



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



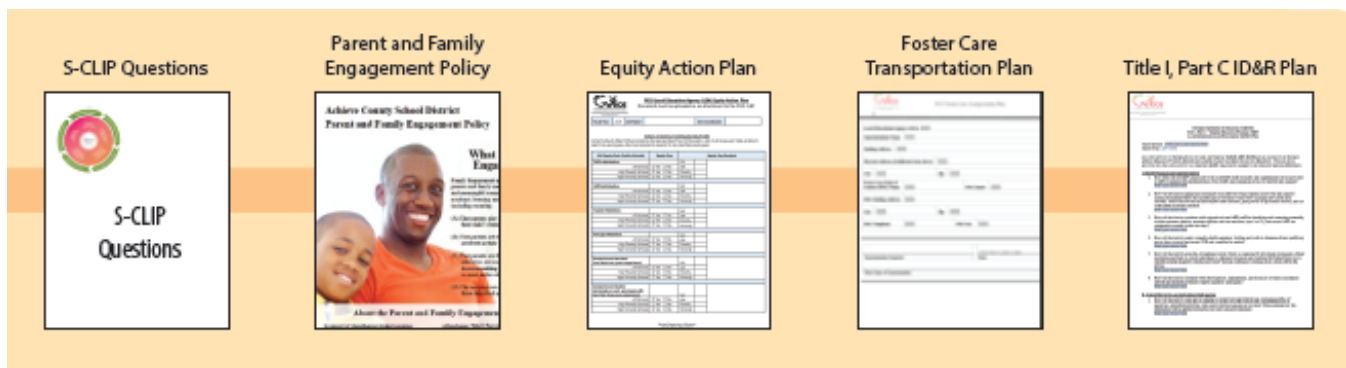
DISTRICT NAME: Barrow County Schools

DISTRICT TEAM LEAD: Amy Wright

FY24 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA completes and submits the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA's completed application submission under the S-CLIP includes the following:



ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

A Comprehensive Needs Assessment is conducted each spring to assess the needs of the district and schools, as well as the needs of subgroups of students including Economically Disadvantaged, English Learners, Migratory, Homeless, and Special Education students. The process includes stakeholder meetings conducted at both the school and district levels. The Barrow County School System utilizes a variety of data sources to make decisions that will impact student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data, state assessment data, local assessment data, course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional rounds data, and verbal

input from stakeholders. An internal data dashboard has been developed for administrators, instructional coaches and teachers. The data is readily available throughout the year as formative and summative assessments are conducted. An external facing dashboard is also available to stakeholders with summary data in the areas of demographics, attendance, growth/ achievement data, survey results, etc. Each spring, our schools conduct a Comprehensive Needs Assessment Stakeholder meeting that includes parents, teachers, paraprofessionals, administrators, community members, and other support staff. Additionally, a team of district leaders visits each school at least once per semester to discuss current progress on achieving school improvement goals and to plan for the next school year. These progress checks are conducted with the principal, assistant principal, instructional coach, bookkeeper and teacher leaders with the goal of full transparency, consistency and developing instructional leadership.

Additional progress checks and short term action plans are created for schools where achievement scores are below expectations. Once input is collected from schools, a series of meetings are held at the district level to consider all the prior stakeholder input and data and to make decisions regarding district prioritized needs, equity concerns, and identifying actions and strategies to address the needs. System stakeholders participating in our needs assessment process include the Federal Programs Director, the Special Education Director, Elementary and Secondary Education Directors, Migrant Education Coordinator, Homeless Liaison, Director of Personnel, EL Support/Title III Coordinator, Literacy and Math Specialists, administrators and teachers from each level, paraprofessionals, instructional coaches, counselors, parents, community members, and higher education representatives from higher education institutions, as appropriate. The results of this needs assessment help the system identify inequities and areas in need of improvement and guide the development of plans and expenditure of funds.

As a Charter System, School Governance Teams (SGTs) play an active role in the school improvement process throughout the year. SGTs include an administrator, teacher(s), parent(s), and community member(s). SGTs have input into the surveys that are used to gather leader, teacher, staff, parent, and community feedback. SGT members complete the various surveys late Winter/ early Spring. Data from the surveys, as well as formative achievement data are provided to SGTs in the spring for review and discussion. At the April /May SGT meeting, members provide input into the system and school improvement plans. SGTs are involved in the ongoing process of reviewing data and identifying and prioritizing needs and developing improvement plans.

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

Comprehensive needs assessment surveys are completed by all stakeholders each February. Questions are included to determine the needs of major student subgroups including disadvantaged students, English learners, students with disabilities, migratory students, students in foster care, and homeless students. This data is shared with parents during school-level Federal Programs Spring Planning meetings held each spring. The information is also shared with SGTs to have a discussion about the needs of various student populations. Administrators, teachers, and other staff members are presented with this information each spring and feedback is sought on how to best meet the needs of populations of students who are struggling academically. The performance and progress of specific populations are also discussed during each school's progress checks. The progress of subgroups is also reviewed and discussed during district and school leadership team meetings and Parent Advisory Council meetings. In addition, the system Parent Mentor assesses the needs of parents who have students with disabilities and provides ongoing support throughout the year.

Regularly scheduled meetings with instructional leaders (system teaching and learning staff, principals, assistant principals, instructional coaches) are held to review student performance data, discuss implications, and discuss adjustments to strategic plan action steps. All schools have Professional Learning Communities that review student achievement data to measure progress and determine next steps for specific subgroups.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:

- Problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
- Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

Response options (choose one or more):

Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or

Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving and submit with this template; or

Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.

The Barrow County School System implements the Georgia Department of Education's problem solving process and Systems of Continuous Improvement as follows:

Examine Progress - The system and schools must compile and review various forms of data and evidence related to school and student performance, including student achievement data from state assessments, local assessment data, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional rounds data, progress check results, and verbal input from stakeholders. Progress is examined by professional learning communities, school governance teams, leadership teams, system and school departments, grade level teams, system and school administrators, parent advisory councils, and whole faculties.

Identify Needs - As a result of examining progress, schools will complete the Data Collection Analysis of the School Improvement Plan in the SLDS platform. Schools will analyze data and answer the guiding questions to determine existing trends and patterns of the five systems of the GaDOE's Systems of Continuous Improvement. This work will be used by school leadership teams and faculties to identify trends and root causes to inform the development of their school improvement goals. As schools identify strengths and challenges based on the trends and patterns, they can begin to prioritize overarching needs for their SIP.

Create Goals and Select Evidenced Based Interventions - Schools will then create goals and evidence-based action steps to address the prioritized overarching areas in need of improvement using the schoolwide improvement plan template in SLDS. Schools are encouraged to focus on two to three goals and approximately 2-4 high impact action steps per goal focused on a Coherent Instructional Program that will improve Tier 1 instruction for all students, as well as identified Tier 2-3 students. This will include action steps that will provide a Supportive Learning Environment for Tier 2-3 students, including subgroups, who are not academically successful after Tier 1 action steps have been implemented. Schools will complete a parent and family engagement plan/compact that focuses on building the capacity of staff to work with parents and building the capacity of parents to support learning to increase Family and Community Engagement. Schools will outline specific areas of focus to increase the Professional Capacity of leaders, teachers, and other staff members through meaningful, effective, job-embedded professional learning activities that support the attainment of goals and actions steps specified in their individual plans. Finally, school plans will include specific actions on the part of school leaders to provide Effective Leadership that ensures conditions exist for the school to be successful at implementing action steps to achieve its goals. At least one of the school's faculty and staff's individual professional learning goal will align and support the school improvement plan.

Plan Implementation - Schools will use the schoolwide improvement plan platform in SLDS. The tool allows schools to identify team members, stakeholders, method of monitoring implementation, indicators of success, and needed

resources for each action step in their plan. Schools will implement their plans and monitor progress throughout the school year by repeating the school improvement cycle starting with examining progress. Members of the Barrow County Teaching and Learning Department work collaboratively to conduct instructional rounds at each school multiple times each year and engage in a problem of practice, data collection through classroom visits and discussion with school leaders on trends and patterns that will inform their next steps. School leaders will debrief with their staff, engage in discussion and revisit the SIP and PL plan to begin the improvement cycle again. This information is used formatively and summatively to adjust school improvement initiatives as appropriate. There are 2 cycles of Instructional round windows scheduled; once in early September and the other at the beginning of third quarter. Each instructional round will be supported through professional learning followed by progress check window #1 in October and #2 in February.

4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), English Learners (EL), migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):

- Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.*
- Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.*
- Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.*

Barrow County School System's continuous improvement process is aligned with the Georgia Department of Education's process when examining progress. The system and schools utilize our internal data dashboards to review various forms of data and evidence related to the needs and achievement gaps of our lowest performing students. This includes student achievement data from state assessments, local assessments, course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional round data, progress check results, and verbal input from stakeholders. Progress is examined by professional learning communities, school governance teams, leadership teams, system and school departments, system and school administrators, parent advisory councils, and whole faculties. Individual directors or coordinators for each federal program (Title I, Part A - Economically Disadvantaged, Title I, Part C, Education of Migratory Children, Title III - English Learner and Immigrant Students, Title IV, Part A - Student Support and Academic Enrichment, McKinney Vento/Homeless Education Program, Foster Care Education, and Special Education) meet to review data, discuss student progress, and revise improvement plans as necessary during progress checks. During each progress check, the school's SIP goals, professional learning plan, and intent and purpose are reviewed for alignment to the school's budget allocations. Schools may receive support or action plans throughout the year as needs arise. Consolidated funds and non-consolidated funds from various federal programs are utilized to have maximum impact on student achievement. School leaders, instructional coaches and bookkeepers will attend a summer technical assistance session to ensure that improvement plans are thorough, well written and the coordination of services has been established. Directors and coordinators will attend to consult and provide feedback to schools regarding their school improvement plans so all plans are in their final draft form and ready for school faculty and staff review during preplanning.

4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):

Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or

Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or

Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.

Ongoing and continuous coordination of services, supports, and partnerships occur through teaching and learning departmental meetings as well as our student support services meetings. During these meetings, system and/or school improvement goals and interventions will be discussed to ensure services and supports are being coordinated in the best interest of student academic achievement. System leaders also meet with external agencies (Head Start, Babies Can't Wait, DFACS, etc.) to ensure students have a smooth transition into the school system. Coordination will also be monitored during school progress checks. Action steps to ensure that students experience a smooth transition from preschool to pre- kindergarten/kindergarten, elementary to middle school, middle school to high school, and high school to postsecondary education and/or careers will be included in each school's improvement plan. In the event that Barrow County has a school identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), district leaders from the Teaching and Learning Department will coordinate with school administrators, the Georgia Department of Education (GaDOE) Division of School and District Effectiveness, GaDOE federal program Area Specialists, and specialists from the Northeast Georgia Regional Education Service Agency (NEGA RESA) to provide support to address areas in need of improvement. The support provided to the school will include development of a plan containing long and short-term goals and action steps with regularly scheduled meetings to measure progress and adjust as needed.

4c. Federal Funding Options to be Employed by the LEA (select all that apply):

<input type="checkbox"/> Traditional Funding (all Federal funds budgeted separately)
<input type="checkbox"/> Fund 400 – Consolidation of Federal funds only
<input checked="" type="checkbox"/> Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal funds

If the LEA is consolidating federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	Additional in-class assistance; small group pull-out; interventions as needed to reinforce GSE standards and behavioral standards; instructional coaching; instructional supplies; software; support and devices for technology integration; literacy and math initiatives; family engagement.
Title I, Part C	Although we receive these funds, we do not consolidate them.
Title I, Part D	We do not receive these funds.
Title I, Part E (L4GA)	Although we receive these funds, we do not consolidate them.
Title II, Part A	100% is transferred to Title I, Part A
Title III, Part A, EL	Professional learning to address the unique needs of English Learners; supplemental language support for English Learners, targeted parent outreach.
Title III, Part A, Immigrant	Although we receive these funds, we do not consolidate them.
Title IV, Part A	School-wide improvement plans and Intent and Purpose statements aligning with the district's CNA must contain evidence-based, actionable elements of one or more of Title IV, Part A focus areas: Well-Rounded education, Safe and Healthy students and/or the Effective Use of Technology. We consolidate a partial to Title I, Part A.
Title IV, Part B	We do not receive these funds.
Title V, Part B	We do not receive these funds.
Title I, 1003 (a)	We do not receive these funds.
Title IX, Part A	Although we receive these funds, we do not consolidate them.
IDEA	Although we receive these funds, we do not consolidate them.
Perkins V Grants	Although we receive these funds, we do not consolidate them.

LEAs not consolidating funds must fill out Section 4d below. An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400 and Fund 150.

Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

Transfer from:	Allocation	Transfer to:
<input checked="" type="checkbox"/> Transfer Title II, Part A	<input checked="" type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Transfer Title IV, Part A	<input type="checkbox"/> 100% <input checked="" type="checkbox"/> Less than 100%	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID

Note: If transferring 100% of Title II, Part A and/or Title IV, Part A, remove/deselect these as funding sources in Question 4d.

4d. Please check the activities that the district may include in its detailed program budgets for the LEA’s available funds. For a district that consolidates funds through Fund 400 or Fund 150, fill out the tables below only for those funds that are not being consolidated.

Coherent Instruction (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Progress monitoring	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Mid-year review process with each school	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Online programs	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Blended learning	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Data and evaluation team	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Early warning systems	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> College and career readiness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Full-day kindergarten	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional materials	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Extended instructional time during the school year	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Instructional interventionist	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

<input checked="" type="checkbox"/> Behavior specialist	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Instructional coaches	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental tutoring	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Preschool Services	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Summer school	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Job-embedded professional learning	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Career and technical education programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Support for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Extended Learning Opportunities	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Technology	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Connectedness and Well-being/Programming	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Academic Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Other <i>Fine Arts Programs</i>	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Other <i>STEM program</i>	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Supportive Learning Environment (Choose all that apply from the suggested list below.)

<input type="checkbox"/> Creating a culture of high expectations	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> School improvement (restructuring, reform, transformation, planning & design)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Bullying Prevention	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Home/school liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Home visit programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent, family, and community engagement	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Family surveys	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Restorative justice programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building Parent Capacity	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building School Staff Capacity	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> School-Based Mental Health	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Other <i>Transportation to school or origin</i>	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Family and Community Engagement (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
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NOTE: EVEN THOUGH AN LEA SUBMITS ONLY THE REQUIRED INFORMATION IN ITS CONSOLIDATED APPLICATION, AN LEA MUST STILL MEET ALL ESSA REQUIREMENTS FOR EACH PROGRAM FOR WHICH THE LEA ACCEPTS FUNDS.

<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Family literacy	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> College and career awareness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Services to facilitate transition from preschool	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Internet safety	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Community liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Welcome center/community school centers	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Child care for parent engagement events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Back-to-school kick-off	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> PD for family engagement liaisons	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Homeless liaison	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Transition programs for Pre-K	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Professional Capacity (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input type="checkbox"/> Title IA <input checked="" type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Curriculum specialists	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Preparing and supporting experienced teachers to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Effective Leadership (Choose all that apply from the suggested list below.)

1.26.2023

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<input checked="" type="checkbox"/> Leadership Development	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Improvement Planning Development	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Safety and Security Training	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Training for monitoring and evaluating interventions	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Leadership Conference Attendance	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?
 Yes No [ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
 - for all teachers (except Special Education service areas in alignment with the student’s individualized education program(IEP)), or
 - for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]

For all teachers
 (Special education Teachers are required to have a certification in alignment with the students' individualized education programs and Early Intervention Program teachers are required to hold applicable base content certification for math and/ or reading.)

- Part 3 - If the LEA waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: bachelor’s degree, content assessment, coursework, field experience, etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]

No requirement exist beyond a Clearance Certificate.

6. Describe how the district will meet the following IDEA performance goals:

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities (SWD);
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?

Include:

- Description of your district's procedures
- Specific professional learning (PL) activities
- Plan to monitor implementation with fidelity

The Barrow County School System (BCSS) strives for continuous improvement to better our graduation outcomes for Students with Disabilities (SWDs) through a multi-faceted combination of activities geared towards increasing graduation rates as well as preparing students for post-secondary transition. Our activities have proven beneficial as our graduation rate has increased from 59.85% in FY21 to 73.50% in FY22, which is above the state target.

At the high school level, all SWDs work closely with their caseload teacher on their graduation planning form, which is essentially a map of all courses required to graduate. This planning form is visited at least twice yearly to map out what credits the student needs and what they've earned. The school counselor also reviews credits earned annually, at minimum. Furthermore, a team of people at our high schools meet at least monthly to review data on attendance, behavior, and credits (ABCs) as an early warning system, so that at-risk students can be identified and a targeted plan can be developed

that is specific to their needs in an effort to reduce our dropout rates and improve our graduation rates. Our dropout rate went from 28.79% in FY21 to 16.24% in FY22 which is also superior to the state target. Training is provided to teachers on how to complete the planning forms and administrative teams are trained on how to utilize the BCSS Data Dashboard through district leadership meetings as a way to enhance their early warning system. This data is reviewed every nine weeks to identify and react to any potential graduation barriers. Historically the school administrative team met to identify students in need, but starting next year, the Special Education (SpEd) Director and/or the Secondary SpEd Coordinator will join this data team at each school at least bi-annually. In addition to administrators and caseload teachers, the graduation coach, school counselors and academic interventionist are also a crucial part of this data team.

BCSS utilizes three graduation coaches to monitor student progress towards graduation; there is one coach for each high school. The coaches use the aforementioned at-risk data to identify students in need, students with an Individualized Education Program (IEP). They pull grade reports weekly and track academic progress. They meet with Juniors and Seniors at least bi-weekly for tutoring and remedial work opportunities; they also formulate action plans with the students' teachers and interventionists as needed. At-risk freshman and Sophomores meet at least monthly with their Graduation Coach to check in and assess progress on their ABCs. Furthermore, action plans are developed for these at-risk freshmen and sophomores in any or all of the most critical areas of the ABCs.

IDEA funds have been used to pay for special education teachers to get certified in core content areas at the high school level to provide small group services for students who require more intensive specialized instruction in academic areas required for graduation. Furthermore, we've also adopted the facilitated instruction model in which a computer program can be the teacher of record and the special education teacher is the facilitator providing the special education services so that our SWDs who have very unique needs are still able to access the content required to graduate from high school. Our LRE for <40% regular class was at a 12.91% in FY22, which came down from FY21 at 14.74%. Both years we met the state target.

Our schools also have a heavy focus on quality co-teaching practices for administrators as well as special education and general education teachers. The SpEd Coordinators and SpEd Program Specialists support this professional learning and provide it to our schools each year in an effort to ensure our students receive the highest quality specialist instruction in the general education setting. Unfortunately, our LRE for >80% regular class was just under the state target in FY22 at 63.22%, however, it's still an improvement from where we were in FY21 at 63.17%, which at the time, did meet the state's target. We will continue to improve our co-teaching practices and the specialized instruction in that setting so more of our students have access to the general curriculum with their typical peers. To prepare students for career readiness, BCSS provides the opportunity for all students with an IEP to participate in Pre-Employment Transition Services (Pre-ETS) through Georgia Vocational Rehabilitation Agency (GVRA). In addition, our students who receive a social skills service as well as Community-Based Instruction (CBI) services can participate in Virtual Job Shadowing through GVRA. Furthermore, all students with an IEP are referred to GVRA for caseload consideration by their junior year unless the parents decline the application. The Secondary SpEd Coordinator, SpEd Program Specialists, and IEP Facilitators train and monitor caseload teachers on GVRA services and how to make a referral. The Secondary Coordinator will be the Virtual Job Shadowing contact next year and will oversee the training and implementation, in conjunction with the SpEd Program Specialists for the FY24 school year. Additionally, the Secondary SpEd Coordinator supervises the compliance of and implementation of transition plans for all students and provides a training for these practices and procedures at least one time per year for new SpEd Teachers as well as veteran teachers. Technical assistance is provided to individuals and identified school departments as needed. Our transition plans were reviewed prior to FY22 and we met the state target at 100%.

BCSS has three specialized transition programs available for SWDs who want to be ready for employment upon graduation. First, BCSS offers the Youth Employment Services (YES) program in which seniors who are on track to graduate and want to work immediately after high school have Pre-ETS services in the fall, participate in a paid internship in the spring, then they are placed in a full-time job upon graduation. Next, BCSS also has the Student Transition Employment Program (STEP) which was developed for students with intellectual and developmental disabilities. This program provides Community-Based Vocational Instruction (CBVI) experiences for STEP students three days a week, and they also have structured, supported job skill practice opportunities within the career academy itself where STEP is housed. Finally, Project SEARCH is a transition program that was also created for students with disabilities in which students are fully immersed in a workplace environment at Chico's FAS Distribution Center, as they learn and practice three, 10-week internships. Chico's FAS is committed to hiring individuals with disabilities in the workplace and they have indeed hired several of our interns over the years who are now competitively employed with the organization. All three programs provide on-the-job skills training to prepare students for graduation and post-secondary success, thus increasing our graduation rate and decreasing our dropout rates. Our Secondary SpEd Coordinator oversees all three programs and participates in professional learning provided by all three programs. This professional learning is then re-delivered by our Coordinator who will provide the supervision and monitoring of the transition programs and provide technical assistance to teachers and other personnel involved with these programs. The Secondary SpEd Coordinator meets with the SpEd Director at least one time per month to review the progress of the programs and technical assistance will be provided to the Secondary SpEd Coordinator as needed. Although our data has gone down from FY21 to FY22 in the areas of being enrolled in higher education or being competitively employed within one year of leaving high school, we have gone in the right direction for students who are enrolled in higher education, in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. We've gone from 74.49% in FY21 to 81.51% in FY22, with the state target being 82%.

BCSS has been a PBIS district for many years now. This practice has greatly decreased discipline referrals in our district overall due to a continued focus on implementing PBIS with fidelity, which is evidenced by our less than 2.0 rate ratio for our suspension and expulsion rate overall and by race and ethnicity. The district PBIS team meets quarterly to address ongoing school needs through a data-driven approach to inform what next steps should be. Additionally, BCSS has implemented Character Strong, a Social Emotional Learning (SEL) curriculum for the district. Teachers and administrators are trained on Character Strong and implement the curriculum at least once a month. PBIS is currently monitored through the quarterly data team checks as well as bi-annual walkthroughs of our schools. We have also requested the Georgia Department of Education do walkthroughs with us periodically to ensure we are assessing from all angles. Character Strong will also be monitored via bi-annual walkthroughs along with the PBIS assessment and technical assistance will be provided as needed by the Director of Student Support Services and the District's Behavior Intervention & Support Coordinator.

Additionally, BCSS provides social skills as a service for students K-12 who have that service listed on their IEP. Social skills development is a key component of the overall education of a student. Providing students with the necessary skills to navigate social relationships with adults and peers in the school setting will greatly contribute to instructional engagement. With increased instructional engagement, and a focus on the development of the "whole child," particularly after the pandemic, the intentional implementation of a social skills program can greatly contribute to an increased graduation rate. The SpEd Coordinators and SpEd Program Specialists arrange social skills training through the programs that are purchased and implement fidelity checks on a quarterly basis. This can also be assessed on an individualized basis through the student IEP goals and Behavior Intervention Plan (BIP) data.

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?

Include:

- LEA procedures
- 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)
- Staff that will be designated to support the age 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

The Barrow County School System employs a Preschool Program Coordinator who ensures that services for young children (aged 3-5) with disabilities are continually improved. Part of the responsibility of the Preschool Program Coordinator is to coordinate training for outside agencies on how to best serve the needs of children aged 3-5. Preschool evaluation instruments, along with anecdotal report and data collection, are used to measure progress. Intervention and referral logs are maintained by the Preschool Program Coordinator. The Preschool Program Coordinator meets monthly with all Preschool Special Education teachers to provide support and professional learning associated with curriculum, paperwork procedures, referrals, evaluation instruments, screening tools, etc. The Preschool Coordinator meets with the Director of Special Education periodically to discuss interventions, evaluations and referrals. Per policies, practices and procedures, the goal is for 100% of children referred from Babies Can't Wait to be identified by their third birthday. For FY 2022, 100% of children referred prior to age 3 who were evaluated and determined eligible had an IEP implemented by their third birthday; this is in accordance with the state target of 100%. This percentage was maintained from FY 2021.

Children who have been receiving early intervention services via Babies Can't Wait (birth - 3 years of age) are transitioned to the Barrow County School System prior to their third birthday. Transition meetings are typically scheduled within 6 months of the child's third birthday and are attended by a Babies Can't Wait representative and a preschool special education representative, along with the parents. At transition meetings, the following occurs: hearing and vision screenings are completed; parents are informed of the evaluation process; parents are provided an overview of the preschool special education services; referral packet information is obtained; developmental evaluation procedures are discussed; registration information is reviewed; registration is completed by the parents. For the 22-23 school year, over 100 Babies Can't Wait transition meetings have been conducted.

Per the BCSS policies, practices and procedures, Child Find is an on-going process throughout the school year that involves referrals from a wide variety of stakeholders (parents, teachers, community providers, etc.). An additional "Child Find Screening Day" is scheduled in the fall of each school year. This screening day is advertised in the local newspaper, on school websites, in community daycare/PreK centers and within local pediatrician offices. These screenings address any developmental concerns, including speech language concerns. For any Child Find screening that is completed, if developmental needs are identified, parents and/or teachers are provided with individualized interventions to implement for a period of 4-6 weeks. After this time frame, the data is reviewed with a representative from the school system to determine if further evaluation is recommended. For the "Child Find Screening Day" held on October 26, 2022, of the students screened, 75% were eventually evaluated and determined eligible for special education services. A total of 170 students, excluding Babies Can't Wait transitions, have been referred through the Child Find process for the 22-23 school year. For these students that were evaluated as a result of the Child Find Process, 91% met state of Georgia eligibility guidelines for special education services. For FY 2022, 100% of children aged 3-21 were evaluated within 60 days of receiving parental consent for initial evaluation (per state and federal guidelines and BCSS policies, practices and procedures). This is an increase from FY 2021 when a percentage of 98.73 was obtained.

Mass speech-language screenings are completed on all students enrolled within a lottery funded PreK program (including those programs within the BCSS elementary schools, as well as those programs located in preschool or daycare centers within the Barrow County community). There are 8 centers within Barrow County that house PreK lottery funded classrooms in addition to the 18 PreK lottery funded classrooms located within the Barrow County elementary schools.

The local school system collaborates with a variety of outside agencies, including Babies Can't Wait, Head Start, daycare centers, private preschools, etc. Babies Can't Wait transition meetings are held monthly (at a minimum) during the school year. The Preschool Program Coordinator meets with the Head Start Education Disability Specialist periodically to review students that are in the RTI process, as well as students who are in the process of a developmental and/or speech-language evaluation. Additionally, the Preschool Program Coordinator conferences with daycare center directors to discuss concerns about students with IEPs within the respective centers, as well as to review students who are in the RTI and/or in the evaluation process. For the 23-23 school year, the Preschool Program Coordinator and preschool special education teachers presented a professional learning opportunity for community directors/staff. The presentation was entitled, Don't Delay Refer Today, and focused upon the RTI process, as well as the referral process. For the 23-24 school year, an additional professional learning opportunity will be provided to continue focusing upon the appropriate and timely identification of students, as well as the importance of collecting data with fidelity.

In accordance with state and federal guidelines and the BCSS policies, practices and procedures, once a student has been identified as a student with a disability, a variety of services options are available to children aged 3-5 years. Students may receive services, such as consultative support or supportive instruction, in a general education setting (e.g., daycare, Head Start or private preschool program). Students may also receive speech-language services in a small group setting within a community center. For students requiring specialized instruction in a small group setting, 6 preschool special education classrooms are located within 4 of the BCSS elementary schools. The preschool special education team is composed of special education teachers and paraprofessionals within each preschool special education classroom. Additionally, a community-based paraprofessional provides supportive instruction to specific students within community centers. A speech-language pathologist is dedicated to evaluating preschool students, as well as providing services within community centers. The evaluation team is composed of the Preschool Program Coordinator and/or a school psychologist, along with the speech-language pathologist. In reviewing the Preschool LRE Environment data from FY22, progress was noted in terms of the percentage of young children receiving the majority of special education services in separate classes, separate schools or residential facilities (decrease to 30.95% in FY 22 from 35.71% in FY 21). This percentage is below the state target of 41.32%.

The Parent Mentor continually provides support to parents of preschool children on a wide variety of topics, such as Katie Beckett waivers, ABA resources, community resources, etc. Contact information for the Parent Mentor is posted on the district's website and the Preschool Program Coordinator shares information with parents and refers parents to the Parent Mentor. The Parent Mentor communicates with parents of preschool students through social media and email group lists. Looking forward, we plan to incorporate parents of current preschool students to work along with the Parent Mentor to communicate with parents, to assist in collaborative parents meetings, etc.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education (FAPE) to students with disabilities;

What specific activities align with how you are providing FAPE to children with disabilities?

Include:

- How teachers are trained on IEP/eligibility procedures and instructional practices

- How LRE is ensured
- The continuum of service options for all SWDs
- How IEP accommodations/modifications are shared with teachers who are working with SWDs
- Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided

Each year, professional learning sessions are provided to special education teachers, paraprofessionals, administrators, and other staff in BCSS during preplanning, on planning days, and during monthly department meetings at each school. Additionally, the BCSS Special Education Department continuously maintains an updated professional learning repository that can be accessed by teachers and staff when needed in the shared Microsoft drive. Professional learning consists of topics such as LEA Representative training, IEP Overview and Development, Present Levels of Academic Achievement and Functional Performance, Writing Measurable IEP goals and Data Collection, FBA/BIP training, Transition Plan Development, Prior Written Notice training, IEP Facilitator Training, Co-teaching Practices, Paraprofessional Training, etc. The Director of Special Education and Special Education Coordinators work with Special Education Program Specialists, administrators, and teacher leaders to plan for, schedule, and implement both mandatory and optional professional learning sessions.

One of the most significant requirements of the IDEA is that students with disabilities are educated in their LRE to the maximum extent appropriate. Teachers are trained to follow this process and to utilize the LRE state guidance to ensure IEP teams are considering a full range of service continuum in conjunction with locally developed consideration checklists to facilitate data-based decision making for student LRE. In an IEP meeting, once the IEP team has reviewed student progress and has decided on goals/objectives for the upcoming year, the team then considers the supports and services needed for the student to achieve those goals/objectives. The IEP team always begins by considering how the goals can be met in the general education classroom. The team determines the educational services, related services, supplementary aids and services, and assistive technology that are necessary for the student to be educated with their typical peers in the general education classroom to the greatest extent possible. The BCSS continuously strives to provide FAPE in every student's LRE. In FY21 63.17% of students were in the regular class for at least 80% of the time and in FY22 it was 63.22%, and students who were served in the regular classroom for less than 40% of the day went from 14.74% in FY21 to 12.91% in FY22.

The BCSS employs a Board-Certified Behavior Analyst who serves as the Applied Behavior Analysis Coordinator and works with teachers and Program Specialists to collect data for completing functional behavioral assessments as well as fidelity checks of behavior intervention plans, allowing BCSS to further serve students in their LRE to the greatest extent possible.

A hierarchy of support has been established with procedures to include internal systems of accountability to ensure compliance. The structure of the BCSS leadership and the BCSS Special Education Leadership allows for internal systems of accountability and for general supervision. IEP Facilitators are located at each school and provide supervision of the provision of FAPE and LRE for each student with an IEP. There are four District Special Education Program Specialists who provide supervision of special education programs in our elementary and middle schools as well as provide support to their IEP Facilitators. Additionally, BCSS has two School-Based Program Specialists located at each of our larger high schools, AHS and WBHS to provide further general supervision. Furthermore, there is a Special Needs PreSchool Coordinator, a Special Education Elementary Coordinator and Secondary Coordinator who provide supervision of all our schools and programs, as well as our Special Education Program Specialists and IEP Facilitators. The Director of Special Education supervises all of these stakeholders to ensure FAPE for all students.

IEP Facilitators and Program Specialists monitor caseloads to ensure compliance with all regulations. Program Specialists and Coordinators visit the special education settings at their assigned schools to

ensure students are educated in appropriate settings. The district office monitors class size and eligibility for all students receiving special education services. When new students enroll, IEP Facilitators, Program Specialists and Coordinators work together to ensure the student is properly placed according to their transfer IEP. Monitoring and supervision is ongoing throughout the school year by IEP Facilitators, Program Specialists, Assistant Principals, Coordinators, and the Director of Special Education.

At the beginning of each school year, every special education teacher is trained regarding their duties and responsibilities as a caseload manager. These teachers are provided the BCSS Special Education Policy and Procedure Review document that is used as a reference tool. Each teacher is responsible for signing the document, acknowledging that they understand the policies, practices, and procedures which are a critical part of their duties and responsibilities as a special education teacher. One of the procedures outlined in the document reminds teachers that they are responsible for providing access and training to all involved educators regarding accommodations, modifications, and behavior plans. Teachers are given access to these support pages through SLDS/GO-IEP and/or are given printed copies of those documents.

IEP audits will be conducted throughout the school year to ensure the provision of FAPE. The Special Education Coordinators and Program Specialists will create a formal audit calendar to monitor and support teachers with IEP development. In any event of non-compliance, the Special Education Director and Special Education Coordinators will work with Program Specialists and IEP Facilitators to provide technical assistance to special education teachers.

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

How procedures and practices are implemented in your district to ensure overall compliance?

Include:

- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
- Supervision and monitoring procedures that are being implemented to ensure compliance

The Barrow County School System (BCSS) will improve compliance with state and federal regulations by continuously assessing and adjusting local practices and procedures to ensure agreement with all regulations. Success on this performance indicator is for BCSS to be fully compliant with all state and federal guidelines and meeting our state targets as defined in the Annual Performance Summary. In instances where noncompliance is found regarding implementation of any practice related to special education, or an error is made with timely and accurate data submission, the BCSS Special Education Director, Special Education Coordinators and Lead School Psychologist will work to identify the root cause and provide the necessary technical assistance to avoid future noncompliance. For example, in FY 21 Child Find was just under the state target at 98.73%, but FY22 was 100% compliant. To further promote compliance in the BCSS with regard to special education practices and procedures, the Special Education Implementation Manual is reviewed annually by the District Special Education Team and updates are made as needed. Each school will receive a hardcopy of the manual for the FY24 school year and sections of it will be highlighted at monthly, school-level departmental meetings led by Special Education Program Specialists. In addition, the manual is available to all teachers and staff for reference on the BCSS Website.

The BCSS Special Education Director, Special Education Coordinators as well as Special Education Program Specialists collaborate regularly to ensure delivery of all professional learning associated with general supervision and implementation involving any state and federal laws, as well as regulations highlighted by staff at the GaDOE. The BCSS Special Education Director and Special Education Coordinators meet weekly to cover all pertinent, current events within the district and to assess if our

practices and procedures are adequately promoting BCSS's compliance with regulations. In addition, the Special Education Coordinators meet at least monthly with Special Education Program Specialists to share critical information and updates to practices and procedures that are necessary to ensure compliance with federal and state laws. From there, the Special Education Program Specialists and/or Coordinators meet with school-based IEP Facilitators and their departments each month to re-deliver vital information and updates, as well as professional learning and/or technical assistance, as needed. Topics of professional learning and technical assistance may include but are not limited to Child Find, FAPE, LRE, Prior Written Notice, Evaluations and Eligibility, IEP Development, FBA/BIP Development, Data Collection, Assistive Technology, Georgia Alternate Assessment, the Math Rubric and Alternate Math Sequence, Transition Plans, and Manifestation Determination Reviews as well as adherence to state and federal laws. IEP Facilitators and Program Specialists provide ongoing support for the aforementioned professional learning topics to new and veteran Special Education Teachers during preplanning and through monthly departmental meetings. Individualized support and mentoring are provided to new and veteran teachers by IEP Facilitators and Program Specialists as IEP meetings are held. Furthermore, each new special education teacher has an official mentor who provides support regarding special education compliance through the BCSS mentor program. If more assistance is required beyond this intentional plan of support, the Program Specialists will meet with teachers individually, as needed, to provide 1:1 technical assistance. In addition, Special Education Coordinators and/or the Special Education Director will meet with departments, teachers, and IEP Facilitators individually, as well as administrators of the school, to create a collaborative plan of action.

For the FY24 school year, IEP Facilitators will provide supervision and monitoring for IEPs developed by Special Education Teachers in their first and second years of supporting students with disabilities. This will allow for continuous feedback and support for our new teachers. Veteran teachers (third year or more) will work with a peer in the department to review one another's IEP as they are completed and they will provide feedback to one another. The IEP Facilitator will also review the first two IEPs and Reevaluation Data Reviews of the school year for the veteran teacher and provide corrective feedback, if needed. In addition to this process, IEP paperwork audits will be conducted by Program Specialists and/or Coordinators on a monthly basis to assess compliance with IEP paperwork expectations for every student with a disability. Should an IEP-related document be found divergent from expectations for compliance, technical assistance will be put in place for the individual teacher as well as the department, if needed. Corrections will be made through an amendment.

Special Education Teachers and Speech-Language Pathologists (SLPs) are required to review and sign-off on an annual policy and procedure checklist which details their duties and responsibilities in their position. They review this checklist with their IEP Facilitator or Program Specialist so each item can be discussed and questions are answered. SLPs attend monthly department meetings with their IEP Facilitator and Program Specialist, in addition they also meet with the Lead SLP monthly to review any information or updates related to compliance, assessments and testing procedures, as well as their participation in RTI. Furthermore, School Psychologists meet monthly with the Lead School Psychologist to also discuss referrals, caseloads, and updates in their field as well as discussion of what technical assistance may be needed at their schools as it pertains to RTI and special education evaluations. The Lead Psychologist maintains a shared log of all referrals and the associated timelines for initials and reevaluations. School Psychologists also maintain a personal log with critical timeline information documented in addition to monitoring the GO-IEP Dashboard.

Compliance with practices and procedures to ensure adherence to state and federal laws are monitored through an intricate, hierarchical internal system of accountability. The structure of the BCSS leadership and BCSS Special Education Leadership facilitate and promote general supervision of special education policy, practices, and procedures. IEP Facilitators are located at each school and provide supervision of special education compliance alongside the administrators of their school. In addition, there are four District Special Education Program Specialists who provide supervision of

special education practices and procedures within their designated schools as well as the IEP Facilitators; additionally, each of our two largest high schools have a School-Based Program Specialist to monitor compliance for their department. Furthermore, BCSS has a Special Needs PreSchool Coordinator, a Special Education Elementary Coordinator and Lead SLP, and a Special Education Secondary and Transition Coordinator who provide supervision of practices and procedures within their designated schools and programs, as well as providing supervision and monitoring of the Special Education Program Specialists and IEP Facilitators. Finally, the Director of Special Education supervises all of these aforementioned stakeholders and collaborates with administration and other support staff on a regular basis by way of monthly District Leadership meetings, monthly Teaching and Learning meetings, and principal meetings scheduled throughout the school year. The Director of Special Education also has access to and regularly monitors the GO-IEP Dashboard as well as our Student Information System Data Dashboard to keep a pulse on compliance with federal and state laws.

The Director of Special Education is responsible for submitting timely and accurate data to the GaDOE. The Director of Special Education reports to the Assistant Superintendent of Teaching and Learning, as well as to the Superintendent of Schools. The aforementioned supervisors will provide technical assistance to respective subordinates with instances of non-compliance with timely and accurate data submission. After technical assistance is provided, instances of non-compliance with timely and accurate data submission will be addressed on a case-by-case basis through the TKES and LKES supervision and through letters of correction. School Principals will work with BCSS leadership and BCSS Special Education leadership to address instances of non-compliance with timely and accurate data submission of individual teachers in the same manner.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY24 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA’s federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add “No Participating Private Schools” as applicable.)

Title I, Part A	We participate with Clarke County Schools in pooling Title 1A for St. Joesph's Catholic school. A MOU was signed by all parties and Clarke County will be the managing LEA for Title IA funds for St. Joseph's Catholic School.
Title II, Part A	N/ A -100% transferred to Title I, Part A
Title III, Part A	No participating private schools.
Title IV, Part A	Bethlehem Christian Academy has identified the following needs to be addressed with FY24 Title IV, Part A funds: continue to provide well-rounded learning opportunities in visual arts, outdoor learning, and STEM; professional learning to support gifted learners; professional learning on methods of increasing student motivation and engagement through student centered learning environments.
Title IV, Part B	No participating private schools.
Title I, Part C	No participating private schools.

IDEA 611 and 619

The Barrow County School System partners with Bethlehem Christian Academy to identify students with disabilities and provide direct and indirect support to these identified students. Through Timely and Meaningful Consultation the Barrow County School System and Bethlehem Christian Academy has identified the need of decodable leveled books to meet the diverse levels of readers as well as speech and language support. Proportionate share funds will be used to enhance their leveled libraires and to provide direct instruction in speech and language.