

North Metro GNETS Newsletter



February 2023

Director's Corner

Monthly North Metro GNETS Eggs and Issues Updates

Team North Metro GNETS,

As you know the Georgia General Assembly's Legislative Session is well underway and Governor Kemp has recommended a \$2000 base salary schedule increase for all certified teachers and employees effective September 1, 2023. He has also recommended a \$2000 cost of living adjustment for all full-time, benefit-eligible state employees effective July 1, 2023. Additionally, on Day 8 of the 40 Day Legislative Session, our State Legislators and Governor Kemp expressed an interest in trying to assist local educational agencies produce policy solutions regarding the shortage of paraprofessionals in which a grant program was introduced that is intended to help paraprofessionals achieve teacher certification. PAGE created an [issue brief](#) about the importance of paraprofessionals and they recommend increasing paraprofessionals salaries in the Quality Basic Education (QBE) funding formula to help paraprofessionals to become certified teachers. This is an AMAZING idea to grow our own teachers by supporting and promoting our hard-working paraprofessionals into new teachers. Train, encourage, and fund. Great minds and hearts are a terrible thing to waste. I support the paraprofessional to teacher pipeline. Let's hope this becomes a reality.

Cassandra Allen Holifield, PhD, RBT

Director, North Metro GNETS

<https://nmgnets.org/>

<https://twitter.com/nmgnets?lang=en>



February 2023:

- Enter all February DOW data prior to February 28, 2023
- Complete all (most) annual IEPs by or before February 28, 2023
- Complete all student packets due this month

CELEBRATING
**BLACK
HISTORY
MONTH**

Upcoming:

- National Paraprofessional Appreciation Day – April 3, 2023

Trauma Informed Care Update



Month	Solution	Training Topic	Week	Video	Discussion	Tool
Feb	PS		Weeks 1 & 3	Effective Working Relationships Time: 5:31	Think about a time you have had difficulty making a connection with a student. What do you think you might have done differently after watching this segment?	
			Week 3	Building Strong, Safe Relationships Time: 6:34	Being present and patient are two methods you can use to build strong relationships. When you're working with or having conversations with students, how do you show them that you're present and patient?	

- See above for discussion questions related to assignments

Curriculum, Instruction, and Compliance Coordinator Updates:

Welcome to February! The Mid-Year i-Ready Diagnostic will end on 2/3. Please monitor students while they complete their diagnostics. If students receive a rush flag, or encounter other issues with the diagnostics, please let your Lead Teacher, Site Coordinator, and CIBC Coordinator know so that the team can determine if a retake is necessary. Once completed, please begin monitoring students to ensure they are completing their 45 minutes weekly in both math and reading. Data binders for all IEP goals and objectives for each student should be set up and data should be entered weekly. The 5th Data Binder Check is due by February 3rd. All IEP objectives should be entered into Catalyst for all students on GAA. Please make sure you are receiving, checking, and responding to any Smart Sheets emails regarding the IEP process. All draft IEP's should be completed and checked prior to sending them home to parents. All parents should receive a draft IEP 1 week prior to the scheduled IEP meeting. All middle and high school students should be using Edgenuity as part of the blended learning model. Please make sure that Site Coordinators are doing Edgenuity and I-Ready Data chats with teachers and that teachers are doing them with students.

Curriculum, Instruction, and Compliance Tip of the Month: SDI Resources from the GADOE

There are a tone of resources regarding Specially Designed Instruction on this website. They training videos and printable resources that you can access for free.

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Specially-Designed-Instruction-\(SDI\).aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Specially-Designed-Instruction-(SDI).aspx)

Reintegration Planning, Transition, & Pathful Explore Updates/Reminders:

GVRA (Georgia Vocational Rehabilitation Agency) is currently providing Pre-ETS services to our GNETS students. Pre-ETS services. Pre-ETS is Pre-Employment Training. It's a program of services offered to all high school students who have IEPs They are special classes that can help students prepare for getting--and keeping--a job. GVRA requires students' current IEP, current Psychological report, District's release of information, and the parent permission form. Pre-ETS help students with disabilities learn about themselves, understand work requirements, practice work skills, choose a career, and explore training options. Pre-ETS are meant to supplement, not replace, Transition Services a student may be receiving through a school or service provider.

The logo for Pathful explore features the word "Pathful" in a large, blue, rounded font with a stylized path leading into the letter 'h'. The word "explore" is written in a smaller, blue, sans-serif font to the right of "Pathful".

Behavior Specialist Coordinators Updates:



Mindset

Collaborative GNETS Mindset Training February 7 - 8, 2023 from 9:00am – 4:00pm at

Oakland Meadow School
590 Old Snellville Hwy
Lawrenceville, GA 30046

- Please email Sally Pom sally.pom@mresa.org or Mary Ward Hendrix mary.hendrix@mresa.org to sign up or send new staff

Collaborative GNETS Mindset Training March 7 – 8, 2023 from 9:00am – 4:00pm at

Eagle Woods Academy
5931 Shadow Rock Drive
Lithonia 30058

- Please email Cedric Adams Cedric_Adams@dekalbschoolsga.org to sign up or send new staff
- **Make sure you are uploading restraint forms into the Mindset folder**

1 - Acknowledgement >Say What You See and Hear >Be Concrete (I See You Tapping/Throwing/Fists Balled up) (I Hear You Breathing Heavily)	2 - Acceptance >It Seems Like You're _____ (Allow the Individual to Speak and Correct You if needed) (i.e. No, I'm Mad/Sad/Angry)
3 - Validation and Empathy >Identify the Source >Ask Who/What/Where/When/How (Avoid "Why") >Use Empathy (Say "If that Happened to me, I would be Upset Too")	4 - Empowerment >What do You Need? >What Have You Tried? >What Can You do Right Now to Calm Down? >What Are the Pros/Cons of That Plan?

- Try First-Then for work completion:

Manage Problem Behavior In
The Classroom

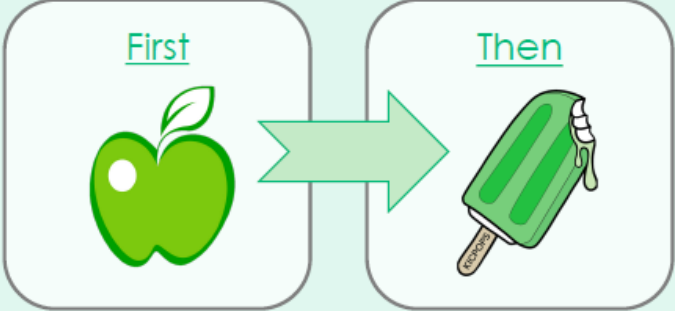
PREMACK PRINCIPLE
Grandma's Rules

"FIRST → THEN"

"First/Then" approach works on the idea that a student will engage in a non-preferred activity in order to access a preferred activity.

FIRST	THEN
Non-Preferred Behavior Or Something that the student NEEDS to do.	Preferred Behavior Or Something that the student LIKES to do.

"First eat your apple then you can have a popsicle."



The diagram illustrates the 'First-Then' sequence. On the left, a rounded rectangle labeled 'First' contains a green apple icon. A large, light green arrow points from this box to a second rounded rectangle on the right labeled 'Then', which contains a green popsicle icon.

Special Thanks to Sally Pom for creating the graphic 🙏

PBIS at North Metro GNETS

Reminders:

- Next TFI will be due by the end of March
- PBIS meetings should be monthly

Resources:

- <https://www.pbis.org/>

WHAT IS PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an [evidence-based three-tiered framework](#) to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. [Find out how to get started with PBIS.](#)

TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

[Learn More](#)

TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

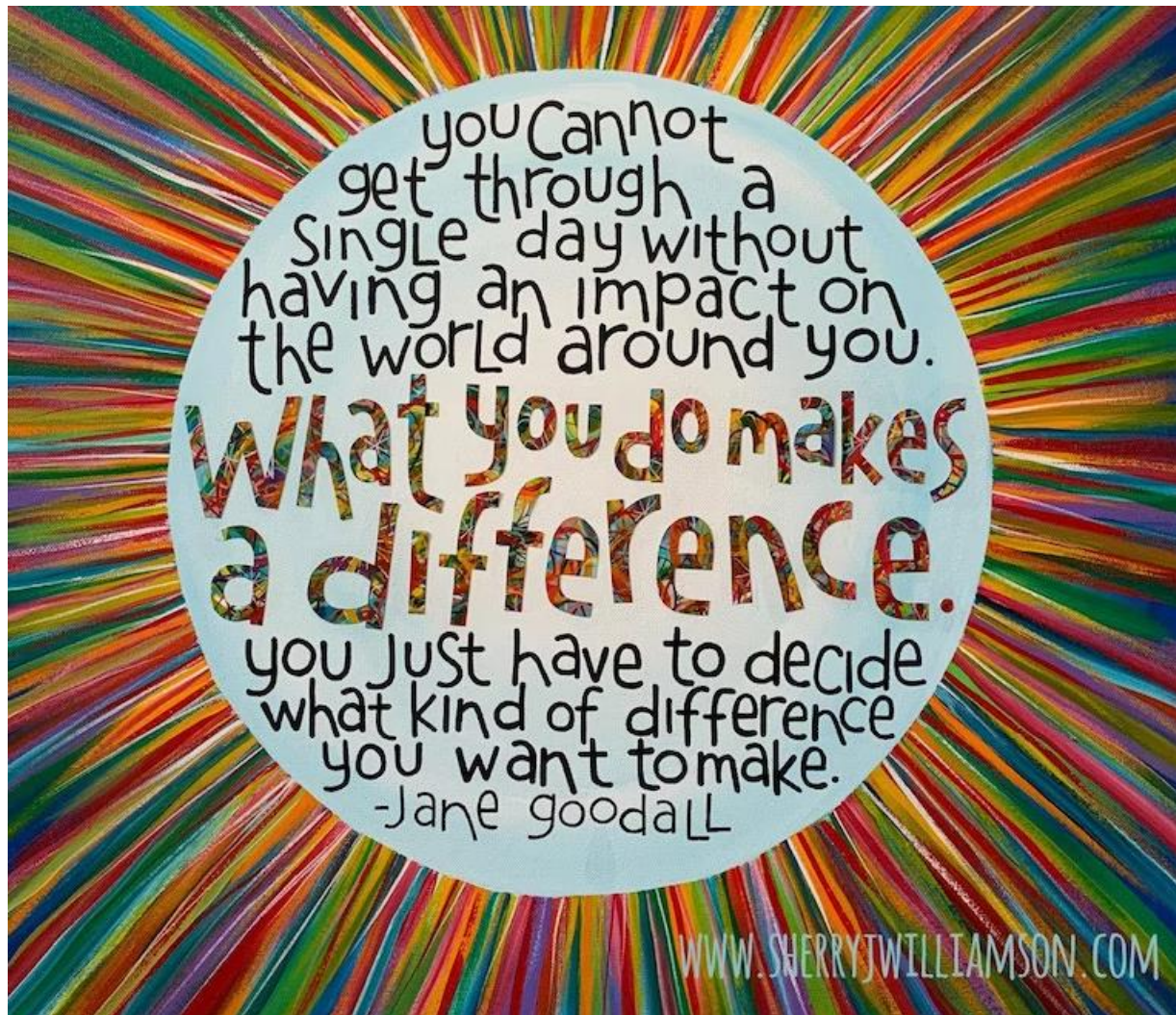
[Learn More](#)

TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

[Learn More](#)

**NORTH METRO GNETS
MONTHLY MOTIVATION CORNER**



HAPPY BLACK HISTORY MONTH

WITHOUT
BLACK INVENTORS
YOU WOULDN'T HAVE THESE

PRODUCT	INVENTOR	DATE
ELEVATOR	-ALEXANDER MILES	-1867
FIRE EXTINGUISHER	-THOMAS MARSHALL	-1872
STETHOSCOPE	-THOMAS A. CARRINGTON	-1876
LIGHT BULB	-LEWIS LATIMER	-1882
IRONING BOARD	-SARAH BOONE	-1887
MAIL BOX	-PAUL L. DOWNING	-1891
PENCIL SHARPENER	-JOHN L. LOVE	-1897
TRAFFIC LIGHTS	-GARRETT MORGAN	-1923
BLOOD PLASMA BAG	-CHARLES DREW	-1945
AIR CONDITIONING UNIT	-FREDERICK M. JONES	-1949

Special Announcements & KUDOS!

**CONGRATULATIONS TO ALL
NORTH METRO GNETS PARAPROFESSIONALS....
YOU ARE OUR UNSUNG HEROS AND WE APPRECIATE YOU!**



THANK YOU FOR ALL YOU DO!