

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

GLRS: Metro East GLRS

Fiscal Agent: DeKalb County Schools

Date Submitted to GaDOE: 5/31/23 Date Reviewed by GaDOE: 6/6/23

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
<p>Assistive Technology (AT) and Accessible Educational Materials (AEM)</p> <p>Indicators 1,2,3C,5,13,14,17</p>	<p>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.</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Agendas, Sign-in, Self-Assessments, Presentations and Evaluations <input checked="" type="checkbox"/> AT/AEM digital resources and tools TA Logs <input type="checkbox"/> Documentation of AT/AEM demonstrations/implementation data analysis <input checked="" type="checkbox"/> LEAs increased academic achievement, graduation rates and post-secondary outcomes (SPP/APR) <input checked="" type="checkbox"/> Increased student engagement <input type="checkbox"/> Increased SPP/APR for Indicators 1,2,3C,5,13,14,17
<p>Collaborative Communities Meetings</p> <p>A minimum of seven-monthly meetings</p> <p>LEA- Local Educational Agency GNETS</p>	<p>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.</p>	<ul style="list-style-type: none"> - 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 SPP/APR, Determinations Reports 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of seven to twelve Regional Collaborative Community Meetings <input checked="" type="checkbox"/> Agendas, Presentations, Sign-In, Evaluations <input checked="" type="checkbox"/> GLRS Project Tracking System Data Analytics <input checked="" type="checkbox"/> Regional Annual and Mid-Year Needs Assessment Survey/Stakeholder Input <input type="checkbox"/> LEA Improved Determination Reports <input checked="" type="checkbox"/> Increased Special Education Director Collaboration <input type="checkbox"/> Increased SPP/APR Results

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<p>All SPP/APR Indicators</p>		<ul style="list-style-type: none"> - Implementation Science and/or School Improvement Performance Factors - Data-Driven Decision Making and Problem-Solving Process - IDEA Continuous Improvement Monitoring Process (GCIMP) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Decrease in Disproportionality
<p>General Supervision for Special Education Directors</p> <ul style="list-style-type: none"> • CLIP • CFM • Written PPP • Child Find • IEP • SDI • 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>	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Agendas, Sign-in, presentations, and evaluations <input checked="" type="checkbox"/> Technical Assistance/Coaching Logs <input checked="" 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 checked="" type="checkbox"/> LEAs meet RDA requirements <input checked="" 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 checked="" type="checkbox"/> Improved Preschool SWD Outcomes <input checked="" type="checkbox"/> School Climate Ratings
<p>Evidence-Based Practices (EBP)</p>	<p>To ensure LEAs in the region have the professional learning and technical assistance to select, implement with fidelity,</p>	<ul style="list-style-type: none"> - Special Education Teacher Induction Training Project -Coaching Support for New Teachers 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Agendas, Sign -in, Professional Learning Presentations and Evaluations on EBPs <input checked="" type="checkbox"/> Guidance Documents for EBP Implementation

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<ul style="list-style-type: none"> • Special Education Induction Project • Multi-Sensory Reading Methodology Project • Foundations of Reading (5 Pillars of Reading) • HLPs • Co-Teaching • Specially Designed Instruction • 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>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"> - 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 checked="" type="checkbox"/> Technical Assistance Resources and Tools on EBPs <input checked="" type="checkbox"/> EBP Implementation Fidelity Checklist(s) <input checked="" type="checkbox"/> Teacher Induction Project Data Analytics <input checked="" type="checkbox"/> LEAs CCRPI Reports on Closing the Gap and Content Mastery for students with disabilities <input checked="" type="checkbox"/> Increased Alternate Assessment Proficiency <input checked="" type="checkbox"/> Increased Preschool Outcomes Data on SPP/APR <input checked="" type="checkbox"/> LEAs increased academic achievement, graduation rates and post-secondary outcomes (SPP/APR) <input checked="" type="checkbox"/> LEAs Check and Connect Fidelity and Implementation Data <input checked="" type="checkbox"/> Improved Co-Teaching Implementation Fidelity Data <input checked="" type="checkbox"/> Increased School Climate <input checked="" type="checkbox"/> Increase positive behavior reporting and decreased discipline referrals <input checked="" type="checkbox"/> Teacher Induction Project Data Analytics <input checked="" type="checkbox"/> Teacher Induction Project Retention Rates <input checked="" type="checkbox"/> Increased coaching response data reports
<p>Transition</p> <ul style="list-style-type: none"> • Self-Determination • Transition Plan Compliance • Post-Secondary Outcomes • Summary of Performance • BCW- Preschool Transition 	<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> <p>To ensure LEAS have the professional learning and technical assistance to promote positive transitions through school to post-secondary outcomes for</p>	<ul style="list-style-type: none"> -Collaboration with Georgia Vocational Rehabilitation Agency (GVRA), CTAE, and other agencies - Transition Plans Review and Compliance - Self-Determination Training (ASPIRE, ASPIRE PLUS, SDLMI) - Transition Best Practices - Transitions through school to post-secondary outcomes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Agendas, Sign-in, presentations, evaluations <input checked="" type="checkbox"/> LEAs Increased Compliant Transition Plans <input checked="" type="checkbox"/> Increase SPP/APR for Post-Secondary Outcomes <input type="checkbox"/> Increase in LEAs promoting Self-Determination (ASPIRE, ASPIRE PLUS, SDLMI) <input checked="" type="checkbox"/> Increased knowledge and skills around transition and post-secondary outcomes for students with disabilities <input checked="" type="checkbox"/> SPP/APR Preschool Data Analytics <input type="checkbox"/> Improved LEAs BCW Timelines

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Indicators: 1,2,13,14	students with disabilities and their families.		
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Based on the work of each GLRS, additional items may be added as deliverables.

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.
CEIS/CCEIS	Disproportionality Data	Technical Assistance Feedback on Plans	Agendas Feedback Action Plans Check in Documents Meeting Notes	Administrators (Decatur City)
Mindset Training	State Identified Barrier – Access to Positive School Climate District Level Discipline Data	Design and Deliver Professional Learning for Mindset De-Escalation Training	Presentations Agendas Training Material Sign In Rosters	Teachers and Support Staff (City Schools of Decatur, DeKalb County Schools, Rockdale County Schools)
Check and Connect	State Identified Barrier – Access to Positive School Climate District Level Discipline Data	Design and Deliver Professional Learning for Check and Connect Training	Presentations Agendas Training Material Sign In Rosters	Teachers and Support Staff (City Schools of Decatur, DeKalb County Schools, Rockdale County Schools)

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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)	Operate and Maintain GLRS Materials Production Center
Consortia Support/Facilitation	Specifically • MTSS • Transitions • ID • Autism •SLD •Parent Mentor	Co-Facilitate a minimum of 4 consortium meetings for each of the specified groups	Agendas Sign In Sheets Presentations when applicable	Administrators (All 12 Metro Districts)
FBA/BIP	District Needs Survey's	Design and Deliver Professional Learning	Presentations Agendas Training Material Sign In Rosters Evaluations	Teachers, Behavior Specialists, Psychologist (All 12 Metro Districts)
Summer Camp Directory	Continued Use Across the State of Georgia	Directory	Distribution by GLRS, GADOE, Parent Mentors, etc...	Summer Camp Directory
Restorative Practices	Discipline Data Disproportionality GA Health Survey Attendance Data LEA Request	Design and Deliver Professional Learning	Registrations Sign In Sheets Presentations Evaluations	Teachers, Administrators, Behaviors Specialists, MTSS personnel
Autism Training	District Requests Growing Numbers (Data)	Design and Deliver Professional Learning	Registrations Sign In Sheets Presentations Evaluations	Teachers, Administrators, Behaviors Specialists, MTSS personnel
Instructional Coaching	District Requests	Design and Deliver Professional Learning Lead Book Studies	Registrations Sign In Sheets Presentations Evaluations	District Instructional Coaches (DeKalb, Fulton)

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

***Please Note:** Some of the items below are included in the state-identified priority list. These items can be included again under regional priorities, but it is the expectation that more tailored and intensive supports be given to districts/schools.*

Regional Priorities	Sample data to examine	Regional Priorities	Sample data to examine
Project AWARE	Number of LEAs, LEA request	Charter System Collaborative	Charter System request
Project YMFHA	Number of districts or schools requesting YMFHA trainings.	Individual LEA Projects	District Request, GCIMP referral
Tailored and targeted supports for TSI/CSI Districts and Schools	Number of TSI or CSI eligible schools.	Instructional Coaching	LEA request, SPP/APR Data Analysis, Individual LEA Project
Regional Consortiums AT/AEM, Transition, PreK SLP, School Psychologist GAA 2.0, Autism, Literacy, MTSS, and/or Other	LEA Request, SPP/APR Report, Sp. Ed. Needs Assessment Data, Disproportionality Report, State Request to support consortiums	Individual LEA CEIS/CCEIS Technical Assistance	Disproportional data provided by GaDOE. Identified as needs improvement Individual LEA data, self- assessment
Disproportionality	Disproportionality Reports, Indicator 4 Suspension/Expulsion, LEA request, Needs Assessment Data		