

# Georgia Network for Educational and Therapeutic Support

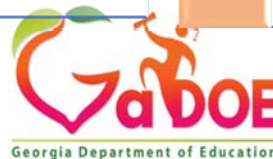


## STRATEGIC PLAN

### Implementation Fidelity Checklist & Self-Assessment Rubric

#### Six Focus Areas

1	Program Leadership and Accountability	2	Behavior Support and Therapeutic Services
3	Instructional and Academic Support	4	Program Funding and Fiscal Management
5	Integration of Services and Capacity Building	6	Facilities Management and Safety



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## Introduction

The Georgia Network for Educational and Therapeutic Support (GNETS) is comprised of 24 programs which support local school districts' continuum of services for students with disabilities, ages 5-21. The programs provide comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity, duration, frequency, and intensity of an emotional disorder or significant challenging behavior.

The revised GNETS strategic plan (1/2020) includes six focus areas: Program Leadership and Accountability, Behavior Support and Therapeutic Services, Instructional and Academic Support, Program Funding and Fiscal Management, Integration of Services and Capacity Building, and Facilities Management. Each of the focus areas has specific goals that each GNETS program will work to obtain. Many components of this strategic plan addresses program practices that are based on improvements from audit findings, program evaluation, best practices across all GNETS programs, and research-based initiatives. The revised plan also streamlines procedural standards for programs to account for consistency and coordinated program services. Guidance on the development of the strategic plan was obtained from referenced articles and state personnel knowledgeable about program improvement and best practices for working with students struggling with behavioral and emotional concerns. Georgia Department of Education (GaDOE), Georgia Network for Educational and Therapeutic Supports (GNETS), and the Department of Behavioral Health and Developmental Disabilities (DBHDD) were the three collaborating agencies as well as other stakeholders within the state of Georgia who provided input and contributions across each section. Field experts such as GNETS directors, special education directors, fiscal agents for GNETS, school district superintendents and others responded to surveys to obtain greater insight for general improvement strategies of GNETS.

GNETS directors and their staff will be responsible for implementing the action items within the strategic plan to ensure that collaborative integrated services are planned and provided for students receiving services through the GNETS program. GNETS staff will also collaborate with Local Education Agencies (LEAs) to ensure that students have a civil right to be reintegrated/included with same age peers without disabilities to obtain academic and social-emotional competencies in general education environments when deemed appropriate.

The rating section of the strategic plan provides a means for GNETS teams to reflect on implementation and practices at each GNETS Program. The ratings will be completed by GNETS teams. The team should review the rating data to identify barriers that may be impacting lower rated items and plan to work through those barriers to attain successful implementation. The GaDOE-GNETS program manager/program specialist will complete the rating section with GNETS teams in the spring of each school year and review supporting evidence to validate ratings. The ratings obtained will be used as final implementation data to assist GNETS with coaching and improvement planning to scale up effective practices across the programs.

## Overview

The Strategic plan and its embedded self-assessment is intended to:

- ✚ Facilitate a self-assessment for GNETS to evaluate current status of program practices.
- ✚ Initiate discussion among program leaders and stakeholders to identify priority needs for improvement.
- ✚ Validate areas of strength in the implementation of best practices across each component.
- ✚ Analyze results and other program data to determine need for professional learning and resources to drive improvement.

**The GNETS Strategic Plan and Self-Assessment includes action items that addresses the following sections and specific goals aligned to each one:**

- 1. Program Leadership and Accountability**
- 2. Behavior Support and Therapeutic Services**
- 3. Instructional and Academic Support**
- 4. Program Funding and Fiscal Management**
- 5. Integration of Services and Capacity Building**
- 6. Facilities Management**

### Directions for Completing the Self-Assessment Rating Scale.

GNETS directors should identify key leaders at each program to participate as a part of the rating team. The team should consist of no less than 3 people. The director will distribute a copy of the strategic plan to the team members and provide an opportunity for the team to review the action items and activities to be rated.

After the team has had some time to review the action items and activities, the team will rate the action items and activities based on the status of implementation. There are three ratings of implementation for action items: Operational, Emerging and Not Evident. Team members should select one rating per action item and identify sources or evidence of implementation to validate the rating, particularly if the rating is identified as “operational.” A rating of operational would indicate that the action item and activities rated were “consistently” practiced and there is always available evidence and positive outcome data to support the rating. The self-assessment guidance document should be used to help with the ratings.

#### Strategic Plan Ratings

**O- Operational:** All of the activities required were accomplished consistently with sources of evidence to support implementation for this action item.

**E- Emerging:** Some of the activities required were accomplished with sources of evidence to support implementation for this action item.

**NE- Not Evident:** None of the activities required were accomplished and there are no sources of evidence to support implementation for this action item.

**Section 1: Program Leadership and Accountability**

Action Items	Activities	Examples/ Sources to Support Ratings	Activities Rating	
A. Directors will promote and remain aware of the strategic plan expectations and ensure that the activities are implemented within their programs.	Participate in all overviews of the strategic plan Implement the activities in the strategic plan Align funds with activities	Sign-in sheets Agendas Presentations Feedback surveys Program initiatives Documentation of admin team meetings	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
B. Share results from the strategic plan ratings with stakeholders.	Identify key stakeholders. Share results from the strategic plan ratings. Share improvement summary form.	Sign-in sheets Rubric ratings Mid-year improvement summary End-of-year improvement summary Strategic plan review survey results	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
C. Complete the strategic plan improvement summary form.	Complete overall rating for each section and prioritize area to be improved for the new.	Mid year- improvement summary End-of-year improvement summary Strategic plan review survey results	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
D. Participate in and implement practices from professional learning sessions that align with evaluation and strategic plan goals.	Professional development activities/experiences should respond to the strategic plan outcomes and any identified needs to support students and staff.	Conference or training agendas Travel documents Training contracts Job embedded coaching Implementation checklists etc.	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>

Total Ratings: Operational \_\_\_\_\_ Emerging \_\_\_\_\_ Not Evident \_\_\_\_\_

**Section 2: Behavior Support and Therapeutic Services**

Objective	Activities	Examples/Sources to Support Ratings	Meets Standard	
A. Implement Positive Behavior Intervention Supports (PBIS).	Train staff identified to implement PBIS at their respective sites.	PBIS Walk-through forms PBIS productivity binder PBIS End of Year Report Surveys Monthly Meeting minutes PBIS Training Calendar Grant application Operational certificates PBIS Action Plan PBIS Expectations and Rules	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
B. Trauma Informed Care Practices and Environment	Train staff in evidence-based Trauma Informed Care practices	Training calendar Training agenda/sign in sheets Evidence of TIC training materials Staff climate survey results	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
C. Establish a functional FBA/BIP team at each site that meets at least 3 times a year and	Identify key personnel for the team Attend FBA trainings Meet to address FBA/BIP as needed Establish opportunities for FBA/BIP trainings. Train staff to ensure that each GNETS program has the capacity at each site to complete quality FBA/BIP for each student.	List of active team members FBA/BIP team meeting agendas and minutes Training agendas Sign-in sheets Training presentations/materials FBA/BIP progress monitoring FBA/BIP included in IEPs for students Evidence of FBA analysis	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
D. Ensure students social and emotional development are assessed using standardized measures at least 2x per year.	Maintain and update spreadsheet Ensure appropriate staff are trained to complete standardized assessments	SDQ results BASC3results Other social-emotional measures Evidence of triangulation of data Documented results in the IEPs	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
E. Outcomes from the social-emotional measures will be included in students' IEPs	Train designated staff to incorporate social-emotional results into students IEPs	Designated students' IEPs Evidence of triangulation of data Evidence of training for use of social-emotional results	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>

		SDQ results BASC-3 results	Not Evident	<input type="checkbox"/>
F. Students diagnosed with ASD will be assessed with a standardized measure with a minimum of two measures per year.	Identify and select a standardized measure that would be used by the GNETS site. Ensure designated staff is trained to conduct the ASD with the selected measure.	CARS results documented in IEPs GARS results documented in IEPs ABLLS results documented in IEPs DB3 results documented in IEPs Brigance results documented in IEPs Vineland completed checklists	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
G. Designated GNETS personnel will receive initial training or refresher and implement training in evidence-based crisis interventions (i.e., Life Space Crisis Intervention-LSCI, Direct Behavior Therapy-DBT, Restorative Practices, etc.)	Identify staff to be trained Ensure staff attend crisis intervention trainings Engage in evidence-based crisis interventions with students when they demonstrate a need for crisis intervention.	Sign-in sheets Grant application Evidence of crisis trainings for staff Fidelity Rubric Why Try PL summary of evidence-based crisis intervention trainings	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
H. GNETS personnel will receive initial training/refresher and utilize principles of restraint methods such as Mindset, CPI, etc.	Identify staff to be trained Ensure staff attend Mindset and any other requested restraint methods trainings Engage appropriately in restraint methods and Mindset skills/techniques when necessary to prevent and/or manage students' aggressive behaviors.	Skills checklist Sign-in sheets SWIS data Incident report/debriefing notes Physical restraint data/reports Procedures for use of physical restraint Documentation of parent notification of use of physical restraint Evidence of restraint reduction training	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
I. Each program will ensure that all students participate in universal, small group and/or individual social-emotional skills and activities that meet their needs.	Identify needs of students Match students to appropriate social skills activities based on their needs Collect consistent data to determine students' progress and program effectiveness. Tiered Behavior Data	Documents that show evidence of planning for students' needs Evidence that shows students received the support identified Progress monitoring data Triangulation of Data Evidence of social-emotional curriculum BASC-3 flex monitoring reports Sensory rooms Documents Evidence of data to determine tiers of support	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>

		Art and music therapy		
J. Maintain collaborative partnerships with community agencies to support integrated mental health and behavior-related educational services for GNETS students.	Attend agency meetings Identify opportunities for agencies to support students in GNETS Collaborate with agencies for space and/or time to work with students.	Calendars Visitor logs List of mental health agencies LIPT meetings Counseling logs Evidence of collaboration with community agencies Evidence of transition planning for students	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
Total Ratings: Operational _____ Emerging _____ Not Evident _____				



**Section 3: Instructional/Academic Support**

Action Items	Activities	Examples Sources to Support Ratings	Meets Standard	
A. Teachers will plan and deliver Georgia Standards-based lessons for assigned subjects	Review teachers lessons plans Provide feedback to teachers Meet with special education director to review lesson plans for GNETS staff <i>iReady</i> monitoring	Lesson Plans/Feedback TKES Trainings Teacher coaching/mentoring` TKES standards summary	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
B. Ensure teachers maintain a positive and academically challenging learning environment in accordance with TAPS standards.	Maximize instructional time Conduct classroom observations Provide high quality professional learning to support evidence-based instructional practices Provide opportunities for students to demonstrate evidence-based practices	Copies of observations Copies of walk-throughs TAPS Standards Evidence of training on evidence-based instructional practices	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
C. Ensure that students who demonstrate academic difficulties are matched to tiered interventions, supplemental instructional programs/materials that meets their needs.	Use data to identify student’s areas of academic deficits Provide students with evidence-based instructional materials designed to remedy the deficit identified Review progress monitoring data to identify the need to sustain or change the interventions. Discuss with sped directors at CC Analysis graduation rate for students receiving services	Student intervention planning activities Evidence of tiered interventions Intervention programs/materials Progress monitoring data. Student growth on Milestones Academic Tiers Milestone Data Provide list of instructional/supplemental programs <i>iReady</i> mid-year and EOY data	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
D. GNETS certified and classified staff will attend instructional related trainings provided by GaDOE, RESA, LEAs, and conferences to ensure GNETS staff are aware of changes in the field and that instructional practices align with the state’s expectations and standard	Ensure GNETS staff sign up and attend professional learning with GaDOE, RESAs LEAs and conferences when opportunities are available. Conduct observations to identify application of strategies from professional learning courses.	Evidence of scheduled times for feedback. Evidence that shows the percent of staff attending instructional professional learning Evidence of analysis of Milestones data	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>

	<p>Provide feedback for staff related to professional learning application and expectations</p> <p>Allocate funds for GNETS staff to attend professional learning activities.</p> <p>Collaborate with staff to analyze Milestones data to inform instructional practices for students</p>	<p>Walk-throughs</p> <p>TAPS outcomes</p>	<p>Not Evident</p>	<p><input type="checkbox"/></p>
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Total Ratings: Operational \_\_\_\_\_ Emerging \_\_\_\_\_ Not Evident \_\_\_\_\_

**Section 4: Program Funding and Fiscal Management**

Action Items	Activities	Examples Sources to Support Ratings	Meets Standard	
A. Comply with your GNETS state approved budget	Align GNETS personnel and services with the GNETS state approved budget Submit budgets in portal	Hired GNETS staff and contractors Submitted budget and funding allocations	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
B. Review fiscal records regularly to ensure accountability for all allocated funds	Maintain adequate records Monitor program expenses	Bookkeeping records Guidelines for expensing funds Evidence of adequate record maintenance Evidence of internal control/procurement procedures	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
C. Plan and submit the annual grant application with a keen focus on the budget to support the GNETS mission, goals and rule (160-4-7.15; d, e, and f)	Outline state grant application for funding according to the GNETS rule	GNETS state grant application	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
D. Collaborate with LEAs to ensure the allocation of supports and resources, which may include in-kind services to GNETS is provided to facilitate flexible models of service delivery and best practices for equitable educational opportunities (160-4-7.15; d, e, and f)	Engage in communication with LEAs to identify and provide a rationale for needed resources and support for the program	Evidence and use of allocated funds and resources In-kind support Funded positions Invoices for purchases Invoices for reimbursements	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
E. Report all carryover funds for the next fiscal year to fiscal agents and GaDOE	Identify and document budget lines with balances to be carried over	GNETS budget Bookkeeping records	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
Total Ratings: Operational _____ Emerging _____ Not Evident _____				

**Section 5: Integration of Services and Capacity Building**

Action Items	Activities	Examples Sources to Support Ratings	Meets Standard	
<p><b>A. Consideration for GNETS Services:</b> LEAs and GNETS staff will collaboratively review the GNETS and LEA continuum of services during IEP meetings to determine the best service options for students.</p>	<p>GNETS director or designee attends IEP meetings and ensures that the student needs are aligned to the GNETS services.</p> <p>Collaborate with LEAs to ensure that documents (FBA/BIP, Evaluation, social history, etc.) are available to support the consideration of GNETS services prior to and/or during IEP meetings.</p> <p>Ensure transition criteria (IEP goal/goals) is established at the IEP meeting.</p> <p>Provide training to staff on consideration of GNETS procedures</p>	<p>Student IEP files that contain documentation to support consideration for GNETS services FBA/BIP 3 year reevaluation Social History Medical Records Parent, teacher, and or student reports Evidence of student participation in extracurricular activities</p>	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
<p><b>B. Transition from GNETS Services:</b> Ensure LEA and GNETS staff collaboratively establish attainable IEP goals to include a process for reviewing progress monitoring data for transition to the least restrictive environment.</p>	<p>GNETS directors or a designee will ensure that IEP goals are established and used as the transition criteria for all students receiving GNETS services.</p> <p>Ensure transition goals are attainable and aligned with the referring behaviors.</p> <p>Collaborate with LEAs to plan transition services and supports prior to the student’s complete transition.</p> <p>Communicate with parents, LEAs, RESAs, and SEA to provide supporting evidence as to why it would not be in the best interest of the student to transition from the program as planned/documented.</p>	<p>Documented IEP goals to transition for all students</p> <p>Supporting documentation and data collection aligned with transition goals.</p> <p>Documentation of transition plans with LEAs</p> <p>Supporting evidence for a change in transition goal/criteria</p> <p>Evidence that shows attempts to align LEA and GNETS courses/materials.</p> <p>Records of the number and percent of students receiving GNETS services in the general education setting (campus).</p> <p>Records showing the number and percent of students that enter and transition from the program each year by disability.</p>	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>

	<p>Identify and outline how in-kind and financial contributions from LEAs could support student reintegration and/or access to equal educational opportunities.</p>			
<p><b>C. Capacity Building:</b> Engage in professional learning and technical assistance for general education school personnel</p> <p>Redelivery of professional learning/TA to school personnel by GNETS staff.</p>	<p>Communicate with LEAs and RESAs to determine professional learning opportunities and needs of LEAs and parents.</p> <p>Organize opportunities to attend/deliver training sessions for LEAs as needed.</p> <p>Schedule/support training dates, times, and locations for training</p> <p>Deliver trainings and obtain feedback.</p>	<p>Training materials Sign-in sheets Feedback ratings Training agendas Training request/needs assessment form. GNETS program brochure</p>	<p>Operational <input type="checkbox"/></p>	
			<p>Emerging <input type="checkbox"/></p>	
			<p>Not Evident <input type="checkbox"/></p>	
<p><b>D. Parent Engagement</b> Collaborate with stakeholders to ensure that strong strategies are in place to: 1) build capacity to engage parents/stakeholders in an effective partnership with the program; and 2) share and support high student academic achievement.</p> <p>Director and staff will create meaningful partnerships that ultimately lead to significant gains across the board in student achievement.</p>	<p>Organize opportunities to collaborate with parents such as curriculum nights, PBIS day, parent trainings</p> <p>Consistent communication with parents</p>	<p>Newsletters Flyers Sign in sheets Pictures Letters/Announcements Website Documentation of parent participation in IEP meetings Documentation of parent trainings/meetings</p>	<p>Operational <input type="checkbox"/></p>	
			<p>Emerging <input type="checkbox"/></p>	
			<p>Not Evident <input type="checkbox"/></p>	
<p>Total Ratings: Operational _____ Emerging _____ Not Evident _____</p>				

**Section 6: Facilities Management and Safety**

Action Items	Activities	Examples Sources to Support Ratings	Meets Standard	
A. Monitor site for safety and ADA compliance and maintenance.	Print and use the GSFIC facility condition checklist for site monitoring. Conduct periodic site reviews to ensure faculty is well maintained. Request maintenance support on specific items	Facility Condition Assessment Checklist Documentation of LEA visits to facilities Evidence of tracking of maintenance requests	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
B. Communicate all identified concerns to the LEA and/or SEA and advocate for repairs/improvements.	Identify areas rated as poor and/or critical on the GSFIC facility condition assessment checklist. Report the areas identified and advocate for repairs/improvement with key stakeholders.	Facility Condition Assessment Checklist Reports Documentation of LEA visits to facilities	Operational	<input type="checkbox"/>
			Emerging	<input type="checkbox"/>
			Not Evident	<input type="checkbox"/>
Total Ratings: Operational _____ Emerging _____ Not Evident _____				

### Self-Assessment Outcomes and Improvement Summary Plan

*Record the rating given to each section on this page. Review the ratings for each section and identify the top 3 priorities to address in your action plan. Be sure to indicate why your team rated the item low and what you will do to improve your ratings. Also, identify how you will sustain your higher ratings.*

**Site:** [Click here to enter text.](#)

**Date:** [Click here to enter a date.](#)

**Personnel Completing the Summary:** [Click here to enter text.](#)

Section	Ratings	Priority	Why was or wasn't this section selected as a priority?	Document the actions necessary to improve the top 3 priority areas and to sustain the higher rated priority areas.
1. Program Leadership and Accountability	O ____ E ____ NE ____	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Behavior Support and Therapeutic Services	O ____ E ____ NE ____	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Instructional/Academic Support	O ____ E ____ NE ____	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Program Funding and Fiscal Management	O ____ E ____ NE ____	Click here to enter text.	Click here to enter text.	Click here to enter text.
5. Integration of Services and Capacity Building	O ____ E ____ NE ____	Click here to enter text.		Click here to enter text.
6. Facilities Management	O ____ E ____ NE ____	Click here to enter text.	Click here to enter text.	Click here to enter text.

**Appendix (SAMPLE)**

Completed sample of an improvement summary Plan

**Self-Assessment Outcomes and Improvement Summary Plan**

Record the ratings given to each section on this page. Review the ratings for each section and identify the top 3 priorities to address in your action plan.

Site: A site

Date:

Personnel Completing the Summary: [Click here to enter text.](#)

Section	Rating	Priority	Why was or wasn't this section selected as a priority?	Document the actions necessary to improve the top 3 priority areas and to sustain the higher rated priority areas.
1. Program Leadership and Accountability	O <u>4</u> E ____ NE ____	6	We have met all items at an operational level and have evidence of our success.	Continue delivering information to our faculty early in the year. During preplanning and monitor staff adherence to the items in the plan throughout the year.
2. Behavior Support and Therapeutic Services	O <u>2</u> E <u>2</u> NE ____	1	We have not met most items with operational or emerging.	The leadership team will continue to monitor the implementation of each item in this section and collect the resources needed to show our success. If we were behind on implementation we will work to get on track before the next rating session.
3. Instructional/Academic Support	O <u>1</u> E <u>3</u> NE ____	2	Some items in this section were not rated as operational due to para pros covering some of our classes and low TKES scores.	Ensure para pros who cover classes have support from teachers for standards-based lesson development and delivery. Ensure students are clearly matched to interventions when necessary.
4. Program Funding and Fiscal Management	O <u>4</u> E <u>1</u> NE ____	4	We submitted all required grant applications and fiscal reports by deadlines established.	Continue to remain aware of grant deadlines, allocation of resources and collaborating with our LEA for the additional resources and in-kind contributions that were provided to support our site last year.
5. Integration of Services and Capacity Building	O <u>1</u> E <u>2</u> NE <u>1</u>	3	None of our students met IEP goals/criteria to transition from the program as planned.	We will monitor our students' IEP goals using available data more frequently to identify student who at-risk for not transitioning from the program as expected and begin working with students on an individual level.
6. Facilities Management	O <u>2</u> E ____ NE ____	5	We have met all items at an operational level and have evidence of our success .	Continue to monitor facilities for safety and ADA compliance.



## Resources

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Florida Inclusion Network. (2013). Best Practices for Inclusive Education (BPIE) 2.0 District Level Self-Assessment. Tallahassee, FL: Florida Department of Education, Bureau of Exceptional Education and Student Services. Retrieved from

<http://www.floridainclusionnetwork.com/wp-content/uploads/2013/11/BPIE-District-Level-Assessment.pdf>

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