

North Metro GNETS Newsletter



March 2020

Director's Corner

Monthly North Metro GNETS Eggs and Issues Updates

Team North Metro GNETS,

Effective February 10, 2020 Georgia adopted new ESSA/IDEA professional qualifications (PQ) for special education teachers. As you know, the federal Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) require Georgia to ensure that all teachers meet state certification requirements. Georgia law allows LEAs to waive certification requirements in Title 20 if the LEA has an approved Charter System or Strategic Waiver contract. LEAs that waive state certification must establish PQ for their teachers and report the requirements in their annual ESSA application - the Consolidated LEA Improvement Plan (CLIP).

Since 2017, special education teachers have been required to meet full state certification requirements in both service and content. In Georgia, PQ requirements apply to all public education teachers serving students.

Effective immediately, Georgia's PQ requirements for Special Education will be as outlined below:

- **Service**
 - Georgia Professional Standards Commission (GaPSC) Special Education certification in alignment with the students' Individualized Education Programs (IEPs)
- **Content (if applicable)**
 - Charter System/SWSS LEAs – content certification only as outlined in the LEA's PQ requirements
 - No Waiver Systems - GaPSC Academic Content Concentrations in alignment with the students' Individualized Education Programs (IEPs)

This update is intended to provide LEAs the same level of flexibility that is currently afforded in content areas for non-special education teachers. The Georgia Department of Education has collaborated with the U.S. Department of Education to ensure that this procedural change will meet IDEA requirements for special education teacher certification.

Please note that state and LEA professional qualification requirements are not the same as reporting out-of-field for ESSA. It is possible for a special education teacher who is providing special education services and issuing grades in content to meet the district's professional qualifications and not meet in-field criteria. Teachers are not required to be in-field. Professional Qualifications are checked in monitoring on a four-year monitoring cycle. Out-of-Field status is reported annually on the State and LEA report cards.

[https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-\(PQ\).aspx](https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Qualifications-(PQ).aspx)

Cassandra Allen Holifield, PhD, RBT

<https://nmgnets.org/>



March 2020:

- Complete all student packets due this month
- Complete Data Binder Checks by March 31st.
- Social Worker ASPIRE Activity Logs are due by March 20th.

Upcoming Due Dates:

- NEW GNETS Strategic Plan Rating Rubric (Updated January 2020 – to be completed by April 17, 2020)
- TKES, LKES, & Other Evaluations are to be completed by Friday, May 15, 2020
- North Metro GNETS Strategic Plan

Compliance Review
(Exact Date TB)

Trauma Informed Care Update!



- North Metro GNETS Continuous Focus Monitoring Compliance Review - May 12, 2020
- FY 21 North Metro GNETS Summer Summit – July 27 – 28, 2020

Research shows that half of American school children have experienced at least some form of trauma. In response, educators often supporting the emotional healing of their students, not just their academic growth. With this evolving role comes an increasing need to understand and address the ways in which student trauma effects education professionals. Working with children/adults in trauma — hearing their stories of hardship and supporting their recovery — has far-reaching emotional effect on the provider. STS, secondary traumatic stress is REAL. T

The need to continue to take care of our own mental health is imperative. Secondary Traumatic Stress can effect teachers, mental and physical health, happiness and overall quality of life. Some ways to combat STS are creating awareness of the disorder, talking about your experiences with others that have been affected by STS, continuing to create trauma informed schools, and providing resources when necessary. Listed below is a tool for educators to begin to identify secondary traumatic stress and some self-care strategies.

<http://tsaforschools.org/static/tsa/uploads/files//self-carencstsn.pdf>

Curriculum and Instruction and Compliance

High Leverage Practice of the Month:

HLP17 Use flexible grouping.

Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interventions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions, and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous

group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

HLP18 Use strategies to promote active student engagement

Teachers use a variety of instructional strategies that result in active student responding. Active student engagement is critical to academic success. Teachers must initially build positive student-teacher relationships to foster engagement and motivate reluctant learners. They promote engagement by connecting learning to students' lives (e.g., knowing students' academic and cultural backgrounds) and using a variety of teacher-led (e.g., choral responding and response cards), peer-assisted (e.g., cooperative learning and peer tutoring), student regulated (e.g., self-management), and technology-supported strategies shown empirically to increase student engagement. They monitor student engagement and provide positive and constructive feedback to sustain performance.

Curriculum, Instruction, and Compliance Tip:

Continue encouraging students to meet their 45 minutes in Reading and 45 minutes in Math for i-Ready each week. Also, continue to support students during lessons so that their time spent on i-Ready is meaningful and they are passing their lessons. Site Coordinators and Lead Teachers be sure to complete your Diagnostic Data Chats with each teacher! 😊. Reminder for the lead teachers to model at least one lesson with each teacher each month. Also, Site Coordinators & Lead Teachers, remember to be completing Student Packets as IEP meetings occur for your students. Data Binder Checks for Quarter 3 are to be completed BY March 31st. Please complete any follow-up checks as needed.

Behavior Specialist

Tips of the Month:

- Next mindset Trainings are
 - March 10th – 11th @ Eagle Woods Academy
 - April 14th – 15th @ Ash Center
- Begin scoring FBA/BIPs and complete BIP fidelity Walkthroughs for students who have IEPs in late March and April
- Check out our new RBT Training dates!
 1. **Measurement (8/28/20)**
https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=307265&ClientCode=mresa
 2. **Assessment (9/11/20)**
https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=307267&ClientCode=mresa
 3. **Skill Acquisition Part 1 (10/9/20)**
https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=307269&ClientCode=mresa
 4. **Skill Acquisition Part 2 (10/23/20)**
https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=307271&ClientCode=mresa
 5. **Behavior Reduction (11/13/20)**
https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=307273&ClientCode=mresa
 6. **Documentation & Reporting and Professional Conduct & Scope of Practice (12/11/20)**
https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=307275&ClientCode=mresa
 7. **Ethics and Review (1/11/21)**
https://www.ciclt.net/sn/resa/recl_application.aspx?CL_ID=307263&ClientCode=mresa
- Interested in becoming a BCBA? Look no further! Here are a few great options including some online options to earn your BCBA!
 - Arizona State University – Applied Behavior Analysis (online)
 - Florida Institute of Technology – Applied Behavior Analysis (online)
 - Georgia State University – Applied Behavior Analysis (face to face)
 - University of Georgia – Applied Behavior Analysis (face to face)
 - Capella University – Applied Behavior Analysis (online)
 - Mary Baldwin University - Applied Behavior analysis (online)

Positive Behavior Interventions and Supports



Welcome back PBIS Coaches!! We cannot wait to hear all about the GaDOE PBIS training. All North Metro programs, please complete the second required Tier 1 TFI by March 30, 2020. Distinguished Level programs should complete the Tier 1 & Tier 2 TFI's by March 30, 2020.

Special Announcements & KUDOS!

We would like to give a huge Congratulations to Jamisha Turner who is expecting her first baby in June, 2020!!!

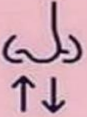



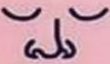



Special Kudos to Mr. Knight (Site Coordinator) and Mr. Jordan (Classroom Teacher) who have been working extra hard to provide amazing academic and behavioral supports to all of their students! Thank you both for ALL that you do!



MINDFULNESS MEDITATION OF THE MONTH....

be mindful
NOW

	Breathe In, Breathe Out - Feel the flow of the breath		Be Aware of every Daily Activity (driving, texting, cleaning, etc..)
	Pay attention to all your Senses - for ex: notice the taste, texture of food.		Go Outdoors - Walk Around in Nature
	Empty the Mind - Take a few moments to be still		Forgive Yourself for every Negative Thought
	As soon as the Mind wanders, bring it back to your Breath		Be Grateful - Say Thank You to Nature, People and Things.
	Practice Non-Judgemental Listening		Go Easy on Yourself - with time, you will see the progress!

https://www.reddit.com/r/Mindfulness/duplicates/b3172t/some_easy_mindfulness_tips_i_found_online/

