TIPS FOR FY20 CLIP IDEA PERFORMANCE GOALS

The responses to the CLIP IDEA Performance Goals should be completed as a TEAM and not in isolation.

General TIPS for <u>All</u> IDEA Performance Goals

1. Outline the *specific activities* for each IDEA Performance Goal to include:
   - How is the activity completed?
   - By whom?
   - How often?
   - How does the Special Education Director monitor to ensure completion?
   - How is Professional Learning (PL) offered for this activity?

2. Maintain ongoing documentation throughout the school year to include:
   - Identify 2 to 3 tasks that are being implemented and/or completed to address each goal.
   - Create a schedule to monitor the above throughout the school year (e.g. Quarterly Fidelity Checks)
   - How is the activity completed?
   - By whom?
   - How often?

3. Utilize your data to drive the needs of your district.

4. Schedule critical planning time with small and large stakeholder groups to review and discuss the CLIP prior to submission.

TIPS for *IDEA Performance Goal One:*
Improve graduation rate outcomes for students with disabilities

1. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? You may include a brief description of your district's procedures.
   - How is the activity completed?
   - By whom?
   - How often?
   - How does the Special Education Director monitor to ensure completion?
   - How is Professional Learning offered for this activity?

2. How are post-secondary outcome activities monitored by the SPED director to ensure fidelity?

3. What Professional Learning (PL) is offered to assist with improving graduation rates (to include school completion, school age transition, and post-secondary transitions)?
   - How does the SPED Director offer TA with those PL opportunities?
   - How is staff identified that require additional TA?

TIPS for *IDEA Performance Goal Two:*
Improve services for young children (3-5) with disabilities

1. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?
   - How is the activity completed?
   - By whom?
   - How often?
   - How does the Special Education Director monitor to ensure completion?
   - How is Professional Learning offered for this activity?

   What current procedures are being implemented to improve services for young children (ages 3-5)?

   Include a list of services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head start, homes, community-based classrooms, PreK classrooms)

2. Include all staff that will be designated to support the 3-5 population.

3. Include all professional learning your district provides to the district's staff as well as to outside agencies. To demonstrate collaboration between the district and outside agencies, document all invitations from outside agencies to attend trainings. Document all collaborative activities and be specific.

   - When and how often does your District meet with these outside agencies,
   - List the transition activities for students, future teacher and parent support

   What Professional Learning (PL) is offered to assist with improving services for young children?

   - How does the SPED Director offer Technical Assistance (TA) with those PL opportunities?
   - How is staff identified that require additional TA?

4. Include any parent trainings and/or informational sessions that are provided by the district such as
   - When do these activities occur?
   - What are the universal screeners utilized for Child Find activities?
   - How is this information advertised to the public?

5. Include detailed descriptions for proposed activities for young children with disabilities, (e.g. The types of support to be offered)

   Review and address district policies and procedures related to teacher/instructional support.

   - How are young children (ages 3-5) activities monitored by the SPED director to ensure fidelity?

TIPS for *IDEA Performance Goal Three*:
Improve the provision of a free and appropriate education to students with disabilities
1. Describe activities to improve the provision of FAPE for students with disabilities. • How are teachers trained on IEP/eligibility procedures? • How Is LRE ensured? • Is there a continuum of service options for all SWDs? • How are IEP accommodations/modifications shared with teachers who are working with SWDs?
2. Outline activities that align specifically with how you are providing FAPE to children with disabilities.
3. What supervision and monitoring procedures are being implemented to ensure that FAPE is being provided?
4. How is PL for FAPE offered in your district? • By whom? • How often? • How does the Special Education Director monitor to ensure completion?
5. Are there district procedures and practices in place that summarize how students' needs are being met? • What are the procedures and practices? • Who is responsible for implementation?
6. What data are you utilizing?

TIPS for *IDEA Performance Goal Four:*
Improve compliance with state and federal laws and regulations
1. All Performance Goals should include documentation of monitoring and supervision but Performance Goal Four should mainly focus on monitoring and supervision to ensure that state and federal laws and regulations are followed. TIPS for this Performance goal can include:
2. How the Sped Director will redeliver PL and TA provide by GADOE?
3. How procedures and practices are implemented in your district to ensure overall compliance? What procedures are in place to address timely and accurate data submission? What procedures are in place to address correction of noncompliance (IEPs, Transition Plans) How is PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance? • How is the activity completed? • By whom? • How often? • How does the Special Education Director monitor to ensure completion? • How is Professional Learning (PL) offered for this activity?

As a reminder, these are just few TIPS to assist with your responses to the IDEA Performance Goals and doesn't serve as a complete list of what information can be included.