate by the CTO.
- Targeted school districts will:
 - Work with an assigned turnaround coach to select a third party to conduct an analysis of the root causes of low performance and lack of progress.
 - Based on that evaluation, the turnaround coach, in partnership with the local RESA, will recommend actions which, after input from parents and community stakeholders, will be developed into an intensive school improvement plan.
 - School improvement interventions may include:
 - Reallocation of resources and technical assistance.
 - Changes in school procedures or operations.
 - Professional learning focused on student achievement for instructional and administrative staff.
 - Intervention for individual administrators or teachers.
 - Instructional strategies based on scientifically based research.
 - Waivers from state statutes or rules.
 - Adoption of policies and practices to ensure all groups of students meet the state's proficiency level.
 - Extended instruction time for low-performing students.
 - The district will be eligible to apply for grants to implement the intensive plan and will have three years to make academic progress before more punitive reform measures are initiated.
 - More punitive measures may include:
 - Continued implementation of the intensive improvement plan, if system is cooperating.
 - Removal of school personnel.
 - Implementation of a state charter school or a special school.
 - Complete reconstitution of the school, removing all personnel, appointing a new principal, and hiring all new staff

- Existing staff may reapply for employment at the newly reconstituted school but cannot be rehired if their performance has been negative in the four years prior;
- Operation of the school by a nonprofit third-party operator selected by the local board of education.
- Mandatory parental option to relocate their child to another public school in the local school district that does not have an unacceptable rating:
 - The system will be required to transport students choosing to relocate from Title I schools.
 - For those students relocating from non-Title I schools, the district will decide whether to provide transportation or place the responsibility for transportation on the individual students.
- Complete restructuring of the school's governance arrangement and internal organization of the school.
- Operation of the school by a successful school district.
- Any other interventions deemed appropriate by the CTO and the SBOE.
- Contains reporting requirements for the CTO, intended to provide transparency.
- Also creates several study committees:
 - Joint Study Committee on the Establishment of a State Accreditation Process
 - Reviewing "the potential establishment of a state accreditation process for public schools and school systems in this state."
 - Joint Study Committee on the Establishment of a Leadership Academy
 - Reviewing the potential establishment of a leadership academy to provide opportunities for principals and other school leaders to update and expand their leadership knowledge and skills.
- Allows the SBOE to recommend removal of local school board members if half or more of the schools in a local school district are turnaround eligible for five or more consecutive years.

Resources:

NASP Advocacy Action Center

Provides more targeted and intentional advocacy resources. This site tells you your local, state, and federal elected officials contact information and shows how to contact and encourage them to support public policy issues that are of importance to school psychologists.

<http://cqrcengage.com/naspweb/home>

NASP Advocacy Tools and Resources Page

General Information, tool kits, guides, and research summaries to help you advocate.

<https://www.nasponline.org/research-and-policy/advocacy-tools-and-resources>

Page Legislative Overview

Provides a collection of all the bills being discussed during the current legislative session. Via color code tells which bills PAGE supports, is opposed to, is watching, and/or is asking to be amended.

http://ciclt.net/sn/leg/l_main.aspx?ClientCode=page&L_Session=&L_Prior=&L_State=sc&StateName=

PAGE District Look Up

Another website to help you find your elected officials contact information.

http://www.ciclt.net/sn/pol/po_districtlookup.aspx?ClientCode=page&State=ga