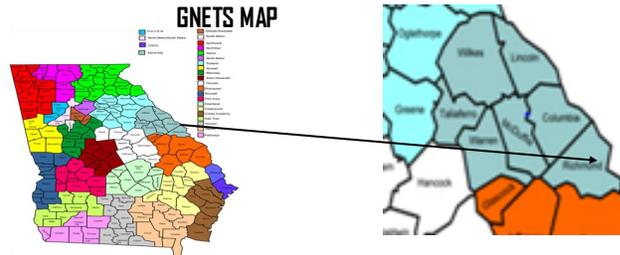


**Severe Emotional Disturbances May Include, *but are not limited to*, the Following Signs:**

- Depression
- Inactivity for an unusually long period of time
- Excessive shyness or timidity
- Not talking to others or only to certain individuals
- Difficulty separating from parents
- Auditory or visual hallucinations
- Excessive aggression or anger for the situation
- Extreme restlessness or physical activity
- Complaining about illnesses for which there is no basis
- Absence of emotions or feelings



**We are a PBIS (Positive Behavior Interventions and Supports) Site**

**“What is a PBIS Site?”**

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is **NOT** a curriculum, intervention, or practice, but **IS** a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

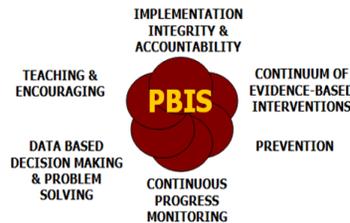
**What Outcomes are Associated with Implementation of PBIS?**

Schools that establish systems with the capacity to implement PBIS with integrity and durability have teaching and learning environments that are:

- \*Less reactive, aversive, dangerous, and exclusionary,
- \*More engaging, responsive, preventive, and productive
- \*Address classroom management and disciplinary issues (e.g., attendance, tardiness, antisocial behavior),
- \*Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)
- \*Most importantly, maximize academic engagement and achievement for all students.



**Sand Hills Pledge**  
 Today I will:  
 Be **S**afe on the bus, in my class, and in my school  
**T**olerate the ideas and feelings of others  
 Be **A**ccountable for my work and my behavior  
**R**espect the personal space, and belongings of others



# Sand Hills GNETS

**Talithia F. Newsome,  
 Director**

**BE A SAND HILLS STAR:**



**Serving Glascock, Lincoln, McDuffie, Richmond,  
 Taliaferro, Warren, and Wilkes Counties**

**Richmond Site**

1740 Walton Way  
 Augusta, GA 30904  
 Ph: 706-796-7791  
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**Thomson Site**

511 Main Street  
 Thomson, GA 30824  
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## About Sand Hills



Sand Hills is a specialized support program that is a vital part of the continuum of services provided by the public education systems that

serve Lincoln, McDuffie, Richmond, Taliaferro, Warren, and Wilkes Counties for students 5-21 years of age. The program provides comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of emotional and behavioral disorders (EBD).

Sand Hills is staffed with highly trained certified teachers and social workers who receive on-going Professional Development in areas of behavior management techniques and classroom management systems. Positive pro-active interventions are used to help students acquire more socially acceptable coping skills that are necessary to transition to a less restrictive school setting.

Sand Hills is a member of the Georgia Network for Educational and Therapeutic Supports (GNETS) which was established in 1970.

## Consideration of Services

An IEP team may consider services by a GNETS program for a child based upon documentation of the severity of the duration, frequency, and intensity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD) or through an Autism eligibility.

### Eligibility for SHGNETS would include one or more of the following five criteria:

1. An inability to build and maintain satisfactory interpersonal relationships with peers and/or adults.
2. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
3. A tendency to display consistent or chronic inappropriate types of behavior under normal conditions.
4. A pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems.



## Georgia Network for Educational and Therapeutic Supports

*"Meeting the Needs of Students  
Educationally and Therapeutically"*



Sand Hills is funded by the Georgia Federal Assembly through an SED Grant. Local school systems provide additional support including transportation, facilities, and other support services.

Individual Educational Programs (IEPs) are developed for each student based on his or her needs. Students are provided instruction using the *Georgia Standards of Excellence*. Sand Hills' curriculum also addresses behavioral skills, socialization needs, and effective communication skills.

Assistance is provided to families and school personnel in developing behavior management plans and understanding possible underlying causes of extremely disruptive and or mal-adaptive behaviors.

