

North Metro GNETS Newsletter



March 2023

Director's Corner

Monthly North Metro GNETS Eggs and Issues Updates

Team North Metro GNETS,

The Georgia General Assembly's Legislative Session is in its 26th day as of March 1, 2023. Yesterday the Senate Education Committee was scheduled to vote on SB 233 which is a massive voucher bill, which proposes to give \$6,000-a-year to every student in Georgia to attend the private school of their choice. If just 10% of the 1.75 million school children in our state take advantage of the voucher, the bill would cost a billion dollars each year in taxpayer subsidies which is bad for public education. Unlike the state's existing "Special Needs" voucher program, which is limited to students with medical and learning disabilities, this bill makes any student eligible without regard to family income. In addition, HB 579 was filed late last week to eliminate the one-year requirement that a student be enrolled in a public school before qualifying for the Georgia Special Needs voucher. The bill also requires the State Department of Education to expedite the development of an IEP (Individualized Education Plan) for students whose plan has expired or has not previously had one. All of these bills impact our students and families with some unforeseen consequences. If you have an opinion reach out to your legislators individually and express your opinion. Finally, this week is the last week to pass bills out of committees so that they can be eligible to pass through the chamber in which they will be introduced by Crossover Day on Monday, March 6. Be respectful, but speak up and voice your opinion, yah or nay. Your voice matters.

Cassandra Allen Holifield, PhD, RBT

Director, North Metro GNETS

<https://nmgnets.org/>

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



March 2023:

- Enter all March DOW data prior to March 31, 2023
- Complete remaining annual IEPs, FBAs, & BIPs by or before March 31, 2023
- Begin all 2nd semester TKES, LKES, & Contributing Staff observations and walk-throughs
- Complete all student packets due this month

Upcoming:

- Complete all 2nd semester TKES, LKES, & Contributing Staff observations, walk-throughs, formatives, and summative evaluations by May 12, 2023

Trauma Informed Care Update



Month	Solution	Training Topic	Week	Video	Discussion	Tool
Mar	TI	Social and Emotional Learning	Weeks 1 & 2	Relationship Skills Time: 5:13	Which core relationship skills do your students struggle with the most? What do you do currently to help them develop these skills?	
			Weeks 3 & 4	Social Awareness Time: 5:56	How do you identify both verbal and non-verbal social cues like eye contact, tone of voice, and body language to help determine how others feel, including the students you work with? How can you share these strategies with students to help them practice and develop their own social awareness?	

- See above for discussion questions related to assignments

Curriculum, Instruction, and Compliance Coordinator Updates:

Welcome to March! The mid-year i-Ready Diagnostics are completed. Please begin monitoring students to ensure they are completing their 45 minutes weekly in both math and reading. Please also closely monitor students pass rates on the lessons they are completing. If they struggle on a concept, you can assign additional i-Ready lessons to complete, and work with the student 1:1 on the topic. Data binders for all IEP goals and objectives for each student should be set up and data should be entered weekly. The 6th Data Binder Check is due by March 8th. 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.

10 Powerful Instructional Strategies for Teachers

<https://www.edutopia.org/stw-school-turnaround-student-engagement-video>

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

Transitional Planning

Any transition process must take into account all of the necessary procedures and issues that will facilitate the student's transition to adulthood. While this may vary from state to state, a practical timeline will assist you in helping both the student and the parents be as prepared as possible. You should help families consider the following checklist of transition activities when preparing transition plans with the IEP team. The student's skills and interests will determine which items on the checklist are relevant and whether these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

Here is a suggested Transitional Planning Checklist the IEP team could use during the process.

https://www.naset.org/fileadmin/user_upload/Forms_Checklist_Etc/Transition_Services/Transition_Planning_Timeline_Chklist.pdf

Behavior Specialist Coordinators Updates:



Mindset

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 Differential Reinforcement to increase replacement behaviors:

Manage Problem Behavior In The Classroom

DIFFERENTIAL REINFORCEMENT

Differential Reinforcement is a **two-part strategy** consisting of:

- Increasing desired behavior by reinforcing only the appropriate response or behavior you wish to increase. (Reinforcement)
- No longer allowing access to reinforcement when undesired behavior occurs. (Extinction)

DR



Differential Reinforcement

Provide the student with reinforcement when the student is engaging in the appropriate behavior (i.e. the behavior you want to increase).

Goal: Increase a behavior

Example: Mr. Brown gives Billy praise for pushing in his chair.

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/>

FEATURED RESOURCES

An Introduction to The Interconnected Systems Framework

View the highlights of what will look different when the education and mental health systems are integrated.

IES MTSS-B Trial: Key Takeaways for District and State Leaders

This brief reviews the latest randomized controlled trial (RCT) examining effects of PBIS, on a range of student outcomes. We share findings and key takeaways from this new study, in the context of the broader research literature, to guide local educational agency (LEAs) and state educational agencies (SEAs) in their use of MTSS to improve student outcomes.

Integrated Tiered Fidelity Inventory Companion Guide

This guide is intended to support school teams, coaches, and trainers working to focus on cultural responsiveness and support for mental health and wellness within the PBIS framework

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS.

Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators

"Supporting and Responding" summarizes evidence-based, positive, and proactive practices that support and respond to students' social, emotional, and behavioral (SEB) needs in classrooms and similar teaching and learning environments (e.g., small-group activity).

Why Implement Tier 1 PBIS for Students with Disabilities? What Does Research Say?

This brief summarizes empirical research on the effects of Tier 1 PBIS for students with disabilities. In general, when schools implement PBIS with fidelity, students with disabilities experience: (a) improved SEB outcomes and (b) reduced exclusionary discipline (i.e., office discipline referrals, suspensions, restraint, seclusion).

**NORTH METRO GNETS
MONTHLY MOTIVATION CORNER**

I AM BRAVE

I AM KIND

I AM HELPFUL

I AM STRONG

I AM SMART

I AM GRATEFUL

I AM LOVED

I AM ENOUGH

Special Announcements & KUDOS!

**CONGRATULATIONS TO OUR HOME TOWN SUPER HEROS
DIANA FREDERICK (School Psychologist) &
SADE WISE (School Social Worker)
at Oakland Meadow School**

**YOUR DEDICATION, COMMITMENT, LEADERSHIP, AND THERAPEUTIC
EXPERTISE IN SERVING OUR STUDENTS HAS NOT GONE UNNOTICED....
YOU CONTINUE TO BE AMAZING!!!**

