

# North Metro GNETS Newsletter



October 2019

## Director's Corner

Monthly North Metro GNETS Eggs and Issues Updates

Team North Metro GNETS,

Welcome to October 2019! It's hard to believe that we're officially into Fall and we're still experiencing scorching hot temperatures in October. This month, I'd like to share some scorching hot updates on Senate Bill (SB) 48 on Dyslexia. By or before December 1, 2019 the Georgia Department of Education (GaDOE) shall make available a dyslexia information handbook that includes guidance, technical assistance, and training to assist all local educational agencies (LEAs) in the implementation of evidence based practices for instructing students with [characteristics of dyslexia](#). The handbook will include information to LEAs on screening students K - 3 who have been identified in the Response to Intervention (RTI) process as having characteristics of dyslexia. The GaDOE will collaborate with the Georgia Professional Standards Commission (GaPSC) to collaborate on providing updated professional development and training opportunities for teachers related to dyslexia. Additionally, by December 2019 the GaPSC will develop a dyslexia endorsement for teachers. No later than July 1, 2020, the State Board of Education shall develop policies for referring students grades K - 3 for screening who have been identified through the RTI process as having characteristics of dyslexia and/or other disorders. Beginning with the 2024 - 2025 school year LEAs shall begin screening implementation procedures for students identified with characteristics of dyslexia. Why am I sharing this with you and what does this have to do with students identified as needing GNETS services? Because, many students identified as needing GNETS services have both behavioral and academic needs. North Metro GNETS teachers, leaders, and school psychologists need to be ready to address how these specialized services can met within our North Metro GNETS ranges of services. I'll keep you posted as I learn more about the professional development opportunities. The more specialized training we have the better we can meet the needs of our students. Please continue to be the outstanding educational leaders that you are. Take time for yourself and be mindful of your self-care needs. I need you, our students need you, our families need you, and your family needs you to be the best you that you can be. Positive self-care is good for the mind, body, and soul. I appreciate you and all that you do for our North Metro GNETS program.

*Cassandra Allen Holifield, PhD, RBT*

<https://nmgnets.org/>



### October 2019:

- Complete the Beginning of Year Checklist by or before October 30<sup>th</sup>, 2019
- Complete the Compliance Directors Modules by or before October 30<sup>th</sup>, 2019
- Complete all student packets due this month
- Complete TKES, LKES, & Contributing Staffs' Orientation & Annual Performance Goal Setting on paper until the TLSD is up and running
- Fidelity checks will be conducted at your sites in October
- Start FBA BIP modules for new staff due October 31<sup>st</sup>, 2019
- Start and complete IEP modules for new and veteran staff due October 31<sup>st</sup>, 2019

## Trauma Informed Care Update!



North Metro is a Trauma Informed Care (TIC) program. TIC is a GNETS is a state initiative.

For our schools to become Trauma Informed, all staff must recognize the **three TIC Principles**:

1. Trauma is wide-spread---all children including adults/intergenerational
2. Recognize the symptoms-somatic pain; emotional dysregulation (anger); substance abuse; impulsivity
3. Respond without re-traumatization---self-care; reflective learning and practice

Application of these **Six Key Principles** is necessary for children and adults that have been exposed to trauma:

1. Safety---soft low tone of voice
2. Trustworthiness and transparency; open and honest
3. Peer support; learning to understand each other
4. Collaboration and mutuality; working for the same cause
5. Empowerment, voice and choice; everyone has a voice and needs to be heard, listen
6. Be aware of Cultural, Historical and Gender issues.

- PBIS walkthrough, SAS, and TFI are due on October 31<sup>st</sup>, 2019

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### ***Upcoming Due Dates:***

- TLSD Platform Training – TBD
- Counter aggression and successful crisis management training for all schools are due on January 31<sup>st</sup>, 2020

We are the front line for our students. We should be taking care of ourselves in order to take care of others. That being said, all staff should be participating in daily self-care activities for approximately 10-20 minutes by themselves. Certain activities include such as meditation, yoga, stretching, calm music, walking, calming scents (aromatic oils), etc. All staff should reflect on interactions with their

students each week to see if they are implementing TIC principles.



## Curriculum and Instruction and Compliance

### High Leverage Practice of the Month:

**HLP4** Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

To develop a deep understanding of a student's learning needs, special educators compile a comprehensive learner profile through the use of a variety of assessment measures and other sources (e.g., information from parents, general educators, other stakeholders) that are sensitive to language and culture, to (a) analyze and describe students' strengths and needs and (b) analyze the school based learning environments to determine potential supports and barriers to students' academic progress. Teachers should collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school files, analysis of curriculum, information from families, other data sources). This information is used to create an individualized profile of the student's strengths and needs.

**HLP5** Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

Teachers interpret assessment information for stakeholders (i.e., other professionals, families, students) and involve them in the assessment, goal development, and goal implementation process. Special educators must understand each assessment's purpose, help key stakeholders understand how culture and language influence interpretation of data generated, and use data to collaboratively develop and implement individualized education and transition plans that include goals that are standards-based, appropriate accommodations and modifications, and fair grading practices, and transition goals that are aligned with student needs.

### Curriculum, Instruction, and Compliance Tip:

Data Binders should contain dividers for each goal area, copy of all goals and objectives, completed data sheets for each objective, related work samples. Data should be collected on all behavior goals 5 days per week and on academic goals 3

days per week for students taking GAA and 2 days per week for students taking Milestones. Data Binder checks need to be completed by 10/31 for the first quarter.

# Behavior Specialist

## Tips of the Month:

- Next Mindset Trainings are October 8<sup>th</sup> and 9<sup>th</sup> in forest park.
- Next RBT courses are Skill Acquisition part 1 on 10/24 and Part 2 on 10/31
- Begin scoring FBA/BIPs and complete BIP fidelity Walkthroughs for students who have IEPs in November.
- Let your behavior specialist know what you need from your site.
- Pairing and building relationships should be on-going
- Be sure to use frequent and or immediate reinforcers (for students who cannot go the whole day or end of the week without reinforcement ex. PBIS store).

# Positive Behavior Interventions and Supports

The FY 19 PBIS levels of school recognition for North Metro sites are shown below. Congratulations to the BRIDGE Buice Center and Independence High School! Oakland Meadow did an amazing job at PBIS implementation on their first year. Oglethorpe did great job at holding PBIS celebrations throughout the year.

BRIDGE Buice Center	Distinguished
Independence High School	Distinguished
Oakland Meadow	Installing
Oglethorpe	Installing

Let's continue to teach PBIS expectations, reinforce everyone's appropriate behavior, and solve problems as a team!

# Special Announcements & KUDOS!

Congratulations to our very own Bethany McClure, North Metro GNETS Lead Teacher in Fulton County! Bethany has been selected to receive the 2019 CEC/GCASE Ambassador Award! Bethany will represent North Metro GNETS and will serve as a Special Education Teacher Leader and Ambassador at Fall GCASE 2019 in Savannah, Georgia!

**CONGRATULATIONS BETHANY – YOU ROCK!**



**MINDFULNESS MEDITATION OF THE MONTH....**

