

North Metro GNETS Newsletter



August 2021

Director's Corner

Monthly North Metro GNETS Eggs and Issues Updates

Team North Metro GNETS,

Welcome back to school North Metro GNETS staff, leadership, and stakeholders! I hope your summer was full of restorative rest, safe travels, and lots of self-care. Your hard work, tenacity, and resilience are commended. You demonstrated professionalism, high expectations of our students, and maintained positive school climates in academically challenging environments both face to face and virtually. This was a challenge, but you did it, our students thrived, and I thank you.

As you know, Covid-19 has changed the way our schools, communities, and our program operate as it relates to safety protocols. Many of the safety protocols established last year will continue in the 2021 - 2022 school year for our safety. As we adhere to those safety protocols, we will continue to provide quality academic, behavioral, and therapeutic support services to our students. Those therapeutic support services include Applied Behavioral Analysis (ABA), Positive Behavior Interventions and Supports (PBIS), Trauma Informed Care (TIC), Restorative Practices (RP), and Cognitive Behavioral Therapy (CBT) by trained, certified, and licensed therapeutic professionals. Academically, we will continue to provide evidenced-based instructional practices using assessments that identify our students' academic strengths and deficits while we continue to provide Standards-based instruction, implement High Leverage Practices, and Specially-Designed Instruction while also providing Culturally Responsive Teaching. We will continue providing engaging instruction using online tools such as multimedia, formative assessments, and collaboration which engage our students academically and socially so they can become more vested in their own learning and self-advocate for themselves and have a voice.

As we embrace change, let's continue to learn more, do more, be solution oriented, practice self-care, and continue to support the work of our GNETS Strategic Plan, which helps us keep the needs of our students and staff first. As a cohesive team, we can do anything. We've already proven that. Let's make our 2021-2022 school year the best school year ever.

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us, We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? Your playing small does not serve the world." – Marianne Williamson

Welcome Back to School!

Sincerely,

Cassandra Allen Holifield, PhD

Director, North Metro GNETS



August 2021:

- Site Coordinators read, review, and conduct your beginning of the year NM GNETS staff Orientation using the FY 22 NM GNETS Staff Handbook, Guidance Document, and Beginning of the Year Sign Off Sheet prior to August 31, 2021
- Complete all TKES, LKES, & Contributing Staff Orientations, Performance Goal Settings, & Conferences prior to August 31, 2021
- Complete the I-Ready Workbook by August 04, 2021
- Complete the ASPIRE Student Pre-Survey completed for all new students prior to August 23, 2021
- Enter all August DOW data prior to August 31, 2021
- Complete all student packets due this month

Upcoming Due Dates:

- Complete all Compliance Review and IEP Modules prior to September 30, 2021
- Make sure all students complete the i-Ready Diagnostic prior to September 6, 2021
- SSW Submit first ASPIRE Activity Log prior to September 17, 2021
- SAS & TFI Assessments due October 15, 2021

Trauma Informed Care Update

Welcome Back! We are excited to roll out our 321insight Training for all GNETS staff.



We will provide more information on the roll out of 321Insight in the next few weeks.

- ❖ Please complete the following Self-Evaluation from our 321insight Program
 - When I am taking good care of myself I am: _____
 - The benefits of taking care of myself are:
 - If I started today how long might it take me to see the benefits?
 - What would I notice first?
 - What might be the hardest part of taking care of myself?
- ❖ We know healthy educators make better educators 😊

Curriculum, Instruction, and Compliance Reminders:

Welcome Back! Please make sure your i-Ready workbook is completed and returned to your CIBC. I-Ready logins and directions for staff and students will be sent by the end of the month. Be on the lookout for virtual learning updated from your districts and North Metro GNETS.

Curriculum, Instruction, and Compliance Tip of the Month: Blended Learning Model

https://www.blendedlearning.org/models/?gclid=Cj0KCQjw3f6HBhDHARIsAD_i3D9EJ6F2H7FL3gBdBdX-j5fbpFgPTomshyLdGUnfOJmksfTRHnK32ioaAoCsEALw_wcB#stat

Behavior Specialist Coordinators

Welcome Back! Let's start the 2021-2022 School Year off right!



- ***New things to look forward to!***

- A new BIP Crisis Plan template for both ASD and EBD students will be created and shared with you. Be on the lookout!
- A new ELECTRONIC sign-in sheet for Mindset training has also been created. It can be found in your Mindset folder and the BOY folder.

- **Registered Behavior Technician (RBT)**

- Review the New "RBT Ethics Codes 2.0" and Crosswalk to see the changes in the code



This crosswalk document indicates where ethics standards from the RBT Ethics Code can be found in the updated RBT Ethics Code (2.0). In the RBT Ethics Code (2.0), code language was revised for improved readability, 3 ethics standards were removed and are now represented in other standards (see the crosswalk table), and the following 7 standards were added:

- 1.04 RBTs are never employers of their supervisor. RBTs who are also trainees (e.g., accruing supervised fieldwork toward a future BCBA or BCaBA certification application) may separately contract for those supervision services.
- 1.07 RBTs work directly with their supervisor to ensure that they are culturally responsive in their work. They actively work to evaluate their own biases and ability to work with individuals with diverse needs/backgrounds (e.g., age, disability, ethnicity, gender expression/identity, immigration status, marital/relationship status, national origin, race, religion, sexual orientation, socioeconomic status) and obtain any needed training in these areas under the direction of their supervisor.
- 2.03 RBTs conduct themselves in a professional manner during all work activities (e.g., delivering services, receiving training or supervision). They take action to improve their performance following feedback from supervisors.
- 2.05 RBTs implement restrictive or punishment-based procedures only when included in a documented behavior-change plan and after their supervisor has verified their competence.
- 2.06 RBTs direct any questions or concerns that they or others (e.g., caregivers, coworkers) have about their behavior-technician services to their supervisor.
- 3.06 RBTs named in a Notice of Alleged Violation or who receive a required action from the BACB (e.g., RBT Supervision Audit, Educational Memorandum, Notice of RBT Required Action, Disciplinary or Appeal Determination, Notice of Summary Suspension or Revocation) immediately share the document with their supervisor and work collaboratively to respond to any correspondence and comply with all BACB requirements.
- 3.07 RBTs regularly (e.g., monthly) check their BACB account to ensure their personal information (e.g., name, email address, mailing address) is accurate. Within 24 hours of becoming aware of a change to their certification status (e.g., inactive, expired, suspended, revoked), RBTs report the change to their supervisor and subsequently comply with applicable BACB requirements related to practice, billing, and use of the RBT title.

- Update your RBT logs whenever you complete any behavior analytic items (writing or review IEPs, MindSet/LSCI, reviewing/scoring FBA/BIP, etc.

- **FBA/BIPs**

- At the start of the year, if you have students who will need a new FBA/BIP, you can begin collecting baseline data while a PCE is being completed.
- Be sure you are training your staff on how to collect ABC data as a lot of students will need a new FBA/BIP at the start of the school year.
- Be sure FBA/BIPs are being written as a team. Remember, we are a multidisciplinary team.
- Make sure BIP walkthroughs are still being completed as a part of the student packet.
- Make sure scored FBA/BIPs are acted upon. If feedback is given on an FBA/BIP, please redo the FBA/BIP or have corrected items ready to be proposed in student's meeting.



- ***FBA/BIP Team Meeting***

- Make sure you are completing your FBA/BIP team meeting as 1 is required every quarter.
 - This allows you to look at 10 students at a time and plan until the following quarter.
- Include your behavior specialist in this meeting.

- **Behavior Management**



- **MindSet/LSCI**
 - MindSet during COVID-19 guidelines has been provided to all MindSet trainers.
 - Be sure to update your MindSet folder as trainings and medical notes are received.
 - Include your restraint logs and data into your MindSet folder
 - Make sure staff are trained on how to fill out the MindSet documents.
 - Make sure all new staff or staff with upcoming expiration dates are Certified/Re-Certified.

- **Restorative Practices**
 - Restorative Practices can dramatically improve the school climate and strengthen the social and emotional skills of young people and adults. Instead of using punishments and rewards to influence the way students behave, restorative approaches address the underlying reasons for students' hurtful behavior and nurture their intrinsic desire to treat others with care and respect.

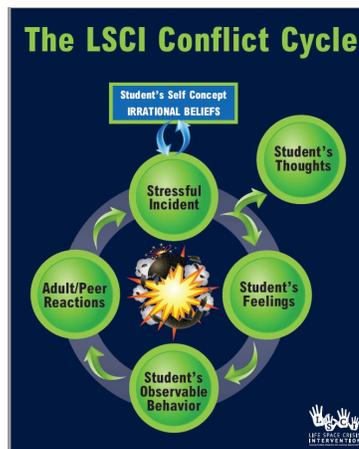
Three Lessons Learned from Restorative Practices

Restorative approaches are based on the idea that when we feel part of a supportive community, we respect others in that community and become accountable to it.

Circles gives everyone a rare chance to share what they are feeling and experiencing. Over time, circles becomes a safe space where everyone feels that they are heard and that they belong.

Everyone needs to be part of the gradual shift. Using restorative processes takes skill. It's best if a regular member of the school staff can serve as the restorative practices specialist/coordinator.

- LSCI
 - An advanced, interactive therapeutic de-escalation strategy is used for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. Social workers, psychologists, behavior specialists, administrators, and interventionists receive LSCI training annually or as needed based on certification status. LSCI Incidence logs are kept and data are reviewed and discussed on an on-going basis to monitor effectiveness and fidelity of implementation.



- Any time a student is in crisis, professional communication must be used before (ex. PBIS, ASPIRE, WhyTry, etc.), during, and after the crisis ex. Mindset verbal de-escalation, Life Space Crisis Intervention (LSCI), etc. It is particularly important to talk with students after an incident to help them figure out other ways to deal with their emotions.
- Have a list of trained LSCI staff for your building. Each time one of these staff members implement LSCI, the trainer is required to complete the LSCI Fidelity Documentation Form. These must be kept and submitted at the end of each semester using the LSCI Reporting Method Document to Melinda Okoh.

Positive Behavior Intervention and Supports



Welcome back Everyone!!!!

What is PBIS? At North Metro GNETS we promote positive behaviors and student success. It is a district wide program that is meant to help all students achieve social and behavior goals. We teach our students the behaviors we expect to see, remind them to use appropriate behaviors and acknowledge when they do so. Each North Metro GNETS site, establishes three or more PBIS behavior expectations that we promote throughout our sites!!



How it works? Students are rewarded often for their great behaviors and ability to follow school expectations. Each site will have their own teams, meetings, and celebrations. Each Behavior Specialist Coordinator will participate in their site meetings and festivities. Also, each Behavior Specialist will provide support and training snippets to their site PBIS teams when necessary.

PBIS- District Coordinator- Kimberly Lewis
PBIS Assistant District Coordinator-Melinda Okoh

Special Announcements & KUDOS!

Welcome Our Newest North Metro GNETS Team Members to our North Metro GNETS Family...

Stacy Baron

Judith Crothers-Flamming

Lataura Gregory

Sonni Jackson

Ashlee McConneaughey

Dania Michele-Wolf

Clint Perkins

Eboni Scurry

D'Azia Spivey



MINDFULNESS MEDITATION ACTIVITIES OF THE MONTH...



10 TIPS FOR GETTING STARTED WITH MINDFULNESS IN THE CLASSROOM



1. Create a quiet space in your classroom



2. Pay attention with purpose and curiosity



3. Use guided meditation daily



4. Offer caring wishes



5. Practice gratitude



6.



7.



8.



9.



10.

<https://www.teachthought.com/pedagogy/7-tips-getting-started-mindfulness-classroom/>