



# STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



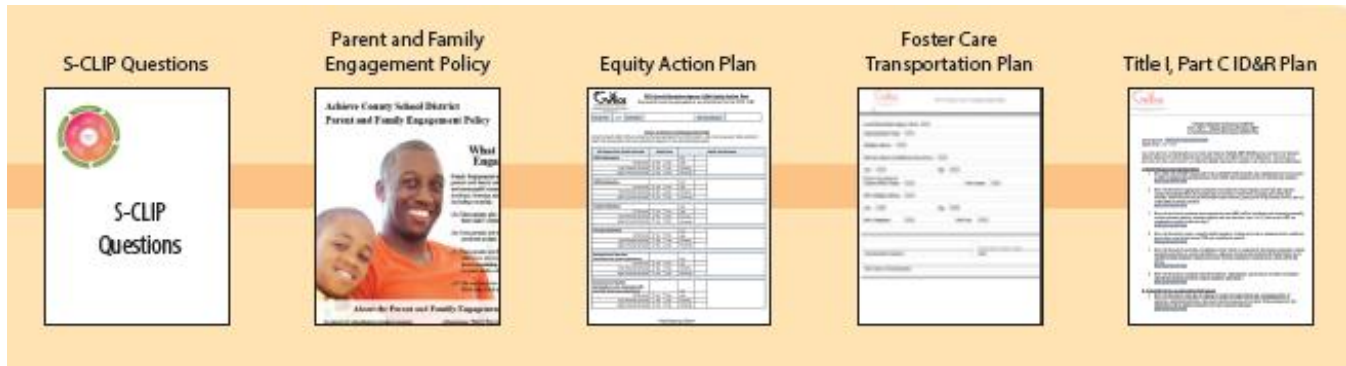
DISTRICT NAME: Haralson County Schools

DISTRICT TEAM LEAD: Janet Goodman

## FY20 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 has 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 will complete and submit 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 will include 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.

- 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.

*GaDOE Review Teams will look for:*

- OUTREACH/COMMUNICATION:** *The outreach/communication strategies to engage families, community-based organizations, school and district staff/leaders, local government representatives/agencies in development of the LEA plan and specific outreach/communication strategies that target families and/or community of English Learners (ELs).*

A Comprehensive Needs Assessment is conducted each spring and summer 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 Haralson County School District utilizes a variety of data sources to make decisions that will affect student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data from CCRPI, state assessments (GKIDS, Milestones, ACCESS, MAP, etc.), local assessment data

2.7.2018

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.

(DIBELS, STAR, and benchmark assessments), course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, TKES data, and verbal input from stakeholders. In the summer, each school conducts 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 schools for quarterly IPAC review meetings to determine progress toward current year goals and to plan for the next school year. School representatives who attend IPAC review meetings include administrators, instructional coaches, and teachers. 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. Stakeholders participating in our needs assessment process include the Superintendent, Assistant Superintendent, Chief Administrative Officer, Chief Technology Officer, Special Education Director, Special Education Facilitator, Homeless Liaison, administrators and teachers from each level, paraprofessionals, instructional coaches and counselors, parents, community members, and higher education representatives from West Georgia Technical College and University of West Georgia. The results of this needs assessment determine areas of improvement and inequity 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). At the August SGT meeting and throughout the year, 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.

*GaDOE Review Teams will look for:*

- *SUBGROUPS: How the LEA engaged stakeholders in considering and communicating the strengths and needs of the following subgroups of students, as appropriate:*
  - *Low-income students*
  - *Lowest achieving students*
  - *English learners*
  - *Children with disabilities*
  - *Children and youth in foster care*
  - *Migratory children*
  - *Children and youth experiencing homelessness*
  - *Neglected, delinquent, and at-risk students identified under Title I, Part D*
  - *Immigrant children and youth*

Prior year student achievement results, quarterly data from benchmarks, MAP, and other assessment data are discussed each spring with school leadership teams, school governance teams, and parents. Comprehensive needs assessment surveys are completed by all stakeholders each May. Questions are included to determine the needs of major student subgroups including disadvantaged students, English learners, students with disabilities, migrant students, students in foster care, and homeless students. These data are shared with parents during school-level Federal Programs Planning meetings held May-July. The information is also shared with School Governance Teams each spring and summer 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 mid-year school improvement plan check up. The progress of subgroups is also reviewed and discussed during district and school leadership team meetings, and the annual district meeting for all Title I parents. In addition, the system special education facilitator assesses the needs of parents and students with disabilities and students who are at-risk of failure and shares these data with all stakeholders through administrative and lead teacher meetings. These meetings include school administrators and staff, and district office

personnel.

Regularly scheduled monthly 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 weekly 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.

*GaDOE Review Teams will look for:*

- *PRIORITIZATION: How data are used, how decisions are made for prioritizing needs in the use of federal funds, and how frequently state and/or local data are reviewed or evaluated for relevant trends based on grade-level, student group, regions, etc. as appropriate.*  
 *The LEA is utilizing the SLDS Sandbox/Instructional Improvement System (IIS) for needs identification in the use of federal funds at the district and/or school level. No response to this bullet required.*
- *How families, community-based organizations, school and district staff/leaders, local government representatives/agencies are engaged in the evaluation/modification process.*
- *How data are used in federal program evaluation, how decisions are made for prioritizing needs, and how frequently state and/or local data are reviewed or evaluated.*
- *The measurable implementation benchmarks and goals for activities.*

*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 Haralson County School District implements the Georgia Department of Education's problem solving process and Systems of Continuous Improvement as follows:

Examine Progress - The district and schools must compile and review various forms of data and evidence related to school and student performance including CCRPI results, student achievement data from state assessments (GKIDS, Milestones, ACCESS, MAP, etc.), local assessment data (DIBELS, Moby Max, benchmarks), perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional rounds team walkthrough data, mid-year school improvement plan check results, and verbal input from stakeholders. Progress is examined by professional learning communities, school governance teams, leadership teams, system and school departments, district and school administrators, parent advisory councils, and whole faculties. The District Improvement Team consists of district leaders, principals and academic coaches and meets monthly to address district strategy, perform data analysis, plan improvement initiatives and engage in professional learning for the purpose of school improvement and the support of school level improvement teams. District level curriculum teams collaboratively develop curriculum maps, common assessments and unit plans that serve as the basis for collaborative instructional planning at the school level. Academic coaches and principals use these resources to support the development of instructional strategies and the school level supervision of teaching and learning.

Identify Needs - As a result of examining progress, schools will examine evidence and artifacts and make necessary revisions to school improvement plans throughout the year as data are made available in order to address identified

overarching needs based on the five systems and thirteen indicators of the GaDOE's Systems of Continuous Improvement. At the school level, the continual analysis of student achievement data drives student support for students at all RTI levels and in selected subgroups. Monthly RTI data team meetings are designed to provide an opportunity for teachers and administrators to review student progress throughout the year and allow services to be adjusted, added or revised in response to immediate student need. For FY20 the identified needs at all schools is to improve student achievement and student progress in literacy as evidenced by increase in students in Lexile stretch bands, increase in high progress growth students and increase in achievement scores on EOGs and EOCs in ELA. Additionally, all schools will continue the progress that has been made in the area of math by maintaining or increasing academic achievement and student progress in math. All schools will continue to maintain or 4 or 5 climate score by continuing to implement and improve outcomes using PBIS and SEL strategies and supports. According to the needs assessment conducted in Jan/February of 2020 we found that we have a need to increase evidence-based instruction in literacy across all grade levels and disciplines, including Birth - 5 children.

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 a provided schoolwide improvement plan template. Schools must indicate in their improvement plans the extent to which their interventions are evidenced based by selecting Strong, Moderate, Promising, or Rationale and linking to appropriate supporting documentation. Schools are encouraged to focus on three to five goals and approximately five high impact action steps per goal that will improve Tier 1 instruction for all students, as well as identify Tier 2-4 action steps that will be taken to provide additional support for students, including subgroups, who are not academically successful after Tier 1 action steps have been implemented. As a result of our needs assessment we wrote and received the L4GA grant to address our needs in literacy.

Plan Implementation - Schools will use the schoolwide improvement plan template to identify a team lead, timeline, method of monitoring implementation, method of evaluation, and needed resources for each action step in their plan. We will implement the L4GA grant goals and implementation plans across all grade levels, including Birth-5 to increase literacy for all children of Haralson County School District.

Implement Plan – Schools will implement their plans and monitor progress throughout the school year by repeating the improvement cycle starting over with examining progress. Members of the school and district Teaching and Learning Department conduct instructional round classroom observations multiple times each year and provide feedback to schools on the extent to which evidenced based action steps from school improvement plans are being implemented in classroom instruction. Debriefing sessions are held with school administrators based on observations and the five systems of continuous improvement (coherent instruction, professional capacity, supportive learning environment, family and community engagement, and effective leadership). This information is used formatively and summatively to adjust school improvement initiatives as appropriate. Data analysis at the system and school level is also used to drive professional learning. The District Improvement Team plans improvement initiatives based on student data and applies appropriate professional learning experiences designed to support the implementation of large scale efforts. School level improvement teams use a similar process to implement more specific interventions designed to support the improvement of professional practice among their teachers. School and district literacy coaches and administrators will support and implement professional learning and the school improvement cycle based on our goals and implementation plans of the L4GA grant.

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), 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 previously stated, the Georgia Department of Education's and the Harlson County School District's continuous improvement progress begins with examining evidence. The district and schools must compile and review various forms of data and evidence related to the needs and achievement gaps of our lowest performing students, including CCRPI results, student achievement data from state assessments (GKIDS, Milestones, ACCESS, MAP, etc.), local assessment data (DIBELS, Moby Max, benchmarks), course completion rates, graduation rate, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, instructional rounds team walkthrough data, mid-year school improvement plan 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. Progress and data will be examined by school and district academic coaches and administrators related to ELA and literacy goals in order to eliminate gaps in literacy for all students and all student groups.

Individual coordinators for each federal program (Title I, Part A - Economically Disadvantaged, Title I, Title II, Part A - Teacher and Leader Effectiveness, 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 at least monthly, in the Leadership team meetings which also include principals, assistant principals, academic coaches and other student services personnel. During these meetings, data are reviewed, student progress is discussed, and improvement plans are revised as necessary. One aspect of the system and school plans that is reviewed is budgeting needs. Funds from various federal programs are utilized to have maximum impact on student achievement. In addition to providing support to schools on improvement planning at the annual COLT each July, the Federal Programs Department also regularly provides technical assistance and feedback on school improvement plans to ensure that they are well written and that coordination of services has been considered

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.

The continuous improvement process of the Haralson County School District is based on careful analysis of student achievement data, identification of specific needs, collaborative improvement planning and regular assessment of the implementation process. This continuous improvement process is intentionally designed to give school leaders the tools they need to determine specific areas of need among all students as well as in identified subgroups. Continual analysis of student achievement data drives student support for students at all RTI levels and in selected subgroups. Monthly RTI data team meetings are designed to provide an opportunity for teachers and administrators to review student progress throughout the year and allow services to be adjusted, added or revised in response to immediate student need.

Ongoing and continuous coordination of services, supports, and partnerships will occur through regular monthly meetings of the District Improvement Team. During these meetings, district 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. District leaders also meet with external agencies (Head Start, Babies Can't Wait, DFACS, Family Coalition etc.) to ensure students have a smooth transition into the school district. Coordination will also be monitored during mid-year school improvement 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.

Haralson County School District is transferring 100% of Title IV funds to Title V in order to coordinate funds to serve students.

Haralson County School District is transferring 100% of Title IIA funds to Title V in order to coordinate funds to serve students.

4c. If the LEA is consolidating state, local, and federal funds through Fund 150 - the Consolidation of Funds Initiative - or 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 D	
Title II, Part A	
Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title V, Part B	
Title I, 1003 (a)	
Title I, 1003 (g)	
Title IX, Part A	
Title I, Part C	
IDEA 619/611	

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, Fund 150, or the schoolwide Consolidation of Funds Initiative.)

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, Fund 150, or the schoolwide Consolidation of Funds Initiative, 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"/> 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental curriculum	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Progress monitoring	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Mid-year review process with each school	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Online programs	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Blended learning	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Data and evaluation team	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Early warning systems	<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 checked="" type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> College and career readiness preparation	<input checked="" type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Full-day kindergarten	<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"/> Instructional materials	<input checked="" type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Extended instructional time during the school year	<input checked="" type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Instructional interventionist	<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 checked="" type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Behavior specialist	<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 checked="" type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Instructional coaches	<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 checked="" type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental tutoring	<input checked="" type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Preschool Services	<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 checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Summer school	<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"/> Job-embedded professional learning	<input checked="" type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Dual-concurrent enrollment programs/courses	<input type="checkbox"/> Title IA <input checked="" 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"/> Efforts to reduce discipline practices that remove students from the classroom	<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 checked="" type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Career and technical education programs	<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 checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input checked="" type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Support for Behavior	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Extended Learning Opportunities	<input checked="" type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Technology	<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 checked="" type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Social Emotional Learning/Programming	<input type="checkbox"/> Title IA <input checked="" 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 checked="" type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

<input type="checkbox"/> Academic Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <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 checked="" type="checkbox"/> Creating a culture of high expectations	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input checked="" 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"/> School improvement (restructuring, reform, transformation, planning & design)	<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 checked="" 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"/> Bullying Prevention	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input checked="" 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 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"/> 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 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 checked="" 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 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 checked="" 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 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"/> 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 type="checkbox"/> Title IVA <input checked="" 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"/> 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 type="checkbox"/> Title IVA <input checked="" type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" 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 checked="" 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 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 checked="" type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Dropout prevention and student re-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 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"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Family literacy	<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 checked="" 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 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 checked="" 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"/> Positive Behavioral Interventions and Supports (PBIS)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input checked="" 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"/> 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 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 checked="" type="checkbox"/> IDEA <input checked="" 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., ESOL, 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 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 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"/> Welcome center/community school centers	<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 checked="" 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 checked="" type="checkbox"/> Back-to-school kick-off	<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 checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID



<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 checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Homeless liaison	<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 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 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 checked="" 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"/> 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 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 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 checked="" 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"/> 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 type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input checked="" 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 type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input checked="" 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 IIIA <input type="checkbox"/> Title IVA <input checked="" 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 IIIA <input type="checkbox"/> Title IVA <input checked="" 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 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 checked="" 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"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input checked="" 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"/> Curriculum specialists	<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"/> 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 checked="" 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 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"/> 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 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

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

<input checked="" type="checkbox"/> Leadership Development	<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 checked="" 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 Planning Development	<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 checked="" 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"/> Safety and Security Training	<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 checked="" type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Training for monitoring and evaluating 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 checked="" 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"/> Leadership Conference Attendance	<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 checked="" 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"/> 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

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 or No? [ESSA Sec. 1112(e)(1)(B)(ii)]

The Haralson County School District uses Charter Waiver flexibility to waive certification for all teachers with the exception of Special Education teachers. All teachers are required to hold a Clearance Certificate.

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
  - i. for all teachers (except Special Education), or
  - ii. 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).

*[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. 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, except special education teachers.

- 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 requirements 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;

The Haralson County School District has been striving for continuous improvement, especially in the area of graduation rate. In order to improve outcomes for all students HCSD ensures that all SWD are educated to the maximum extent possible in the general education classroom; SPED teachers are scheduled in content areas in which they possess content strengths and experience; monitor all at-risk students (discipline, attendance, grades/course completion) on an ongoing basis; provide all SPED teachers and paraprofessionals initial and follow-up training of effective co-teaching methods and PBIS; ensure that SPED teachers are included in all content areas and best practices efforts implemented in the system; and continue to closely monitor instruction in the coteaching and small group settings through the TKES evaluation process.

Progress is closely monitored for all PK-8 students using the following assessments: GKIDS, WSO, G-KIDS, ABLLS, MAP, district benchmarks and unit tests, and GMAS, as well as individualized progress monitoring on IEP goals for all special education students. These progress monitoring data are used to differentiate and individualize instruction to provide students with specific learning targets and interventions aligned to their needs.

The system will use IDEA funds to support transition activities and supplemental curriculum to focus on transition, as well as at-risk middle school students through targeted and intensive instruction and a mentoring program which involves school staff and community and business partners through our

Student Success Imagine the Possibilities (SSIP) initiative. To support academic needs we provide resource and support classes at all grade levels and students are scheduled into and out of these classes throughout the year based on their benchmark, MAP, and progress monitoring data. The special education director and facilitator regularly examine school schedules to ensure compliance with IEP goals and settings.

We employ a full-time CTI teacher who ensures that all students with disabilities have full access to and support in CTAE programs. Special education students also attend an alternative job-training and academic program called 12 for Life through Southwire, Inc. The Haralson County School District has been a PBIS district for four years and all 6 schools have achieved operational status. In many of our schools, this has dramatically decreased discipline referrals due to a continuing focus on implementing PBIS with fidelity. The district PBIS team meets monthly and meets with the school teams to review data and look for ways to improve.

We have opened a new alternative school this year to support non-traditional students. The GNETS program for 6-12 is located at the high school and allows for individual transition plans back into the comprehensive high school through gradual inclusion into the comprehensive high school courses. 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 pull-out classes for students who need more support. Additionally, special education teachers receive support from inclusion specialists in reading, math, and special education. To ensure career readiness, a transition program focused on job-ready skills has been implemented to support students ages 18-21 who have completed their coursework and need job skills training.

To ensure each student receives appropriate transition services, all students in 6<sup>th</sup> grade develop an individual graduation plan (IGP) with their counselor and case manager. This IGP, as well as interest and career inventories are used to guide development of the IEP, starting in middle school, with input from the student, family, and school personnel. Transition meetings are held for every student moving from 8<sup>th</sup> - 9<sup>th</sup> grade which include the 8<sup>th</sup> and 9<sup>th</sup> grade case managers, general education teachers, the student, and family. Every student receives a summary of performance written by the case manager, using recent data on academic, social/emotional, and transition skills to provide guidance for post-secondary opportunities. To track post-secondary outcomes, the CTI teacher, special education facilitator, and special education administrative assistant survey students through email, letters, and phone calls to track their current status one year after leaving Haralson County High School. These data are reviewed by the special education director for trends before submitting to the state. These data, as well as current graduation rates, transition IEP compliance rates, and student achievement are used for planning professional learning on transition for all special education teachers and staff who work with students in grades 6-12.

Staff are provided on-going and embedded professional learning on transition activities based on observations of transition IEP meetings, and data regarding student outcomes in middle, high school, and post-secondary activities. Professional learning and technical assistance on transition is provided through Google classroom activities which include PL modules, videos, webinars, articles, and blogs organized into specific topics for staff to access and complete, including transition, assessment, career/technical, AT, behavior, coteaching, differentiation, drop-out prevention, academic interventions, and IEP goals and objectives. Monthly lead teacher meetings are conducted by the special ed director and facilitator for professional learning and TA on these topics as well, and the materials and instruction from these meetings are then redelivered to each school at special education faculty meetings. The special education director, facilitator, lead teachers, and peer teachers review all IEPs and transition plans for compliance and effectiveness.

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

The Haralson County School District employs a PreSchool coordinator who ensures that services for young children (3-5) with disabilities are continually improved and who talks monthly to the Babies Can't Wait staff. The PreSchool coordinator also consults at least quarterly with outside agencies on how to best serve the needs of children age 3-5. We serve Head Start and children in the community with speech services. Preschool evaluation instruments are used to measure progress and help identify young children who may need more intensive services. Our preschool teachers are engaged in specific training from the Marcus Institute to support early intervention through the early learning social/emotional learning pyramid of practices. The goal is for 100% of children referred from Babies Can't Wait to be identified by their third birthday. The procedures in place for the HCSD begin prior to a child entering the school setting. These procedures include the Child Find process and established contracts with Babies Can't Wait support agency and Head Start. The HCSD Speech Language Pathologist visits the local Head Start prek weekly. The special education director and preschool coordinator discuss monthly procedures and progress about outside agencies in regards to identifying and serving young children (3-5) with disabilities. The special education director reviews the annual identification and outcome data for our SPED students ages 3-5 and discusses these data with our preschool coordinator in order to make adjustments in schedules or settings, and provide training for all staff who serve young children (3-5) with disabilities. Child Find activities are advertised annually on the website, local radio station, and in the newspaper, as well as flyers left in school nurse offices, pediatrician offices, Chamber of Commerce, and the Department of Community Health. Parent outreach meetings are held twice a year at both primary schools where there are HCSD prekindergarten classrooms.

Special education students in prekindergarten and kindergarten are educated in the least restrictive environment to the maximum extent possible. HCSD has four Bright from the Start prek classrooms and six kindergarten classrooms which are inclusion settings, as well as small group settings for all 3-5 year old students with disabilities. IEP goal progress monitoring, Assessment of Basic Language and Learning Skills (ABLBS), and work-sampling online (WSO) assessment data are used to guide instruction and provide intensive and targeted interventions for all special education students age 3-5. These data also drive professional learning and technical assistance for all staff who work with students ages 3-5. These staff participate in special education early childhood consortiums, trainings from outside agencies such as Marcus Institute and University of West Georgia, and consult regularly with both speech language pathologists and the behavior analyst who work in HCSD. Professional learning and technical assistance are provided and monitored through Google Classroom which houses videos, webinars, articles, and PL modules on instruction and interventions for young students.

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

The Haralson County School District ensures that all students with disabilities will be educated in the Least Restrictive Environment to the maximum extent possible by providing a full continuum of services from consultation, supportive instruction, collaboration, coteaching, small group, separate school, and home-based IEP services as well as ESY and services provided to private school and home school students with disabilities. Teachers, administrators and paraprofessionals are trained and provided technical assistance on IEP and eligibility procedures through face to face meetings with lead teachers and the special facilitator in a Google Classroom which includes webinars, videos, modules, and blogs on topics such as eligibility, IEP goals and objectives, IEP procedures, AT, assessment differentiation, behavior academic interventions, accommodations, modifications, and social/emotional learning. The SPED director assigns specific training to individuals based on their years' experience, data from TKES, IEP reviews, observations, recommendations from administrators, and student progress and outcomes. Evidence of effectiveness of PL is assessed through TKES observations, informal walkthroughs and

observations, checklists, and student performance on IEP goals and objectives and district and state assessments. Professional learning will be provided to paraprofessionals to increase their capacity to better support students with disabilities in the general education classroom through a Google Classroom, modules on behavior, and face to face instruction. Competency checks and observations are completed to assess paraprofessional competencies and need for more professional learning. IDEA funds are used to provide specialized training in behavioral interventions for paraprofessionals through the Registered Behavior Tech credentialing program. Special Education Teachers participate in ongoing professional learning on topics such as collaborative/team- teaching, differentiation, and specially designed instruction in an effort to provide access to the general curriculum and grade-level standards for all students. Through Child Find and MTSS we ensure that all students identified with a disability are appropriately served in all of our schools and programs. Continuous progress monitoring of IEP goals allows teachers to identify specific needs and provide intensive and targeted assistance for all students disabilities. Evidence of Impact will be measured by an increase in the percentage of students with disabilities being served in the general education classroom, as the Haralson County School District will work to provide services in the least restrictive environment. Additionally, Evidence of Impact of FAPE may include improved results related to academic achievement and progress on the Milestones EOG and EOC tests, and progress monitoring results that show mastering of IEP objectives by all students.

The procedures regarding FAPE are as follows:

School age placements and services include:

- General education classroom with age-appropriate non-disabled peers, if required by the IEP:
- Additional supportive services

The child remains in regular classroom with supplementary aids and services provided to the teacher and/or child to implement the IEP. The services provided may be from personnel such as paraprofessionals, interpreters, or others.

- Direct services

The child remains in the regular classroom with direct services from special education personnel on a consultative, collaborative, or co-teaching basis.

- Instruction outside the general classroom for individuals or small groups.
- Separate day school or program.
- Home-Based instruction may be used as a short-term placement option on occasions when the parent and LEA agree at an IEP meeting with the following considerations:
  - A free and appropriate public education (FAPE) is provided and includes access to the general curriculum and an opportunity to make progress toward the goals and objectives included in the IEP;
  - Home-based services must be reviewed no less than quarterly by the IEP team; and
  - All IEPs that require home-based placements will include a reintegration plan for returning to the school setting.
- Residential placement in-state or out-of-state.
- Hospital/homebound instruction program (HHB) is used for students with disabilities who are placed in a special education program and have a medically diagnosed condition that will significantly interfere with their education and requires them to be restricted to their home or a hospital for a period of time. The LEA shall provide hospital/homebound instruction to students with disabilities, under the requirements found in Georgia rule 160-4-2-.31 Hospital Homebound Services.

Nonacademic and Extracurricular Settings

- Extracurricular services and activities, including meals, recess periods, and other services and activities, Haralson County Schools shall ensure that each child with a disability participates with nondisabled children in extracurricular services and activities to the maximum extent appropriate to the needs of that child. Haralson County Schools must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary

for the child to participate in nonacademic settings.

- Haralson County Schools must ensure the provision of supplementary aides and services determined appropriate by the IEP team in order to allow children with disabilities an equitable opportunity for participation in nonacademic and extracurricular activities.
- Nonacademic and extracurricular services may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the LEA, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available

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

The Haralson County School District will improve compliance with state and federal regulations by ensuring continuous updates to local procedures. The school district reviews local procedures and guidelines by participation in regional consortiums and or state meetings, webinars and conferences as well as ongoing collaboration with stakeholders. Procedures include internal systems of accountability to ensure compliance and the use of specific protocols for annual processes that include IEP meetings, eligibility and RTI processes. Procedures are updated throughout the year as changes are communicated by state or federal sources.

Local file reviews are completed annually by case managers and are monitored by special education Lead Teachers through the use of the Due Process Checklist activity. Additionally, file reviews are completed through random sampling by district office staff to insure state compliant procedures are followed through the file review process. Instructions for completing these compliance activities is provided through county office leadership meetings, lead teacher meetings and local school special education staff meetings on a monthly basis during the school year as well as through a collaborative Lead Teacher and Case Manager Google classroom. Updates and instructions as well as professional development are communicated through this collaborative method as well.

Data collection is completed, monitored and maintained through the use of several programs (Campus, Go IEP, FTE Track). Case Managers complete data collection forms to communicate changes and updates to schedules and data collection cycles to the Student Information Assistant. Data is input locally by the Student Information Assistant and data is reviewed during times of data collection through the data cleansing and verification process utilizing several programs (Campus, Go IEP, FTE Track). Local schools review data at the Administrative Level and the district office personnel (Special Education Director, Student Information Coordinator) also oversee the data cleansing and data verification process. Upon data cleansing, schools verify final data through software programs (Campus, Go IEP, FTE Track). The Special Education Director and Student Information Coordinator review final data for accuracy and present data to the Superintendent for approval. Professional learning for special education data collection is provided throughout the school year with focus during data collection cycles by the Special Education Director and Student Information Coordinator. These activities are coordinated in order to meet GaDOE timeline requirements through the use of a collaborative Data Collection Google classroom and through collaborative stakeholder input and feedback.

The Special Education Director and designees present professional learning through Lead Teacher Meetings, District Office Leadership meetings and directly to staff at schools. Lead meetings and District Office Leadership meetings are held each month and provide staff with updates and professional learning opportunities. Direct staff support is provided to any staff at local schools by request or by identified need.

Regular collaboration among all stakeholders on an ongoing basis is utilized to measure success on the goal of improvement of compliance with state and federal laws and regulations. Success on this goal is expected to be 100% compliant with all state and federal guidelines. Go IEP, Campus and FTE Track are

utilized to help monitor and maintain state and federal guidelines.

The school district follows the State of Georgia Dispute Resolution procedures as outlined State Rule: 160-4-7-.12. An organization or individual, including an organization or individual from another state, may file a signed, written complaint regarding allegations of substance. The complaint shall include a statement that the LEA has violated requirements of the IDEA and the facts on which the statement is based, the signature and contact information for the complainant, and, if alleging violations with respect to a specific child, the name and address of the residence of the child, the name of the school the child is attending, in the case of a homeless child or youth, available contact information for the child and the name of the school the child is attending, a description of the nature of the problem, including facts relating to the problem, and a proposed resolution to the problem to the extent known and available to the party at the time the complaint is filed.