

**NORTH GLRS  
FY 2021  
SCOPE OF WORK**

GLRS must submit an annual contract with a scope of work based upon identified **state** and **regional** priorities.

The **state** priorities include:

<b>Consolidated LEA Improvement Plan (CLIP)</b>	To ensure districts have the professional learning and technical assistance to <ul style="list-style-type: none"> <li>• develop, implement, and monitor the CLIP.</li> </ul>
<b>General Supervision</b>	To ensure districts have the professional learning and technical assistance to <ul style="list-style-type: none"> <li>• meet the requirements of IDEA.</li> </ul>
<b>Systemic Improvement for Graduation, Closing the Gap, and Improved Academic Proficiency</b>	To ensure districts have the professional learning and technical assistance to <ul style="list-style-type: none"> <li>• select, implement, and monitor evidence - based practices with implementation fidelity for increased graduation rates, closing the gap, increased literacy achievement and dropout prevention.</li> </ul>
<b>Evidence-based practices</b>	To ensure districts in the region have the professional learning and technical assistance to <ul style="list-style-type: none"> <li>• select, implement, and monitor interventions and practices that effectively address students with disabilities and result in increased literacy and math performance on state assessments.</li> </ul>
<b>Transition to Employment or Post-Secondary Education</b>	To ensure districts have the professional learning and technical assistance to <ul style="list-style-type: none"> <li>• align post-secondary outcomes and pre-employment services.</li> </ul>
<b>Equity, Efficacy, Excellence</b>	To provide intensive technical assistance and professional learning with coaching to regional LEAs to <ul style="list-style-type: none"> <li>• increase <b>special education teacher retention</b></li> <li>• and improve <b>high-quality services and supports that increase graduation rates for students with disabilities.</b></li> <li>• and improved <b>school climate related to educators of students with disabilities.</b></li> </ul>
<b>Intentional, Data Driven Decision Making and Inclusive Leadership</b>	To offer intensive technical assistance and professional learning with coaching to building and district leaders <ul style="list-style-type: none"> <li>• <b>to increase improved systems of continuous improvement and increased <b>inclusive leadership</b></b></li> <li>• by providing educators of students with disabilities adequate resources, training, smaller class sizes and supportive school climates to meet IEP/IDEA requirements by providing appropriate leader supports</li> </ul>

<b><i>Assistive Technology</i></b>	To ensure districts have the professional learning and technical assistance to <ul style="list-style-type: none"> <li>● support the adoption and integration of assistive technology.</li> </ul>
<b><i>Quality Instruction; Literacy and Numeracy</i></b>	To ensure all districts have the professional learning and technical assistance and coaching to <ul style="list-style-type: none"> <li>● support high effect size quality instruction in such contents: literacy and numeracy for students with disabilities.</li> <li>● support high-quality, specially designed instruction to all students with disabilities in their LEAs with implementation fidelity.</li> </ul>

The **regional priorities** are determined through a process of collaboration and consultation with districts. Each district is encouraged to engage with GLRS to complete the following:

1. Participate in a district team data analysis to determine barriers to graduation rates, achievement of students with disabilities, and evidence-based practices to support at-risk students OR share summaries of these discussions with GLRS.
2. Identify capacity-building projects with identified schools and staff to engage with GLRS in a year-long or multi-year cohort.
3. Commit staff to lead the work in consultation with GLRS.
4. Embed activities into district CLIP.
5. Participate in professional learning provided by GLRS.
6. Periodically debrief with GLRS to summarize current outcomes using data.

The deadline for FY2020 Scope of Work for North GLRS is due by **MARCH 6, 2020**. Please contact Dr. Charity Roberts for more information.  
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FY21 NORTH GLRS SCOPE OF WORK

Literacy & Numeracy

- Autism, Intellectual, & Developmental Disabilities Cohort
- Special Education Coaching Cohort

Special Education Supervision

- **School Admin Technical Assistance**
- Special Education Leadership Academy

Assistive Technology

- AT Regional Cohort

Preschool Special Education

- Preschool Collaborative

Graduation & Post-Secondary Transition

- Transition Collaborative