

Appendix A: FY26 Georgia Learning Resources System (GLRS) Contract Deliverables

GLRS: MEGLRS Fiscal Agent: DeKalb County School District

Date Submitted to GaDOE: 5/26/25 Date Reviewed by GaDOE: 5/29/25 (CR)

The Georgia Department of Education (GaDOE) is committed to providing funding to ensure all districts and schools have access to cohesive and responsive regional services and supports. 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 Annual Performance Report (APR), state and regional data, implementation of the tiered system of supports, and Federally Identified Schools.*

State Priorities

<p>General Supervision</p>	<ul style="list-style-type: none"> • Collaborative Communities • CCEIS • General Supervision Monitoring • SPP/APR • Federally Identified Schools • Early Warning System • Parental Engagement & Satisfaction 	<p>Transition</p>	<ul style="list-style-type: none"> • Preschool Part C to B • Post-school Outcomes • Transition Planning • Assistive Technology/AEM
<p>Literacy</p>	<ul style="list-style-type: none"> • PK-12 • Assistive Technology/AEM • Specially designed Instruction • TPRP • Evidence-based Practices 	<p>Math</p>	<ul style="list-style-type: none"> • PK-12 • Assistive Technology/AEM • Specially designed Instruction • TPRP • Evidence-based Practices

Priority	Purpose of State Priorities	Deliverables	Evidence/Documentation for Deliverables
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			Provide documentation as requested by
<p>General Supervision</p> <p>Collaborative Communities Meetings</p> <p>A minimum of six-monthly meetings</p> <p>LEA- Local Educational Agency</p> <p>GNETS</p> <p>SPP/APR 1-18</p>	<p>To ensure LEAs including Special Education Directors, GNETS Directors, and other stakeholders in the region have professional learning and technical assistance to support collaboration to around IDEA compliance and achievement of students with disabilities.</p>	<p>Collaborative meetings held with regional special education directors, GaDOE district liaison, GNETS directors, and other stakeholders.</p> <ul style="list-style-type: none"> • CC Meeting activities include evidence of: <ul style="list-style-type: none"> ○ LEA Data Analysis of Indicators 1-18 ○ LEA action planning & report out of progress in addressing SPP APR indicators ○ LEA review & revision of general supervision procedures ○ LEA action planning and implementation of instruction for literacy and math ○ LEA collaboration with other state agencies to address SPP APR indicators • CC Meeting surveys are completed after each meeting • Targeted technical assistance is provided to LEAs for implementation and monitoring of activities 	<p><u>Examples</u></p> <p>-Evidence of Collaborative Community Meetings</p> <p>-Agenda/minutes</p> <p>-LEA Implementation Action Plan</p> <p>- Annual Regional Needs Assessment</p>
<p>General Supervision</p> <p>Policies & Procedures</p> <p>SPP/APR 1-18</p>	<p>To provide targeted, sustained technical assistance to LEAs to ensure sustainability of IDEA compliant practices.</p>	<ul style="list-style-type: none"> • Ongoing review and feedback of LEA policies, procedures, and professional learning for: <ul style="list-style-type: none"> ○ All SPP/APR Indicators ○ General supervision procedures for federal regulations and state board rules ○ LEA determinations ○ Cross functional monitoring ○ Fiscal Monitoring 	<p><i>-TA feedback to LEAs</i></p> <p><i>-Artifacts of general supervision procedure development by LEAs</i></p>

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		<ul style="list-style-type: none"> ○ ATSI targeted professional learning and technical assistance 	
<p>Literacy Preschool</p> <p>Literacy K-2</p> <p>Literacy 3-5</p> <p>Literacy 6-8</p> <p>Literacy 9-12</p> <p>SPP/APR 3,9,10</p>	<p>Ensure special education teachers demonstrate proficiency with structured literacy instruction in reading and writing.</p>	<p>Ensure structured literacy support for special education staff is available.</p> <ul style="list-style-type: none"> ● Identify LEA teachers, leaders, & support staff in need of structured literacy professional learning ● Collaborate with RESA ELA, literacy specialists, content specialists, & SI specialists to offer structured literacy professional learning & support implementation in schools, including ATSI schools ● Provide PL and technical assistance with literacy diagnostic assessments (class or schoolwide) ● Identify age-appropriate evidence-based literacy instructional routines from: <ul style="list-style-type: none"> ○ Structured Literacy PL ○ Approved book studies ○ Approved guidance documents ● Model and coach LEA staff in effective delivery of structured literacy instructional routines using a practice profile ● Collect data on proficiency across time with identified core components of selected instructional routines ● Facilitate grade-band job alike cohorts <ul style="list-style-type: none"> ○ Coaches ○ Teachers ○ Paras 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> -PL sign in sheets -Presentations -TA tools & resources -Coaching logs -Implementation Action Plan ● how to discuss AT in IEPs ● AT software access ● Specially designed instruction

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		<ul style="list-style-type: none"> ○ School leaders ● Increase student engagement with Everway & other available AT tools ● Collect implementation data: <ul style="list-style-type: none"> ○ Participant levels of engagement ○ Participant perceptions of value/use ○ Participant implementation outcomes 	
<p>Math Preschool</p> <p>Math K-2</p> <p>Math 3-5</p> <p>Math 6-8</p> <p>Math 9-12</p> <p>SPP/APR</p> <p>3,9,10</p>	<p>Ensure special education teachers receive mathematics training</p>	<p>Ensure professional learning in mathematics is available to teachers of SWD.</p> <ul style="list-style-type: none"> ● Identify LEA teachers, leaders, & support staff in need of math professional learning ● Collaborate with RESA math specialists, content specialists, & SI specialists to offer math professional learning, including ATSI schools ● Provide PL and technical assistance with math diagnostic assessment (class or schoolwide) ● Identify age-appropriate evidence-based math instructional routines from: <ul style="list-style-type: none"> ○ GaDOE resources ○ Approved national resources ○ Approved book studies ○ Approved guidance documents ● Model and coach LEA staff in effective delivery of math instructional routines using a practice profile ● Collect data on proficiency across time with identified core components of selected instructional routines 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> ● -PL sign in sheets ● -Presentations ● -TA tools & resources ● -Coaching logs ● -Implementation Action Plan ● how to discuss AT in IEPs ● AT software access ● Specially designed instruction

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		<ul style="list-style-type: none"> • Facilitate grade-band job alike cohorts <ul style="list-style-type: none"> ○ Coaches ○ Teachers ○ Paras ○ School leaders • Increase student engagement with Everway AT tools • Collect implementation data: <ul style="list-style-type: none"> ○ Participant levels of engagement ○ Participant perceptions of value/use ○ Participant implementation outcomes 	
<p>TPRP Georgia Teacher/Provider Retention Program (TPRP)</p> <p>Indicators: 3,4</p>	<p>To provide HLP training within the TPRP initiative.</p>	<p>Georgia Teacher/Provider Retention Program (TPRP) High Leverage Practices (Paired with EBPs)</p> <p>To ensure LEA special education teachers have the professional learning, technical assistance and coaching to implement HLPs, FBAs & BIPs, and compliant IEPs integrating HLPs.</p> <ul style="list-style-type: none"> • Facilitate HLP professional learning • Facilitate HLP MRS sessions • Collaborate with partners to deliver grade-band technical assistance • Collaborate with GSU to offer FBA & BIP PL • Coordinate FBA BIP MRS sessions • Collaborate with partners to provide technical assistance for grade-band cohorts 	<p><u>Examples:</u></p> <ul style="list-style-type: none"> -PL sign in sheets -Presentations -TA tools & resources -Coaching logs -Implementation Action Plan <ul style="list-style-type: none"> • PL sign in sheets • Participation data

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<p><i>Evidence-Based Practices (EBP)</i></p> <ul style="list-style-type: none"> • Early Warning System - Check and Connect • FBA & BIP <p>Indicators: 1,2,3,4,5,6,7,9,10,12,14, 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 increases the functional and academic achievement of students with disabilities.</p>	<ul style="list-style-type: none"> • Teacher Use of Evidence-based Practices • Teacher development and use of functional behavior assessments and behavior intervention plans • Teacher proficiency with FBA & BIP in mixed reality simulation 	<p><u>Examples</u></p> <ul style="list-style-type: none"> • Sign in sheets • Agendas • PL sessions • LEAs increased academic achievement, graduation rates and post-secondary outcomes (SPP/APR) • LEAs Check and Connect Fidelity and Implementation Data • LEA increased proficiency with development and implementation of FBA & BIPs
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<i>Transition</i>			<u>Examples</u>
<ul style="list-style-type: none"> • Transition Plan Compliance • Post-Secondary Outcomes • Summary of Performance • BCW - Preschool Transition <p>SPP APR Indicators: 1,2,13,14</p>	<p>To ensure LEAs in the region have professional learning and technical assistance to promote transition best practices, and transition compliance. And to ensure LEAS have professional learning and technical assistance to promote positive transitions through school to post-secondary outcomes for students with disabilities and their families.</p>	<p>Collaboration with Georgia Vocational Rehabilitation Agency (GVRA), CTAE, and other agencies to promote student eligibility for Pre-ETS and Client Services</p> <p>Provide TA with Transition Plans Review and Compliance</p> <p>Provide TA for Comprehensive Transition Activities & Services</p> <p>Collaborate with GaDOE to offer state transition collaborative OR facilitate regional job alike.</p>	<ul style="list-style-type: none"> • Agendas, Sign-in Sheets • LEAs Increased Compliant Transition Plans • Evidence of Increase SPP/APR for Post-Secondary Outcomes • PL and TA to improve knowledge and skills around transition and post-secondary outcomes for students with disabilities

Regionally Identified Priorities

Regional priorities require prior approval from GaDOE for the use of contract funds. Non-approved activities will not be reimbursed.

Priorities must align to SPP APR indicators and directly support improved outcomes in these areas in general supervision activities OR student outcomes using evidence-based practices.

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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, evidence of LEA implementation, training tools/resources, handouts, modules, number of participating schools/districts, etc.

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 support be given to districts/schools.

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

Priority	Informed By	Deliverables and Performance Targets	Evidence	Audience
Choose from the sample list below or list other data-informed priorities	Surveys, interviews, needs assessments, CNAs, state and/or local data, etc.	Describe the professional learning or technical assistance that will be offered to support the identified priorities	Ex: Modules, agendas, sign-in sheets, surveys, tools, resources, district/school participation rates, number of attendees	Describe which audience will be served (educators, school leaders, directors, etc.) and list the names of the districts/schools.
Individual LEA CEIS/CCEIS Technical Assistance			Disproportional data provided by GaDOE. Identified as needs improvement Individual LEA data, self-assessment	Districts (Fulton, City Schools of Decatur)
Restorative Practices	Data (behavior), number of disprop and discrepant districts	Program Specialist will Provide training for school teams	Development of presentations and training Sign In Sheets Agendas	Teachers, school and district administrators (Open to all Metro Districts)
Regional Consortium	Autism Needs assessment	Facilitate Meetings in the Metro Area providing the opportunity to collaborate in job alike groups and delivering instruction,	Sign In Sheets Agendas Calendars	Job Alike Teachers, school and district administrators (Open to all Metro Districts)

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		information and training as indicated	Meeting Notes	
	ID District Request	Facilitate Meetings in the Metro Area providing the opportunity to collaborate in job alike groups and delivering instruction, information and training as indicated	Sign In Sheets Agendas Calendars Meeting Notes	Job Alike Teachers, school and district administrators (Open to all Metro Districts)
	MTSS Tier 2 – 3 Data Number of students referred to special education	Facilitate Meetings in the Metro Area providing the opportunity to collaborate in job alike groups and delivering instruction, information and training as indicated	Sign In Sheets Agendas Calendars Meeting Notes	Job Alike Teachers, school and district administrators (Open to all Metro Districts)
	Parent Mentors District Request	Facilitate Meetings in the Metro Area providing the opportunity to collaborate in job alike groups and delivering instruction, information and training as indicated	Sign In Sheets Agendas Calendars Meeting Notes	Job Alike Teachers, school and district administrators (Open to all Metro Districts)
Instructional Coaching Institute	District Surveys Personnel Indicated Need	Program Specialists will provide training on approaches to coaching and the coaching cycle (Jim Knight)	Development of presentations and training Sign In Sheets Agendas	Special education leadership, special education coaches and special education professional learning facilitators
De-Escalation Strategies (Mindset)	Surveys Discipline Data	Mindset trainers will design and deliver de-	Development of presentations and training	Teachers, school and district administrators

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		escalation strategies based on the Mindset Framework	Sign In Sheets Agendas	(Open to all Metro Districts)
Classroom Management	Surveys Discipline Data	CHAMPS Training	Development of presentations and training Sign In Sheets Agendas	Teachers, school and district administrators (Open to all Metro Districts)
AI Teacher Tools in the Classroom	Trend Data	Tools List Development of presentations and training Sign In Sheets Agendas	Development of presentations and training Sign In Sheets Agendas	Teachers, school and district administrators (Open to all Metro Districts)
Autism Basics	Surveys Discipline Data	Presentation Materials	Development of presentations and training Sign In Sheets Agendas	Teachers, school and district administrators (Open to all Metro Districts)
Materials Production Center	Current Usage Data	Sign In	Usage Reports	Teachers, school and district administrators (Open to all Metro Districts)