

Appendix A: Georgia Learning Resources System (GLRS) Scope of Work

GLRS: Metro East RESA: DeKalb County

Date Submitted to GaDOE: 5/2/22 Date Reviewed by GaDOE: 5/13/2022

The Georgia Department of Education (GaDOE) is committed to providing funding to ensure district and school have access to cohesive and responsive regional services and supports. The Georgia Learning Resources System (GLRS), which is supported through state-discretionary IDEA funds, will be provided to identified fiscal agents to support contracted GLRS services to meet the identified priorities of the state and each region. GaDOE is committed to a model of service that provides a uniform set of universal supports to all districts and schools across the state while giving regions the flexibility to meet the needs and priorities of their specific school systems.

State-identified Priorities

Purpose. *The Georgia Department of Education (GaDOE) has identified common, statewide priorities based on Georgia’s ESSA plan, data, and the implementation of the tiered system of supports.*

Deliverables. *GaDOE will provide uniform support and guidance in the form of professional learning, presentations, templates, tools, etc. to support GLRS with the following priorities to be redelivered and supported in each region.*

Common Priorities	Purpose of State Priorities	Focus of Deliverables to Address State Priorities	Documentation for Deliverables
Assistive Technology (AT) and Accessible Educational Materials (AEM) Indicators 1,2,3C,5,13,14,17	To ensure LEAs in the region have the professional learning and technical assistance to support the adoption and integration of assistive technology and accessible educational materials.	- Integrating Assistive Technology and Accessible Education Materials to improve achievement - UDL - AT/AEM Demonstrations - TA for Implementation of AT/AEM in the Classroom - Documenting AT/AEM in the IEP	<input type="checkbox"/> Agendas, Sign-in, Self-Assessments, Presentations and Evaluations <input type="checkbox"/> AT/AEM digital resources and tools TA Logs <input type="checkbox"/> Documentation of AT/AEM demonstrations/implementation data analysis <input type="checkbox"/> LEAs increased academic achievement, graduation rates and post-secondary outcomes (SPP/APR) <input type="checkbox"/> Increased student engagement <input type="checkbox"/> Increased SPP/APR for Indicators 1,2,3C,5,13,14,17
Collaborative Communities Meetings A minimum of seven-monthly meetings LEA- Local Educational Agency	To ensure LEAs Special Education and GNETS Directors in the region have professional learning and technical assistance to support collaboration to ensure universal supports are provided around IDEA compliance and increased functional and academic achievement for SWDs.	- Collaborative meetings held with regional special education directors and GNETS directors through Collaborative Communities - Annual and mid-year stakeholder needs assessment - Annual data analysis and trend data analytics based upon	<input type="checkbox"/> Evidence of sevenC to twelve Regional Collaborative Community Meetings <input type="checkbox"/> Agendas, Presentations, Sign-In, Evaluations <input type="checkbox"/> GLRS Project Tracking System Data Analytics <input type="checkbox"/> Regional Annual and Mid-Year Needs Assessment Survey/Stakeholder Input <input type="checkbox"/> LEA Improved Determination Reports <input type="checkbox"/> Increased Special Education Director Satisfaction

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<p>GNETS All SPP/APR Indicators</p>		<p>SPP/APR, Determinations Reports - Implementation Science and/or School Improvement Performance Factors - Data-Driven Decision Making and Problem-Solving Process - IDEA Continuous Improvement Monitoring Process (GCIMP)</p>	<p><input type="checkbox"/> Increased SPP/APR Results <input type="checkbox"/> Decrease in Disproportionality</p>
<p>General Supervision for Special Education Directors</p> <ul style="list-style-type: none"> • CLIP • CFM • Written PPP • Child Find • IEP • SSIP • Dispute Resolution • GCIMP • SPP/APR All Indicators • GNETS • Incarcerated SWD • Preschool Special Ed <p>All Indicators</p>	<p>To ensure LEAs in the region have the professional learning and technical assistance to meet the requirements of IDEA compliance and increase the functional and academic achievement of students with disabilities.</p> <p>To ensure LEAs in the region have the professional learning and technical assistance to develop, implement, and monitor the CLIP and IDEA Budgets.</p>	<p>-Written IDEA Polices, Practices and Procedures (PPP) that include protocols for professional learning, technical assistance, supervision and monitoring of Georgia’s Continuous Improvement Monitoring Process (GCIMP) -Data Analysis and Trend Analytics of SSP/APR and other state/local data - Cross-Functional Monitoring TA and Coaching - Data Driven Decision Making and Problem-Solving Process -State Systemic Improvement Plan (SSIP) -IEP Training, Implementation and Monitoring - GNETS referral process, program collaboration, and supports</p>	<p><input type="checkbox"/> Agendas, Sign-in, presentations, and evaluations <input type="checkbox"/> Technical Assistance/Coaching Logs <input type="checkbox"/> Guidance Documents on IDEA Requirements <input type="checkbox"/> LEAs Improved SPP/APR Data Analytics and Trends <input type="checkbox"/> LEAs Annual Event Graduation Rates 67% or higher <input type="checkbox"/> LEAs meet RDA requirements <input type="checkbox"/> SSIP Monthly Summaries from Collaborative Communities <input type="checkbox"/> Improved IEP Process and Implementation <input type="checkbox"/> Reduced Complaints, Due Process Cases, Mediations, and Resolutions <input type="checkbox"/> Improved Preschool SWD Outcomes <input type="checkbox"/> School Climate Ratings</p>

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<p>Evidence-Based Practices (EBP)</p> <ul style="list-style-type: none"> • Special Education Induction Project • Multi-Sensory Reading Methodology Project • Five Pillars of Reading • HLPs • Co-Teaching • DBI • Instruction for Sig. Cog Disabilities • Check and Connect • EWS Training • Classroom Management <p>SPP/APR 1,2,3,4,5,6,7,12,14,15,17</p>	<p>To ensure LEAs in the region have the professional learning and technical assistance to select, implement with fidelity, and monitor EBP that increase the functional and academic achievement of students with disabilities.</p> <p>To ensure LEAs in the region have the professional learning and technical assistance to demonstrate high-quality co-teaching and LRE management.</p> <p>To ensure LEAs special education teachers, in the region, have the professional learning, technical assistance and coaching to implement HLPs and write compliant IEPs integrating HLPs.</p> <p>To support LEAs in the region with implementation of intensive interventions in literacy, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.</p>	<ul style="list-style-type: none"> - Special Education Teacher Induction Training Project - Five Pillars of Reading Training - Multi-Sensory Reading Training --Implementation Science - High Leveraged Practices - Implementation Fidelity -Co-teaching – Planning, Assessing, and Instructing - Specially Designed Instruction - Data-Based Individualization (DBI) - Best practice for teaching P-12 students with disabilities including students with significant cognitive disabilities and Alternate Assessment - Check and Connect Training and Supports -Early Warning System Training - Classroom Management 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, Sign -in, Professional Learning Presentations and Evaluations on EBPs <input type="checkbox"/> Guidance Documents for EBP Implementation <input type="checkbox"/> Technical Assistance Resources and Tools on EBPs <input type="checkbox"/> EBP Implementation Fidelity Checklist(s) <input type="checkbox"/> Teacher Induction Project Data Analytics <input type="checkbox"/> LEAs CCRPI Reports on Closing the Gap and Content Mastery for students with disabilities <input type="checkbox"/> Increased Alternate Assessment Proficiency <input type="checkbox"/> Increased Preschool Outcomes Data on SPP/APR <input type="checkbox"/> LEAs increased academic achievement, graduation rates and post-secondary outcomes (SPP/APR) <input type="checkbox"/> LEAs Check and Connect Fidelity and Implementation Data <input type="checkbox"/> Improved Co-Teaching Implementation Fidelity Data <input type="checkbox"/> Increased School Climate <input type="checkbox"/> Increase positive behavior reporting and decreased discipline referrals <input type="checkbox"/> Teacher Induction Project Data Analytics <input type="checkbox"/> Teacher Induction Project Retention Rates <input type="checkbox"/> Increased coaching response data reports
<p>Transition</p> <ul style="list-style-type: none"> • Self-Determination • Transition Plan Compliance 	<p>To ensure LEAs in the region have the professional learning and technical assistance to promote transition best practices, self-determination, and transition compliance.</p>	<ul style="list-style-type: none"> -Collaboration with Georgia Vocational Rehabilitation Agency (GVRA), CTAE, and other agencies - Transition Plans Review and Compliance 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, Sign-in, presentations, evaluations <input type="checkbox"/> LEAs Increased Compliant Transition Plans <input type="checkbox"/> Increase SPP/APR for Post-Secondary Outcomes

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<ul style="list-style-type: none"> • Post-Secondary Outcomes • Summary of Performance • BCW- Preschool Transition Indicators: 1,2,6,13,14 	<p>To ensure LEAS have the professional learning and technical assistance to promote positive transitions through school to post-secondary outcomes for students with disabilities and their families.</p>	<ul style="list-style-type: none"> - Self-Determination Training (ASPIRE, ASPIRE PLUS, SDLMI) - Transition Best Practices - Transitions through school to post-secondary outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Increase in LEAs promoting Self-Determination (ASPIRE, ASPIRE PLUS, SDLMI) <input type="checkbox"/> Increased knowledge and skills around transition and post-secondary outcomes for students with disabilities <input type="checkbox"/> SPP/APR Preschool Data Analytics <input type="checkbox"/> Improved LEAs BCW Timelines
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Based on the work of each GLRS, additional items may be added as deliverables.

State Priorities

Regionally Identified Priorities

Purpose. To provide each GLRS with the flexibility to establish regionally identified priorities using data from surveys, interviews, needs assessments, etc.

Evidence: Implementation deliverables may include agendas, training tools/resources, handouts, modules, number of participating schools/districts, etc.

Priority Choose from the sample list below or list other data-informed priorities	Informed By Surveys, interviews, needs assessments, CNAs, state and/or local data, etc.	Deliverables and Performance Targets Describe the professional learning or technical assistance that will be offered to support the identified priorities	Evidence Ex: Modules, agendas, sign-in sheets, surveys, tools, resources, district/school participation rates, number of attendees	Audience Describe which audience will be served (educators, school leaders, directors, etc.) and list the names of the districts/schools.
Pre-K Autism Project	State and Local Data, Regional Surveys, District Requests	Five Day Training with Follow Up Coaching Pre-school Special Education Teachers, Occupational Therapists, and Speech Language Pathologists	Sign In Sheets Course Proposal and Design Teacher, and therapist self-ratings pre and post on Instructional Checklist	Pre-school Special Education Teachers, Occupational Therapists, and Speech Language Pathologists (DeKalb County Schools, City Schools of Decatur)

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CEIS/CCEIS	Disproportionality Data	<ul style="list-style-type: none"> • Provide Technical Assistance • Provide Feedback 	<ul style="list-style-type: none"> • Agendas • Feedback • Action Plans 	Administrators (Decatur City, Fulton County)
Mindset Training	State Identified Barrier – Access to Positive School Climate District Level Discipline Data	<ul style="list-style-type: none"> • Design and Deliver Professional Learning for Mindset De-Escalation Training 	<ul style="list-style-type: none"> • Presentations • Agendas • Training Material • Sign In Rosters 	Teachers and Support Staff (City Schools of Decatur, DeKalb County Schools)
Team Building and Problem Solving	District Request	<ul style="list-style-type: none"> • Provide Technical Assistance • Provide Training • Provide Feedback 	<ul style="list-style-type: none"> • Presentations • Agendas • Training Material • Sign In Rosters 	All staff (DeKalb-Rockdale GNETS, Cross Keys)
Operate and Maintain GLRS Materials Production Center	High Levels of Use by Teachers and Administrators		Sign In Logs	Teachers Administrators Support Personnel Parents (All 12 Metro Districts)
Consortia Support/Facilitation	Specifically <ul style="list-style-type: none"> • MTSS • Transitions • ID • Autism 	<ul style="list-style-type: none"> • Co-Facilitate a minimum of 4 consortium meetings 	<ul style="list-style-type: none"> • Agendas • Sign In Sheets 	Administrators (All 12 Metro Districts)
FBA/BIP	District Needs Survey's	<ul style="list-style-type: none"> • Design and Deliver Professional Learning 	<ul style="list-style-type: none"> • Presentations • Agendas • Training Material • Sign In Rosters 	Teachers, Behavior Specialists, Psychologist (All 12 Metro Districts)
Summer Camp Directory	Continued Use Across the State of Georgia		<ul style="list-style-type: none"> • Directory 	Teachers Parents Administrators (Statewide Distribution)

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Deep Equity Workshop	Disproportionality Data Achievement Gap	Contracted Service	<ul style="list-style-type: none"> • Presentations • Materials • Sign In • Evaluations 	District and Building Level Administrators (12 Metro Districts, State Charter Schools)
Trauma Sensitive Schools	GA Health Survey Data Regional Attendance Data	<ul style="list-style-type: none"> • Train Staff • Design and Deliver Regional Professional Learning 	<ul style="list-style-type: none"> • Registrations for Train the Trainer Conference 	Metro East Personnel (GNETS Support)
Restorative Practices	Discipline Data Disproportionality GA Health Survey Attendance Data	<ul style="list-style-type: none"> • Train Staff • Design and Deliver Professional Learning 	<ul style="list-style-type: none"> • Registrations for Train the Trainer Conferences 	Metro East Personnel

Please Note: GaDOE may request additional documentation and clarification to effectively monitor the implementation of activities for GLRS