



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



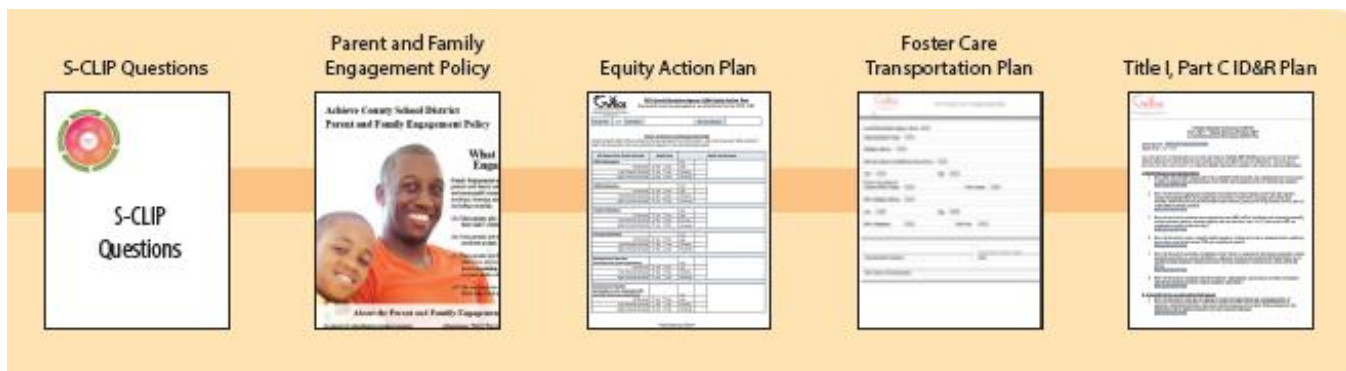
DISTRICT NAME: **Pike County School System**

DISTRICT TEAM LEAD: **Sheryl Watts**

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.

The comprehensive needs assessment/stakeholder engagement process is ongoing but formally begins in January. The annual needs assessment and planning addresses needs for all district and school initiatives, as well as federal programs. The Pike 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, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, in-field teacher and paraprofessional data, class size data, TKES data, and verbal/survey input from stakeholders. In the spring, each school conducts a stakeholder meeting that includes parents, teachers, paraprofessionals, administrators, community

members, School Council members, and other support staff. Invitations are made through the websites, all calls, and emails. We also enjoy a strong relationship with the Pike Family Connections Collaborative, which consists of community members, mental health providers, and business and government leaders. School system representatives attend the collaborative meetings monthly and collect valuable input through this relationship. Once the input is collected from the schools and other representatives, a series of meetings are held at the school and district levels to consider all the prior stakeholder input and data and to make decisions regarding prioritized needs and equity concerns. The culminating activity from the various meetings involves completion of the system Comprehensive Needs Assessment. Stakeholders participating in our needs assessment process include system directors, administrators and teachers from each level, paraprofessionals, instructional coaches and counselors, parents, community members, School Council members, and higher education representatives. The results of this needs assessment determine any prioritized areas of need/inequity and guide the development of the various documents and parts that make up the Comprehensive LEA Improvement Plan (CLIP), Equity Plan (as part of the CLIP), and the Title I school-wide plan and provide focus for the expenditure of funds.

While we have conducted various surveys of the parents and public (calendar feedback, purpose statement work, etc.), we often engage directly with the community by attending civic clubs annually to provide information about the school system and solicit feedback and support (Rotary, Lions, NAACP, etc.) and non-profit organizational meetings (Just Because United, Hope for Tomorrow, etc.)

The district has very few (less than 15) EL students; however, communications regarding stakeholder meetings/events are sent home in the child's native language. In certain instances, we also make phone calls to the family with a staff member of contracted provider who speaks the home language.

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.

In addition to the stakeholder engagement process described above, data are presented in a number of ways to ensure that all stakeholders understand the strengths and needs of each subgroup. Data/charts from both SLDS and GOSA are used to visually represent subgroup data. Additional information is drawn and presented from the CCRPI and District Balanced Scorecard/Performance Measures from the strategic plan.

The needs of low-income students, lowest achieving students, and neglected/delinquent students are explicitly addressed and communicated throughout the family engagement activities under Title I-A, to include parent involvement policies, the compact, school-wide plan, and Title I meetings.

Special education representatives are active team members on the local family and children intervention teams (LIPT, CHINS, and FINS), which consist of a variety of providers and government agencies who problem solve to provide interventions and resources for our most at risk children and families.

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 Pike County School District has in place a process to systematically review progress towards achieving the goals in the district improvement/strategic plan and SWSS contract. The needs assessment process is ongoing throughout the year with structured opportunities embedded for stakeholder input around data review and progress towards improvement initiatives. Families, community and local businesses/agencies are invited to provide input through surveys, local school councils, partnerships and meetings with the local Family Connections group, and school level family engagement nights. Along with this input, district and school level administrators and teachers review high stakes data by grade level, cohort, courses, teacher, and subgroups to prioritize needs and modify the district and school level improvement plans. With the administration of a student risk screener (MIBLSI), information gathered helps to determine our priorities around a supportive learning environment and have helped to shape action plans for Social Emotional Learning (SEL) implementation at each school. Cumulatively, these results are then used to select evidence-based interventions for identified needs, review effectiveness of locally and federally funded initiatives, and to determine/prioritize the use of federal funds, including Title I-A, Title II-A, Title IV-A, and IDEA. To ensure effective implementation of the plans, three times monthly, the district cabinet, which consists of the superintendent, deputy superintendent, director of teaching and learning, curriculum coordinator, special education coordinator, and school principals meet to review instructional plans and feedback to teachers. This is a part of our improvement strategy around coherent instruction, which has been a strong focus for us for the past two years. Additionally, all administrators, including cabinet members, assistant principals, and instructional coaches are embedded in school level PLC's. The purpose is multi-fold. 1.) This helps keep a focus on the PLC process of reviewing what students need to be able to do, how is that learning demonstrated, how do we know, and what do we do if they don't meet the target. 2.) This helps build professional capacity and effective leadership among administrators as we work and model together. The focus of data review in this process is primarily on formative assessment and end of unit performance. As a larger part of the data review/improvement process, the cabinet meets quarterly to review progress towards both school and district level improvement goals. Each action step and objective in the improvement plan(s) indicate required data to be reviewed at that time. Data may include achievement data, behavior data, specific subgroup or grade level data, or observational data depending on the goal

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.

As part of the needs assessment and strategic planning process, data are disaggregated in many ways (as applies in Pike: ED, children with disabilities, gender, subgroups by ethnicity) to determine appropriate strategies and interventions. Our EL, migratory, homeless, foster care, and neglected and delinquent populations are so small that those students' needs are monitored on an individual basis. Achievement gaps are identified and action plans are created through the district/school level strategic planning process, state equity plan, and IDEA plans/goals. Based on

the identified needs, federal funds are used to provide additional personnel, technology, supplemental intervention materials, and tutoring. These federally funded initiatives are interwoven clearly in the district strategic plan and are often joint funded by multiple federal and local funds.

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.

Pike County's strategic plan contains procedures to address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children.

Title I, Part A: The Pike County School system currently has one Title I served school, Pike County Primary School. At the primary school, in addition to and in coordination with the school strategic plan, Title I funds are used to support the Title I instructional program, and is generally in the form of teachers/paras, supplemental instructional supplies, equipment, technology, and software to use with students and professional development for teachers. From the district level, there is a part-time Title I parent involvement coordinator who oversees the family engagement teams, conducts parent volunteer trainings, and schedules workshops/classes for parents in conjunction with other programs such as Pre-K, Family Connections Partnership, DFACS, and other community agencies.

Title I, Neglected and Delinquent: Pike County does have one facility that serves neglected students. As part of the annual planning process, district staff consult with children's home administrator to identify needs and plan actions to effectively use the Title I set aside funds. Additionally, there is regular communication between the schools and the home regarding all school events and family engagement activities.

Homeless Education: The system Homeless Liaison trains school personnel to identify children in homeless situations. The system Homeless Liaison is consulted if any staff member suspects that a student qualifies for homeless services. The Homeless Liaison then investigates the situation and makes the ultimate determination on whether or

not students qualify. When a student does qualify, the appropriate information is entered into the Student Information System. Homeless set aside funds are used to purchase needed supplies and for tutoring services for identified homeless students on an as needed basis. Transportation is also provided to students on an as needed basis. Title I, Part A funds are also reserved to benefit the education of homeless students. Funds are allocated based on an annual analysis of student needs.

Migratory Students: An occupational form is included in all registration packets. Form responses allow us to identify migrant children. If responses indicate that employment of families follow seasonal work, copies will be sent to GaDOE MEP Region 2 Office. When migrant students enter our school system, a migratory PAC program is provided for migrant families in conjunction with other parent involvement programs. Specific activities to address the needs of migratory families are provided. Personnel from local agencies serve as resources for this information as well. The district will access the MSIX system to ensure accurate records are obtained. Migrant students will not be excluded, but will be selected & served based on the same criteria as other students. Title I, Part C of ESEA 1304(d) requires states to give "priority for services" to migrant children who 1. fail, or are most at risk of failing, to meet the state's challenging state student academic achievement standards, and 2. have their education interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have "priority for services." PC Schools would make services available to migrant children through the use of the GaDOE Migrant Allocation Formula. GaDOE MEP Region 2 Office will serve as resource to help develop the best service model. In addition to local resources, the district will coordinate with the MEP Consortium Staff at ABAC.

EL Students: A home language survey is provided in all student enrollment packet. If a language other than English is indicated, the school registrar notifies the district's Curriculum Coordinator who then initiates the testing process, and provision of notifications and services, as appropriate.

Title II, Part A: The Title II-A funded activities are analyzed and a plan is developed to assess the effectiveness of each activity. The plan is submitted in the ConAPP as a part of the budget requirements. For each activity, the following are addressed:

- The Title II-A component the activity addresses
- a description of the activity
- the data to be collected to determine effectiveness
- the position of the person responsible for collecting the data and coordination the review and analysis of the data
- the timeline for collecting data and completing the review and analysis of the data.

The Effectiveness Plan is used throughout the year in monitoring program implementation and effectiveness and guides the needs assessment process for the following year. The Effectiveness Plan should be revised and uploaded if a budget amendment is submitted due to a change in needs and/or a significant change in budgeted strategies. All source documentation is maintained in files, both hard copy and electronically, in the Federal Programs office.

Title IV, Part A: The Pike County School system makes a determination of how Title IV funds are spent following the needs assessment process. Needs are prioritized and funded based on the results from the Comprehensive Needs Assessment and Strategic Plan.

IDEA:

- The Special Education Department supports local schools in their efforts to provide special education and related services to students with disabilities, in compliance with federal statutes, federal regulations, state rules, and local policies and procedures. These services focus on enhancing student achievement and post-secondary outcomes through the implementation of specially designed instruction for students with disabilities targeting their unique needs. Targeted areas for services and supports include accessible instructional materials, assistive technology, curriculum access, instructional support, dropout prevention, student and family engagement, positive behavioral supports, and transition. Additional services include ensuring compliance with federal and state regulations for special education, collecting and analyzing data on educational services and outcomes, providing guidance and oversight of the budgets

for state and federal special education funds, and coordinating dispute resolution requirements as required by state and federal regulations.

- IDEA Partnerships include: South Metro GLRS, Georgia Vocational Rehabilitation Agency, Development Authority of Pike County (Graduates Pathways for Success Program), GADOE Preschool Consortium, GNETS, Behavior Management Consultants, GOIEP, PEAK Inc. (Programs from Empowerment, Acceptance, and Knowledge)

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

<input checked="" type="checkbox"/> Traditional Funding (all Federal funds budgeted separately)
<input type="checkbox"/> Fund 400 – Consolidation of Federal funds only
<input 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	
Title I, Part C	
Title I, Part D	
Title I, Part E (L4GA)	
Title II, Part A	

1.26.2023

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.

Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title IV, Part B	
Title V, Part B	
Title I, 1003 (a)	
Title IX, Part A	
IDEA	
Perkins V Grants	

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 type="checkbox"/> Transfer Title II, Part A	<input type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<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"/> Title ID
<input checked="" type="checkbox"/> Transfer Title IV, Part A	<input type="checkbox"/> 100% <input checked="" type="checkbox"/> Less than 100%	<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 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 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 checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<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 checked="" type="checkbox"/> Supplemental curriculum	<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 checked="" type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<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 checked="" 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 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 type="checkbox"/> Mid-year review process with each school	<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"/> Online programs	<input checked="" 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 type="checkbox"/> Blended learning	<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"/> Data and evaluation team	<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"/> Early warning systems	<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"/> College and career readiness preparation	<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"/> Full-day kindergarten	<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"/> Instructional materials	<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"/> 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 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 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"/> Instructional interventionist	<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"/> 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 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 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"/> 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 type="checkbox"/> Supplemental tutoring	<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"/> 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 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 checked="" 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 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 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"/> 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 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 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 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 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"/> Technology	<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 checked="" type="checkbox"/> Connectedness and Well-being/Programming	<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"/> 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"/> 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

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 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"/> 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 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"/> 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 checked="" 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 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"/> Parent, family, and community engagement	<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 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 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 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"/> Building Parent Capacity	<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

1.26.2023

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"/> Building School Staff Capacity	<input checked="" 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"/> Continuous communication and meaningful consultation with parents and family members	<input checked="" 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"/> Interventions and Supports 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 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 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
<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

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

<input type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<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"/> 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 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"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<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"/> 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 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 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 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"/> 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 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"/> 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 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 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"/> 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 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 type="checkbox"/> Child care for parent engagement 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 type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input 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 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"/> PD for family engagement liaisons	<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 type="checkbox"/> Homeless 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 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 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"/> 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 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"/> Academic Parent-Teacher Teams (APTT)	<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"/> Interventions and Supports 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 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 type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input 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 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

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

<input checked="" type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" 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 checked="" 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 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 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"/> Teacher advancement initiatives	<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 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 checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input checked="" type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Curriculum specialists	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA <input type="checkbox"/> IDEA
<input type="checkbox"/> Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA <input type="checkbox"/> IDEA
<input type="checkbox"/> Preparing and supporting experienced teachers to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA <input type="checkbox"/> IDEA
<input type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA <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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA <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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IVA	<input type="checkbox"/> Title VB <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA <input type="checkbox"/> IDEA

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

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

Certification is waived in SY24 for all teachers except special education and EIP. Special education service area is not waived, but content area is for special education teachers issuing grades.

- 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)]

The minimum qualifications for employment of teachers is to hold or to be eligible to hold a valid teaching certificate in any field

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

Pike County Schools SWD graduation rate history: FY18 – 69%; FY19 – 90%; FY20 – 92.86%; FY21 – 95.65%; FY22 – 71.43%

GADOE Parent Survey Reports are used annually to review the satisfaction/effectiveness of the Pike County Schools Special Education Department. The Special Education Director meets individually with schools to review stakeholder feedback and develop an action plan to increase effectiveness based on survey results. For the past two years Pike County Special Education Department has implemented action steps based on GADOE Parent Survey Report in regard to grade level transitions and/or transitions to post school settings. The goal was to increase satisfaction/effectiveness of the department's transition efforts. A preliminary review of the 2023 GADOE parent survey results show a slight increase in parent satisfaction (positive ratings) in regard to grade level transitions and/or transitions to post school settings. (Positive Ratings: FY21 – 53%; FY22 – 74%; FY23 – 77%. Neutral Ratings: FY21 – 10%; FY22 – 15%; FY23 – 8%. Negative Ratings: FY21 – 23%; FY22 – 11%; FY23 - 15%.) Pike County High School has been designated a special education teacher as the transition contact person for parents, students, and agencies. By having a designated transition contact person Pike County Special Education Department will be able to provide consistent and frequent support to the families of SWDs. FY23 successes for Pike County High School include Vocational Rehab and High School High Tech attendance at PLC meetings and tours for students to Southern Crescent Technical College and Middle Georgia College for SWDs.

Another role of the established transition stakeholder group is to review and monitor SWD transition plans and progress towards goals. These duties are assigned to the special education lead teacher. Pike County Special Education Department participates in the GLRS Transition Consortium to collaborate with regional districts to best meet the transition needs of SWDs.

Post-school Outcomes are reported annually by the special education director to GADOE. Teacher input and student contacting are a grades 9-12 collaborative process; however, all reported results are vetted through the special education director. Results of post-school outcomes are shared with lead special education teachers from each school.

Action Steps to improve graduation rate outcomes for students with disabilities

- Continued transition stakeholder group (Special Education Director, Special Education Teacher Support Specialist, and Special Education Department Chairs from each school). (Quarterly Meetings)

FY24 Goals:

Continued collaboration with High School High Tech

Tour Warm Springs (New program slotted to open August 2023)

Strategic scheduling of homeroom assignments. Case managers will begin each day with their caseload with the intent to focus on transition plans.

Continued review and monitor of SWD transition plans and progress towards goals

Quarterly audits of transition plan progress monitoring from each special education case manager, grades 9-12.

Increased IEP participation across schools when SWDs transition from grade center to grade center.

Graduation tracking by case managers beginning in 9th grade

Participation in GLRS Regional Transition Consortium.

Pike County's consortium representative will redeliver material covered during school level PLCs.

- 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

Pike County Special Education Department strives to continuously improve services for students with disabilities, specifically the population of 3 - 5 years old. Services offered through the Pike County 3-5 Special Education Program include, but are not limited to: developmental testing, psychoeducational testing, speech/language testing, hearing/vision screeners, assistance with intervention strategies, developmentally appropriate class placement based on student individual needs, speech and language therapy, physical therapy, occupational therapy, vision or hearing impaired supports, parent support information, and interagency collaboration with private and public service providers.

Pike County Special Education Department employs a variety of outreach strategies to ensure that children suspected of having a disability are located, identified, and evaluated. Outreach strategies completed by the special education director include: Posting of a public announcement of Child Find activities posted in the Pike County Journal (newspaper); Pike County Schools website, www.pike.k12.ga.us, utilized to disseminate Child Find activities and information; Annual letter sent to private schools, community, and private daycares; Annual Child Find meeting with home and private school representatives to solicit ideas on ways to inform stakeholders of Child Find Procedures.

Collaborative meetings with stakeholders include: Pike County Family Connections; Pike Community Resource Network; Pike County Department of Family and Children Services; Pike County Health Department; McIntosh Trails Behavioral/Mental Health Center; Babies Can't Wait; Local Pediatricians/Doctors; Local Churches; Pike County Head Start.

The Pike County 3-5 preschool program is housed on our school campus, staffed with a certified special education teacher and two paraprofessionals. OT, SLP, PT, DHH and VI services are provided as appropriate. Other services available, as needed. A speech and language pathologist and a special education trained paraprofessional provide onsite and collaborative services to community sites: daycares, churches, homeschool, and Head Start. Children transitioning from Babies Can't Wait follow a 60-day timeline for initial evaluations. Children found eligible for services have an IEP (Individual Education Plan) implemented by their third birthday. Early identification along with timely evaluations facilitate a smooth transition of services from community to school. For children not transitioning from the Babies Can't Wait program, Pike County Special Education Department follows the 60-day timeline for initial evaluations; however, the IEPs are not required to be implemented by the child's third birthday.

Program information is shared with parents and the community through a program brochure.

Communication with agencies (Babies Can't Wait) is ongoing. Monthly emails are received from the Department of Public Health providing names and contact information for upcoming transition needs. Professional development and GADOE updates will be provided via a preschool consortium with Griffin RESA. The consortium will be composed of local district special education teachers and SLPs to improve practices and education for students ages 3-5.

Action Steps to improve services for young children (3-5) with disabilities

- Staffing change for the second year (new special education 3-5 teacher) in Pike County's 3-5 Special Education Program will warrant targeted assistance to ensure quality services for students served and evaluated through the 3-5 program.
- Designed Mentor: (Provided by: District Diagnostician (previous 3-5 special education teacher) – When: No less than monthly)

o Areas of assistance:

IEP Development

Program Overview/Procedures

- Child Find
- Referrals/Evaluations
- Enrollment
- Services
- Service Providers
- Community/Parent Partnerships

Child Outcomes Summary Purpose and Procedures

- Documenting student functioning in the areas of social relationships, acquisition and use of knowledge and skills, and taking appropriate action to meet individual needs.
- Community Partner Outreach

With new daycare centers in our county, the special education department will meet with partners. Trainings provided at the request of centers.

- New Staff – an additional Speech Language Pathologist has been added to specifically target the needs of the 3-5 students of our district and community.

o Designated Mentor

- 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

To support continued improvement in the provision of FAPE (Free Appropriate Public Education) for SWDs, the Pike County Special Education Department integrates and implements a framework to support students and teachers in all educational environments. The department works to ensure students are served in the least restrictive environment that supports and increases their educational, social, and emotional needs. IEP teams collaboratively work together to determine the appropriate service delivery models that best fits the needs of individual students by: updating present levels of academic achievement and functional performance, developing IEP goals, determining services needed to meet goals (in or outside of the general education setting – ranging from the regular education setting with support to residential services), and determine needed accommodations, modifications, and personnel supports. Student progress of IEP goals are used to guide instruction and need for specifically designed instruction determinations. Accommodations are provided to general education teachers and other appropriate service providers through: paper and/or electronic copies given annually, GOIEP access and SLDS access. IEP case managers keep signed copies of an IEP Accommodations/Behavior Intervention Plan Verification Form OR email “read receipt” verification to document accommodations were provided.

Purchased interventions and curriculums support improvement in the provision of FAPE for our SWDs. – Pike’s Interventions include: 1.) Reading Interventions (Vendor: Really Great Reading) Implementing and expanding the use of this program to more students. RGR is now used in 3 of Pike County’s 5 schools to support carryover as students transition from primary to elementary to middle.

Fidelity/Effectiveness: In order to ensure fidelity of the program teachers give a diagnostic assessment three times per year. Students are leveled and growth is measured based on individualized goals in the student's IEP. 2.) iReady Math and Reading (K-5) (Vendor: Curriculum Associates) - expanding and providing technology support to increase use and availability. Fidelity/Effectiveness: Computer Lab monitors (special education staff) chart the time of each student spent logged in and monitors progress in the program. Individual student conferencing occurs if students are not progressing at a normal rate. A diagnostic assessment is also given in this program 3 times per year. IEP goals are written and progress is monitored at the school level by IEP case managers and school level department chairs. Another form of fidelity checks are quarterly school-level “Data-Based Decision Making” Review Meetings based on progress monitoring data from individual students at each grade level.

Assistive technology materials are purchased on an ongoing basis as IEP teams and AT evaluations dictate based on individual student need. To improve the provision of FAPE to our SWDs, we hone in on assistive technology purchases that increase student access to curriculum and instruction in all instructional settings. Technical Assistance regarding assistive technology is provided by a district level AT Specialist.

Partnerships with local, regional, and state groups help strengthen the ability to improve the provision of FAPE. Specific partnerships include: Transition Consortium (South Metro), AT Consortium (South Metro), SLP Consortium (South Metro), Preschool Consortium (South Metro) and GNETS (consultations and direct services).

Technical Assistance and Professional Learning is provided to special education teachers and staff through multiple avenues. Avenues include: 1.) New special education teacher training (District Teacher Support Specialist - individualized to teacher need, prior knowledge, and background in special education). 2.) Technical assistance is provided on an as-needed basis. All teachers using purchased programs are given initial training provided by the vendor. Specific teachers are identified as points of contact depending on the program. Those people serve as technical assistance for any teacher needing more assistance. 3.) Partnerships with GLRS

Action Steps to improve the provision of a free and appropriate education

- Updated Professional Learning Calendar/Offerings
- o Teacher Support Specialist meets no less than monthly with each school level special education department. Dates and times are coordinated with school level administration around existing PLC calendars. GLRS will assist with focus areas, as well.

Focus areas:

- Progress Monitoring
- Co-teaching
- How to read/use a psychological
- Processing Deficits
- Paraprofessional training
- Mindset
- FY24 Professional Learning/Technical Assistance
- o New Teacher Training – 13 new special education teachers were hired for FY24. Teacher support specialist along with school level lead teachers will coordinate training opportunities throughout the school year to ensure district procedures and practices are taught to effectively provide FAPE to SWDs.
- o Behavior/Discipline Training

Teacher support specialist will train department chairs/leads around best practices for implementing strategies and monitoring data through student information system and FTE Tracker (behavior data)

Special Education Director will work with school level administration to review case manager responsibilities around behavior management and outline alternate behavioral discipline to improve the provision of FAPE for SWDs.

Specific training for grades 9-12 on developing age-appropriate behavior intervention plans.

- o Georgia Teacher/Provider Retention Program (South Metro – GLRS)

Year two with PCMS Special Education Department (9 Teachers)

- Additional focuses per teacher request
- o Classroom/behavior management
- o Autism
- o Processing Deficits

o Differentiation

- 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

To support continued improvement in compliance with state and federal regulations, the special education department implements several district-wide strategies and protocols. A focus of the Special Education Leadership Team is to ensure timely and accurate data submissions, correction of noncompliance, and development/implementation of compliant procedures, policies, and practices.

Pike County Protocols to ensure compliance are listed below:

- Enrollment Procedures (child find and new enrollments)
- Special Education Beginning of the Year Checklist
- IEP Protocols: Annual Review Checklist, SOP Guidance
- Eligibility Protocols: Referral to Special Education Eligibility Process, Reevaluation Data Review Process
- Evaluation Protocols: Example RDR; How to Complete RDR; Pike County RDR Eligibility Quick Guide; Pike County RDR/Reeligibility Flowchart
- Special Education End of Year Checklist

FY24 school year marks the 6th year of partnership with GoIEP. The state IEP program, GoIEP, works with districts and teachers to internally check for compliance in each area of the IEP. The dashboard (home screen) in GoIEP provides a daily timeline compliance check at a glance (color coded) for teachers and administrator. District Teacher Support Specialist and Special Education Compliance Specialist perform daily checks (utilizing the dashboard in GoIEP) to ensure timeline requirements are being met by each case manager district wide. Communication is maintained through the district regarding compliance expectations, policies and practices through email and Teams. In the event, a teacher needs additional technical assistance, our District Teacher Support Specialist schedules individual meetings to provide assistance and training regarding compliance or procedures. In addition to the dashboard, GoIEP provides additional checks for compliance and errors through audits of each eligibility, RDR and IEP prior to finalizing (locking) the documents. The audits have specifically improved correlation of student disability, needs goals, supports, and services. Another resource of GOIEP used by both special education administration and teachers is the GoIEP Help Manual. GoIEP explains that the purpose of the system and manual is to help teachers complete compliant due process paperwork and IEPs that meet federal requirements, and to help districts in reporting IEP information. An annual timeline is given to teachers each August to assist in the compliance and timeliness of re-evaluations/re-eligibility. The timeline gives a cycle of RDR due dates based on a 3 year eligibility review date. Teachers complete RDRs according to timeline given, this timeline gives the school psychologist ample time to schedule, evaluate, write, and present psychological evaluations and reports. Allowing the team to develop an eligibility report and an IEP (if appropriate) in a timely manner.

Microsoft Teams: The Teams application houses special education policies, practices, protocol tools, PL, etc. for all special education staff. The application provides one location that is accessible via the internet by all teachers where they can locate commonly used resources to ensure compliance with state and federal guidance. Each section of the Pike County Special Education Implementation Manual is available within the Teams application. Teams also provides special education teachers and administration a place to collaborate and share information surrounding continued improvement in compliance with state and federal regulations. (Teams include: Special Education Administration, Special Education (all teachers), Special Education Lead Teachers, and the 3-5 Special Needs Program.

An ongoing review of the GaDOE special education webpage ensures that Pike County Special Education Department’s Implementation Manual is kept up-to-date with new guidance and/or changes in interpretation of IDEA are given from GaDOE.

Action Steps to improve compliance with state and local laws and regulations

- Staffing change (new special education 3-5 teacher) in Pike County’s 3-5 program will warrant targeted assistance to ensure quality services for students served and evaluated through the 3-5 program. (Provided by: Teacher Support Specialist – When: No less than monthly)

o Areas of assistance:

Program Overview/Procedures

- Child Find
- Referrals/Evaluations
- Enrollment
- Services
- Service Providers
- Community/Parent Partnerships

Child Outcomes Summary Purpose and Procedures

- Documenting student functioning in the areas of social relationships, acquisition and use of knowledge and skills, and taking appropriate action to meet individual needs.
- Beginning of the Year Training (August 2023) – review of ongoing processes around IEPs, RDRs, evaluations, case manager responsibilities, etc. (special education director and teacher support specialist)
- New Teacher Training – 14 new special education teachers were hired for FY24. Teacher support specialist along with school level department chairs will coordinate training opportunities throughout the school year to ensure district procedures and practices are taught to effectively provide FAPE to SWDs.
- LEA Training – to be provided to train educators and administrators on the roles and responsibilities of being the LEA representative according to requirements of IDEA.

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	
Title II, Part A	
Title III, Part A	
Title IV, Part A	
Title IV, Part B	
Title I, Part C	

IDEA 611 and 619

IDEA 611 and 619 funds will be used to provide proportionate share services for homeschooled students and students enrolled in private schools