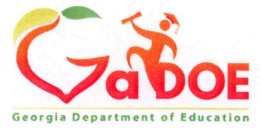




STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



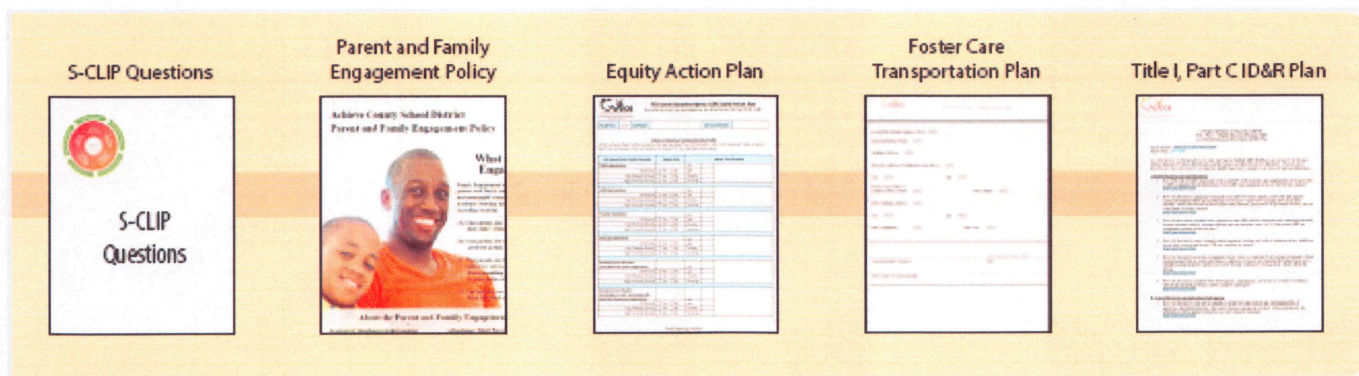
DISTRICT NAME: Fayette County Public Schools

DISTRICT TEAM LEAD: Joy Peterson

FY25 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.

Fayette County Public Schools (FCPS) works to engage required stakeholders in continuous improvement planning utilizing a variety of methods. District leaders review the strategic plan several times each school year through executive cabinet meetings, district level division meetings, large group cabinet meetings which include school-based leaders, and district-wide administrative leaders. Progress is reviewed on each of the four strategic goal areas: 1) Student Engagement and Achievement; 2) Stakeholder, Community & Family Engagement; 3) Professional Growth & Human Resources; and 4) Organizational & Operational Effectiveness and any needed adjustments are made. FCPS engages school board members, teachers, high

school students, parents, and other required and recommended stakeholders in the review of the updates to the strategic plan throughout the school year.

Additionally, each Spring, FCPS hosts a Consolidated LEA Improvement Plan (CLIP) input meeting. Required and recommended stakeholders are invited to this meeting. Stakeholders are given the opportunity to provide feedback during the meeting and through an online survey. Feedback is requested regarding the CLIP planning and federal program budget development. In addition to being shared at the CLIP meeting, input is requested via online survey posting and messaging to district and school stakeholders. On an ongoing, regular basis the Federal Programs department works collaboratively with Curriculum and Instruction and Finance leaders to provide supplemental programming that meets the goals and initiatives established by the district strategic plan.

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.

The Consolidated LEA Improvement Plan/School Improvement Plan (CLIP/SIP) input process includes the perspectives of all subgroups to ensure adequate representation.

Subgroup data regarding student achievement, attendance, and discipline is reviewed several times each school year. District common assessments are utilized in the four core academic areas: English language arts, mathematics, science, and social studies across grades 1-12. The assessment results are reviewed at the school and district level to ensure all students are making expected progress in each content area. Teachers, administrators, and district office support staff engage in data analysis and reflect on instructional practices. Each school holds periodic 45 day reviews (4 times per school year) to review achievement data, discipline data, and attendance data. Each school has a locally developed school improvement plan, which dovetails the district's strategic plan, and is reflective of the needs of each individual school based on their data review. Annually, the Milestones data, SAT & ACT results, graduation cohort results, and ACCESS test results are reviewed. These data pieces are part of the district's KPIs (Key Performance Indicators), which are reported to the board of education. Community groups, such as the NAACP and retired educators association, along with parents, and high school students are kept informed through quarterly meetings.

In addition, district and school teams review and analyze multiple data sources through collaborative meetings that include students, school staff, parents, community members and district level staff to determine district-wide specific needs across various subgroups. Data findings and reviews related to subgroup performance are shared and communicated with stakeholders. Specific strategies are developed to address the identified needs and root causes. Strategies are shared with all stakeholders for implementation and continued support throughout the school year. Feedback is collected on an ongoing basis to determine effectiveness and considered for future program planning.

Locally-developed school improvement plans are drafted with the input of families, community-based organizations, school and district staff/leaders, local government representatives/agencies at least once a year. Recommended and required stakeholders are invited to participate in this process. Following district guidance, each school develops their own format to solicit new ideas and SIP revisions. Surveys, in-person meetings, and in-person meetings in conjunction with the local schools' PTO meetings are some examples of the processes used to engage required stakeholders. Stakeholder input is utilized in the development of SIPs and family engagement programs. The needs of low-income students and the lowest achieving students are explicitly addressed and communicated throughout the family engagement activities under Title I-A, to include parent involvement policies, the school-parent compact, school-wide improvement plan, and Title I meetings.

The district also provides a Parent and Family Engagement Liaison to help facilitate and oversee the EL program which involves providing after-school tutors and workshops. Needs are gathered and evaluated for the EL students and families, as well.

Input is gathered from the Homeless and Foster Care Advisory Board during regularly scheduled meetings. Additionally, quarterly collaborative meetings are held with district leaders, school social workers, student services, state/local DFCS, and local law enforcement to address and evaluate needs of the schools as related to the larger community.

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.

Our strategic plan is a living document, which is reviewed several times each year through the problem solving process, which sometimes includes a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis. The district leaders review relevant data to make informed adjustments. The plan is implemented and reviewed through division meetings and executive cabinet meetings routinely. The quality continuous improvement process follows the plan-do-check-act cycle at least 3-4 times each school year. Multiple data sources are used throughout the continuous improvement process.

Within this process needs are identified. A focus on the use of evidence based intervention is prevalent in the strategic improvement planning process. Programming and interventions are evaluated annually for effectiveness. This data is shared during program reviews and planning meetings prior to the continuation, purchase, or renewal of programming. Fayette County Public Schools (FCPS) elects to utilize the GaDOE's School Improvement Plan (SIP) model requiring schools to focus on Georgia Systems of Continuous Improvement. SIP development training is provided to school leaders annually to include focus areas of: coherent instruction, professional capacity, supportive learning environment, family and community engagement, and effective leadership. Schools also provide stakeholders with a condensed version of the school SIP to ensure the plan is effectively communicated.

- 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.

Fayette County Public Schools (FCPS) has implemented a strategic improvement planning process to ensure continuous improvement is an ongoing, key focus for the district. FCPS is committed to identifying and addressing the needs of all

students including Economically Disadvantaged, English Learners, migratory, homeless, students in foster care, and students with disabilities. Federal Programs are coordinated to support and supplement strategic improvement initiatives outlined in the FCPS Strategic Plan.

Performance measures included in the strategic plan include Milestones End of Grade and End of Course results for each subgroup; 4-year graduation rate; and the goal of at least 68% of students with disabilities will be educated in the least restrictive environment for 80% or more of the school day. Parent perception survey results are another indicator used to evaluate our progress. In addition, we strive to retain 90% of our certified staff and 85% of our bus drivers.

FCPS has seven schools operating school-wide Title I programs (5 elementary schools and 2 middle schools). In addition to coordinating programming with the FCPS Strategic Plan, the Title I schools maintain a focus on improving achievement of the lowest achieving students while adhering to school wide reform as outlined in the Elementary and Secondary Education Act (ESEA) and amended by the Every Student Succeeds Act (ESSA). Strategic Planning in FCPS ensures that Title I school-wide programs are supported in:

- Conducting a comprehensive needs assessment
- Identifying and committing to ongoing goals, performance measures, initiatives, and action steps
- Creating a comprehensive school improvement plan
- Annually evaluating the effectiveness of the Title I school-wide program (revisions occur annually and as needed throughout the school year)

In addition, Title I school comprehensive needs assessments and school improvement plans address the specific needs of all student subgroups. Actions, strategies, and programming are regularly evaluated for effectiveness. Plans are amended as needed to ensure current needs are addressed and that overall school improvement is noted.

Federal Programs Coordinators (to include Title I, Title III, and IDEA) work with Curriculum Team Members, ESOL leaders the Finance Department, and the Student Services Department, to ensure programming continuously supports the needs of a diverse student population. Team members work to ensure federal program support is supplemental and aligned to district strategic improvement efforts. Overall achievement data to include subgroup data is evaluated on an ongoing basis and federal programs are utilized to provide supplemental support:

- **Title I, Part A** funds are allocated based on a per pupil allocation determined by poverty level. Poverty is defined by Free and Reduced Lunch rates for each Title I school. Title I school-wide programs are developed to address the needs of the lowest achieving students to ensure they demonstrate proficient to advanced levels of achievement on state academic standards. In addition, in FCPS:
 - Title I, Part A funds are set-aside at the district level to meet the needs of homeless children (FCPS does not qualify for the McKinney-Vento Grant)
 - Title I, Part A funds are set-aside to ensure that Title I, Part A provisions are met for students residing in foster care.
 - Title I, Part A funds provide supplemental support to English learners (ELs).
- **Title III, Part A** funds provide supplemental language instruction for EL students, families, and teachers according to school specific needs.
- **Title II, Part A** grant funds support increasing the effectiveness of teachers and school leaders and are aligned to initiatives outlined in the FCPS Strategic Plan.
- **Title IV, Part A** funds align to strategies in the FCPS Strategic Plan related to developing a well-rounded education, improved conditions for student learning (safe and healthy), and the effective use of technology/digital literacy. Current initiatives include supplemental programming in math, literacy, PBIS, suicide prevention, student mentoring, computer science, and digital literacy.
- **IDEA** funds provide supplemental and specially designed instruction to students with disabilities, ages 3-21. These funds pay the excess costs of providing a free appropriate public education to students with disabilities.
- **Migrant** forms are given to all new enrolling students which are then sent to the GaDOE to review. Use of GaDOE website and MSIX website. GaDoe Region 1 Migrant Consortium is our point of contact. They meet with school personnel. FCPS does not receive direct MEP funds from the Migrant Education Plan.
 - 1. Identify needed personnel
 - 2. Assign case management services through cosigned SSW

- 3. Office support services as needed.

FCPS currently has 0 Migrant students.

- Currently there are no Neglected and Delinquent facilities in Fayette County, but this status is evaluated annually and if applicable, addressed in the strategic improvement planning and the Streamlined-CLIP (S-CLIP) process.
- FCPS coordinates equitable services for private schools under Title II, Part A and Title IV Part A. In FY24 FCPS participated in the pooling initiative as a contributing LEA to provide Title I equitable services to one private school and plans to continue in FY25.

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.**

Federal Program Coordinators work with the curriculum team members, school administrators, the finance department, and the student services department to ensure that services are coordinated at the district and school level. Additionally, individual School Improvement Plans are evaluated to ensure federally funded programs provide supplemental services and programming. All plans are regularly reviewed and evaluated.

In Fayette County Public Schools (FCPS), twelve elementary schools host Bright from the Start Pre-K classes. Schools also host Pre-K classes for children with special needs. The Bright From the Start Pre-K Program provides four year old pre-k students with high quality early learning experiences that follow the Georgia Early Learning and Development Standards. During the 2023-2024 school year, FCPS began a birth to age five initiative for children and their caregivers to attend a weekly session at four elementary schools. During these sessions, the children and their caregivers engage in language, movement, and the arts in a collaborative setting. Each subsequent year, FCPS plans to add at least one additional school to promote the importance of learning through play in our community. In addition, elementary school administrators and support staff collaborate with Head Start and private Pre-K Programs in Fayette County to ensure a smooth transition for pre-k students to kindergarten. Elementary schools provide opportunities for school engagement to students and families prior to kindergarten enrollment and during students' Pre-K and Kindergarten year. All children are administered an individual Kindergarten Screener by a certified teacher after enrollment and prior to kindergarten class placement.

FCPS employs Student Advocacy Specialists (SAS) to assist with students who are at-risk regarding potential harm-to-self or harm-to-others. The SAS team members possess degrees in education and/or the mental health field. They provide proactive strategies to support students and maintain open lines of communication with students on their caseload beyond the school day.

3.7.2024

FCPS provides students an effective, developmentally appropriate and seamless K-12 advisement experience. K-12 academic advisement is completed through an interdisciplinary collaborative team of administrative, school counseling, and collegiate personnel to ensure students are college and career ready. Vertically aligned transition meetings provide opportunities for students to explore career options, create an Individual Graduation Plan, and graduate high school prepared to go to college or to enter the workforce. The Individual Graduation Plan is based on the student’s selected academic and career area. FCPS students have the unique opportunity to have locally within our county: Clayton State University, Georgia Military College, Point University and Southern Crescent Technical College to provide access to college courses through dual enrollment.

FCPS currently does not have any state and federally identified schools (CSI, TSI, or ATSI), needing support. If any schools are identified in the future, FCPS will support these schools through the prioritization of federal funds. Data reviews, needs assessments, and programming evaluations will occur during the strategic improvement planning process and be reflected in the FCPS Strategic Plan. Areas of support will be identified and prioritized for supplemental support through federal programs/funds.

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	
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:
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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"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input 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 ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input 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 ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Blended learning	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Data and evaluation team	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Early warning systems	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> College and career readiness preparation	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Full-day kindergarten	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Instructional materials	<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 checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Extended instructional time during the school year	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input 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 ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Behavior specialist	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<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 ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Instructional coaches	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Supplemental tutoring	<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 checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<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 type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<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 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 checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Extended Learning Opportunities	<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 checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input 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 ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Connectedness and Well-being/Programming	<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 IA School Improvement	<input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Academic Based Field Trips	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
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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"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> School improvement (restructuring, reform, transformation, planning & design)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Bullying Prevention	<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"/> Home/school liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB		<input type="checkbox"/> IDEA
<input type="checkbox"/> Home visit 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 type="checkbox"/> IDEA
<input type="checkbox"/> Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<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"/> Parent, family, and community engagement	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Family surveys	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Restorative justice 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 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 type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Building Parent Capacity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Building School Staff Capacity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<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"/> Interventions and Supports for Behavior	<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 checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> School-Based Mental Health	<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 checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA

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"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Dropout prevention and student re-engagement	<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"/> Engaging parents/families (may include materials in a language that families 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 checked="" 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"/> Family literacy	<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 checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> College and career awareness preparation	<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"/> 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 checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Services to facilitate transition from preschool	<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"/> Support for children and youth experiencing homelessness	<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 type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<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 checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Internet safety	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Community liaison	<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"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Welcome center/community school centers	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Child care for parent engagement events	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Back-to-school kick-off	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> PD for family engagement liaisons	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB	<input type="checkbox"/> IDEA
<input type="checkbox"/> Homeless liaison	<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"/> 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 type="checkbox"/> Title VB	<input checked="" type="checkbox"/> IDEA

<input type="checkbox"/> Career and technical education (CTAE) programs	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<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 IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Transition programs for Pre-K	<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 IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

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"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Recruit and retain effective educators	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Teacher advancement initiatives	<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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Improvement of teacher 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 IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<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 checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Curriculum specialists	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <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 IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" 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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" 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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

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"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" 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 IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <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 IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <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 IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" 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 IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?

Yes No

[ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
 - i. for all teachers (except Special Education service areas in alignment with the student’s individualized education program(IEP)), 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).

[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)]

FCPS waives certification for all 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)]

Fayette County's Certified Professional Qualifications requirements:
Hold a Clearance Certificate; and

- Bachelor's degree; or relevant coursework in assigned subject area (21 semester/35 quarter hours) or at least 6 months experience in the field; and/or
- At least 6 months of other work experience that demonstrates expertise in the field, and/or
- Passing score on the related field or subject area Content Area Test

All paraprofessionals must hold a Paraprofessional License issued by the Georgia Professional Standards Commission.

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

Description:

In alignment with the District Strategic Plan, the Exceptional Children's Services Department focuses on the following 4 priorities for improving outcomes for students with disabilities, including graduation rate outcomes:

- Specially Designed Instruction (SDI)- teaching our students with disabilities with specialized approaches or methodologies to meet their unique needs
- Engagement – promoting student investment in learning, making learning relevant and developmentally appropriate, providing information in multiple ways, and encouraging student expression
- Independence - improving active learning, self-advocacy, and self-actualization
- Compliance – meeting all compliance requirements to promote positive outcomes

Support staff in Exceptional Children's Services assist our teachers in implementing effective specially designed instruction to meet the unique needs of our students. Our Instructional Support Teachers (ISTs) provide professional learning in a multitude of research-based specialized methodologies and evidence-based practices to address specific needs of students with disabilities and coach teachers in the appropriate implementation of these methodologies (including *Language! Live*, *SPIRE*, *ReadWell*, *Step Up to Writing*, *REWARDS* Reading and Writing, *VMath*). In addition, we send teachers to other trainings targeting specially designed instruction, including but not limited to *Lindamood Bell* training, *Orton-Gillingham* training, and specially designed instruction training through our South Metro GLRS. Last year, district staff participated in the trainer cohort for Specially Designed Instruction and High Leverage Practices and can now provide these training sessions for our teachers. Our IST for Alternate Content Standards helps teachers of students with significant cognitive impairments to develop effective learning activities that provide access to the curriculum while also specifically targeting the individual goals of each child. All ISTs provide individual and ongoing consultations with teachers and students to guide effective programming. Our Behavior Support Team equips school staff to support students who need specialized strategies and interventions for self-regulation and self-monitoring. Our Counselor for Exceptional Children provides intensive support for students with critical emotional needs and their families. Our Assistive Technology Team builds capacity and provides resources for students to access the curriculum and to communicate with others. Our specialists (Adapted Curriculum, Sensory Impairments, etc.) help teachers of low incidence populations to implement effective interventions and programming for their students. Support staff participate in ongoing, job-embedded professional learning to enhance their skills and to enable them to build capacity across the district. All support staff assist teachers in implementing effective instruction to increase achievement of students with disabilities, which equips our students with the skills that they need (academic, behavioral, social, adaptive) and positively impacts our graduation rate.

In 2023-24, our district launched Fayette Connects, an online curriculum and instruction resource system for our teachers. Initially, resources were posted in the four core curriculum areas. For 2024-25, Fayette Connects will be expanded to include resource pages for Exceptional Children's Services, which will include specially designed instructional resources. Having grade level standards-based resources along with SDI resources at their fingertips will allow greater collaboration between general education and special education teachers and will increase access to a wider array of instructional strategies and methodologies to meet the needs of our students, with the goal of supporting our teachers while increasing outcomes for our students.

In 2020, our District began a multi-year initiative to build capacity for scientifically based structured literacy. All elementary special education teachers, most SLPs, targeted secondary special education teachers, select school psychologists, and Exceptional Children's Services Consultants have completed *Language Essentials for Teachers of Reading and Spelling (LETRS)*, which consists of continuous professional learning over two years. Special needs preschool teachers have completed *LETRS for Early Childhood*. Two ECS Support Staff are trainers for *LETRS* so we can continue implementation for new special education teachers moving forward. New cohorts start each year.

In 2023-24, we launched a new initiative to support literacy instruction at the secondary level. We identified a Literacy Lead Teacher at every middle school and provided intensive professional learning over 3 days in summer 2023. Throughout the year, these teachers participated in coaching and in a monthly professional learning community to increase their capacity and to support generalization of their skills into the classroom. With the goal of having these teachers serve as literacy specialists and coaches in their schools, this initiative will continue in 2024-25.

Since 2020, select groups of teachers (adapted curriculum, SPROUT pre-K, and general curriculum Triad autism teachers) have participated in an adaptation of SCERTS (social communication, emotional regulation, transactional supports) training. Support staff participated in the full SCERTS training in summer 2024 to enhance their skills. Professional learning will continue in 2024-25 to increase capacity in developing developmentally appropriate goals and activities for these students with disabilities.

The District has previously trained select staff on the acceleration model that Suzie Pepper Rollins outlines in Learning in the Fast Lane. In 2023-24, administrators, all new teachers, special education teachers, EIP teachers, and all staff members at several schools participated in professional learning targeted at maintaining high expectations for all learners, which incorporated the acceleration framework. Training will be expanded in 2024-25.

We have developed the Bridges Program for students in grades 4-12 who have significant academic (and usually language) deficits in all areas but who are not eligible for the Georgia Alternate Assessment, and this program will include 3rd graders as a pilot in 2024-25. Higher staff:student ratios allow intensive support for these students whose academic skills are below that of typical peers. In the high school program, students commit to staying in high school for at least 5 years so the academic course load can be reduced each year while academic support classes can be increased. In addition, the first year Algebra class is taught over 2 years rather than 1. A limited number of teachers build strong relationships with students and serve in a mentor role, which provides consistency and also enhances student success. While these students are not reflected as graduates in the 4 year cohort graduation rate, the vast majority of the students who participate are able to graduate in 5 years, which is a significant accomplishment.

Students in Alternate Content Standards classes typically participate in community-based instruction and community-based vocational instruction in increasing degrees in middle and high school. These opportunities allow them to apply skills they learn in the classroom in the community, which improves generalization and transition. In 2024-25, schools will continue efforts to enhance community partnerships for community-based instruction and community-based vocational instruction so that students have increased opportunities to learn in the community.

To improve independence and successful transition to post-secondary options, our REACH (Reaching Educational and Career Heights) program for 18-22 year old students provides employment experiences and coaching along with an emphasis on independent living skills. Partnerships with the City of Fayetteville, the Fayette County Commissioner's Office, This Is It! Corporate, and other businesses allow our students to experience different aspects of the workplace while forming relationships with adult employees. Students learn valuable skills, enabling many to find paid employment or to transition to inclusive college programs or other adult programs designed to teach independent living and

employment skills. In addition, our Project SEARCH program provides a year-long internship program, in partnership with Piedmont Fayette Hospital. The students who are selected to participate benefit from intensive direct instruction in employability skills as well as practice in implementing these skills through three internship rotations lasting 10 weeks each in different departments within the hospital. Many Project SEARCH students are hired at Piedmont Fayette Hospital and other businesses upon completion of the program.

Transition planning through the IEP process begins formally in middle school so that all students with disabilities have a transition plan in place by age 16 or upon entry in high school. Even earlier, students participate in guidance lessons with school counselors and various activities at different grade levels designed to explore career options. In middle school, all students participate in the district wide Career Fair, which highlights a host of career options. Transition assessments are provided through school counselors and special education teachers, and these results are used in individualized transition planning, which is part of the IEP process. Written procedures for transition plans are included in the Exceptional Children's Services Practitioner's Manual, and teachers can access these on our department Schoology site. In 2022-24, all middle and high school special education teachers participated in three phases of professional learning on developing more effective transition plans, and updated resources were posted on our Schoology site. This professional learning will continue in 2024-25 through school-based sessions with ECS Consultants and ECS Lead Teachers.

Professional learning is provided annually to all special education teachers on the IEP process. In 2024-25, compliance training will be provided through a webinar during preplanning with acknowledgement from all participants. Resources for compliance will be highlighted, including the IEP Compliance Rubric, which breaks down each section of the IEP, including the individualized transition plan, and gives examples of compliance and noncompliance with specific areas for teachers to check. In addition, progress monitoring procedures give detailed information about and examples of appropriate data collection to document progress, or lack thereof, on IEP goals and objectives. In addition, appropriate progress monitoring resources and tools are provided to all teachers, and these resources are being updated for the 2024-25 school year. By the end of September, ECS Staff will also provide school-based training at all schools on IEP compliance. School-based ECS Lead Teachers will provide ongoing support and targeted assistance to teachers in their schools throughout the year, in conjunction with ECS Consultants. New teachers will receive intensive training through New Teacher Induction and ongoing professional learning opportunities in the fall (training on special education topics in general plus training for specialized methodologies that are appropriate for each teacher). In addition, new teachers will also be provided with coaching throughout the year from the Instructional Support Team, which will focus on implementation of specially designed instruction and compliance.

To monitor compliance with IEP requirements and data collection guidelines, which includes transition plans for teachers at the middle and high school levels, ECS staff will attend one IEP meeting with all new teachers/SLPs and review all IEP documents and progress monitoring data associated with that IEP. They will use the IEP rubric to check paperwork and data collection and to provide feedback to the teacher. If all areas are compliant, then the teacher will not have additional formal checks of compliance during the year; if all areas are not compliant, then ECS staff continue to work with the teacher to provide targeted assistance and to check IEP documents for compliance. For veteran teachers, ECS staff choose one student from the caseload to review and monitor all IEP documents and progress monitoring data for compliance on an as-needed basis, in consultation with ECS Lead Teachers.

The ECS Lead Teacher for Transition actively participates in the Metro South GLRS Transition Consortium to stay abreast of transition best practices and resources. She is the liaison with Vocational Rehabilitation to assist IEP teams in the appropriate referral of students to VR. She also collaborates with other districts in the region to host an annual Transition Resource Fair.

In 2023-24, ECS provided quarterly parent engagement events focused on the evaluation and eligibility process, the IEP process, and transition issues (special needs trusts, post-secondary options and accessing supports outside of the school district). In addition, we collaborated with ExceptionalOPS, a community organization whose mission is to advocate for policies and programs that benefit people with developmental disabilities and to provide education and resources for families, to provide additional learning opportunities for parents. We also helped to plan and facilitate the Metro South GLRS Regional Transition Resource Fair. Quarterly parent engagement events will continue in 2024-25.

In 2023-24, the ECS Director formed an ECS Parent Advisory Council (ECS PAC) to meet throughout the year to allow parents ongoing communication with the Director and regular input/feedback. The inaugural ECS PAC was led by a core group of parents who applied for the position and agreed to participate in all events for two years. This core group planned and facilitated 3 ECS PAC sessions throughout the year. In fall 2024, a new group of core leaders will be chosen to add to the group for a 2 year term, so there will always be one group with experience in leading the ECS PAC. The ECS PAC will be refined through the 2024-25 school year to address the needs of our parent community.

In 2023-24, our District website was refreshed, and the ECS Department is adding website resources to enhance communication with stakeholders.

Action Steps for 2024-25:

1. To build capacity in the science of reading, ECS teachers in their second year in Fayette will participate in *LETRS* training over two years.
2. To support teachers in designing and implementing SDI, ECS resources will be posted in Fayette Connects for district staff. These resources will be highlighted throughout the year.
3. ECS will continue to provide training in specialized methodologies and effective instructional practices for reading, writing, and math, including but not limited to *SPIRE*, *Language! LIVE*, *Read Well*, *REWARDS Reading*, *REWARDS Writing*, *Step Up to Writing*, *Lindamood Bell*, *Orton-Gillingham*, and *vMath*. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.
4. To improve student engagement and academic achievement, the use of effective instructional strategies (high leverage practices, acceleration framework, etc.) and effective co-teaching models will be increased across the district. Professional development will be provided to targeted groups of teachers. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.
5. To increase retention, coaching will be implemented with all special education teachers new to the district.
6. To improve literacy at the middle school level, the Literacy Lead Teacher initiative will continue. Intensive professional learning, specialized resources, and coaching will be provided to the Literacy Lead Teachers. In addition, they will participate in an ongoing PLC to increase their capacity as building leaders.
7. To improve effective support for students with more significant developmental needs, the District will implement our streamlined SCERTS (social communication, emotional regulation, transactional supports) approach in *SPROUT* Preschool, Alternate Content Standards, and elementary Triad classes. Professional development will be provided to these teachers. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.

8. To increase students' effective communication skills, teachers will build capacity with developmentally appropriate AAC for students who need these supports. The AT team will continue to create in-person and online resources and will provide professional learning for IEP teams when a device is implemented or when the AT team provides consultations.

9. To improve UDL, we will increase integration of AT and IT in Schoology and Google/Google Drive (Chrome Native Support, R & W and Texthelp, Equatio and Math Supports, and Effective Use of Organizational Features).

10. The AT Team will continue to provide professional learning for secondary teachers to increase effective use of AT for students with high incidence disabilities to increase their independence and to prepare them for transition. A quarterly newsletter will highlight effective practices with AT.

11. To build capacity with effective behavioral approaches, the Behavior Support Team will train Lead Teachers, teachers and paraprofessionals in appropriate social emotional strategies (Conscious Discipline, Zones of Regulation, Second Step, etc.).

12. To build capacity with effective behavioral approaches, the Behavior Support Team will model effective practices and coach teachers and paraprofessionals to encourage effective implementation of proactive strategies, including Mindset.

13. To build capacity with effective behavioral approaches, the Behavior Support Team will train teachers and paraprofessionals in collecting behavioral data appropriately, conducting Functional Behavioral Assessments, and developing Behavior Intervention Plans.

14. To improve the quality of transition planning, transition resources will be updated at least annually and posted on the ECS Schoology site or Fayette Connects, including a transition timeline with linked resources for ECS teachers and parents. ECS Teachers will continue to receive professional learning in developing effective and compliant transition plans. Transition plans will be monitored as part of the IEP compliance monitoring process (described above).

15. To improve transition preparation for students with significant cognitive disabilities, school-based work opportunities and community-based vocational instruction sites will be increased, with equitable access to these opportunities across schools. Monitoring will occur at the district level with targeted assistance provided where needed.

16. To increase parent engagement, parent learning opportunities will be provided at least quarterly throughout the 2024-25 school year, with a focus on topics related to special education processes, disability awareness, and effective transition planning.

17. To increase parent engagement, the ECS Parent Advisory Council will continue, and a new group of Core Leaders will be named in Fall 2024. The ECS PAC will allow parents ongoing opportunities for input and feedback. At least 3 meetings will be held throughout the year. Feedback forms will provide information for ongoing improvement.

18. To increase family engagement, the ECS website will be updated by October 2024 with new resources added for improved communication with the public. Updates will be made throughout the year.

These initiatives and supports contribute to excellent outcomes for our students, including high graduation rates and successful transitions to post-secondary options. The ECS Executive Director will monitor implementation of these initiatives through weekly meetings with Coordinators and Consultants, monthly meetings with the ECS Leadership Team, and periodic meetings with specialty groups (AT Team, IST Team, BST Team), all of which will include regular review of progress toward meeting the goals.

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

3.7.2024

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.

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

Description:

The district conducts ongoing child find efforts to locate and identify young children with disabilities in the community. We publish an annual notice regarding child find in the local newspaper. This information is also on our district website. In addition, the Preschool Intervention and Diagnostic Team contacts and/or visits community preschool providers (daycare centers, church programs, private schools, Head Start, etc.) at least annually to share information about the district's obligation to identify, locate, and evaluate children suspected of having disabilities. The District has a collaborative agreement with Head Start and assists with Child Find activities on site; in addition, the District provides speech services at Head Start. Information packets are also provided to local doctors and other community providers periodically.

Our Preschool Intervention and Diagnostic Team provide many supports to children in the community in typical settings, including consultations regarding appropriate skills in all developmental areas (communication, social/behavior, motor, adaptive, cognitive), classroom observations, ideas for evidence-based teaching practices and interventions. We also provide parent training to promote early intervention and utilize Ages and Stages as a screening tool in working with parents regarding their concerns about young children. When a parent, a community provider, or the Preschool Intervention and Diagnostic Team suspect that a child may have a disability, the child is referred for a comprehensive evaluation to consider eligibility for special education and related services. We also collaborate with Babies Can't Wait to identify young children with disabilities and to implement IEPs by age 3.

Young children who are eligible for special education and related services are provided services in a variety of ways, depending on the needs of the child. Some children may need only speech and language services, and they typically are served through the SLP at their local elementary school. Students with more significant needs are typically served through our SPROUT (Successful Preschoolers Reaching Opportunities Uniquely and Together) Preschool Program. The SPROUT program serves both students with disabilities and typical preschoolers (relatives of staff members) to provide integration of typical peers and children with disabilities. Each SPROUT site program consists of 2-3 classes (with teachers, paraprofessionals, and all appropriate related services providers, in accordance with IEPs) so that support can be differentiated and different special education environments are available, as needed. Engagement with typical peers within the SPROUT programs and in GA preschool classes hosted by the district enhance learning experience for our young children with disabilities. Age-appropriate peer models help to enhance learning opportunities for all and to increase positive outcomes for young children with disabilities in all domains - social, behavioral, adaptive, and pre-academic.

The Preschool Consultant coordinates the SPROUT programs and provides guidance to the teachers regarding research-based and evidence-based practices. She attends the Metro Preschool Consortium as well as professional learning opportunities to enhance her knowledge and skills. She also organizes professional learning opportunities for all of the SPROUT teachers at least quarterly throughout the year so that information can be redelivered and teachers can collaborate with each other. She is a Mindset Trainer and ensures that all SPROUT staff stay current in Mindset. SPROUT teachers integrate literacy-enhanced dramatic play centers and other evidence-based practices so that children can develop

skills through age appropriate play. In 2021-22, the first cohort of SPROUT teachers completed year long literacy training through *LETRS for Early Childhood*, and new teachers participate each year.

SPROUT teachers participate in all Exceptional Children's Services compliance training and monitoring activities described in IDEA Goal 4.

Staff members who conduct Child Find activities and/or implement services for young children with disabilities include but are not limited to the following: ECS Preschool Consultant, Preschool Diagnosticians, School Psychologists, SPROUT Preschool Teachers, SPROUT Preschool Paraprofessionals, Speech Language Pathologists, the Assistive Technology Team, Occupational Therapists, Physical Therapists, Deaf Hard/Hearing Teachers, Teachers of the Visually Impaired, and Behavior Support Teachers.

Action Steps for 2024-25:

1. New SPROUT preschool teachers will participate in LETRS for Young Children professional learning in 2024-25. All SPROUT preschool teachers will implement evidence-based literacy practices (*LETRS for Young Children*) into their instruction. The ECS Consultant and Instructional Support Teachers will monitor implementation through classroom observations and ongoing coaching and consultation with teachers.
2. To increase students' effective communication skills, teachers will build capacity with developmentally appropriate AAC for students who need these supports. The AT team will continue to create in-person and online resources and will provide professional learning for IEP teams when a device is implemented or when the AT team provides consultations.
3. To build capacity with effective behavioral approaches, the ECS Staff (Behavior Support Team, Preschool Consultant, etc.) will provide professional learning in proactive behavioral strategies and effective approaches for children with Autism Spectrum Disorders. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.
4. To improve effective supports for students with more significant developmental needs, the District will implement our streamlined SCERTS (social communication, emotional regulation, transactional supports) approach in SPROUT Preschool classes. Professional development will be provided to all teachers. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.
5. To improve inclusion for preschoolers with disabilities and preschool LRE data, the ECS Preschool Coordinator and Consultant will work collaboratively with the Director for Preschool to expand inclusive opportunities for students with disabilities in GA Preschool Classes within the schools where SPROUT classes are located.
6. The Preschool Intervention and Diagnostic Team will continue to update resources and materials for interventions and supports in the community and will distribute these resources to community preschools and parents, as appropriate.
7. To improve transition from preschool to kindergarten, the Preschool Consultant will host a parent engagement session regarding this transition in January/February to provide information about the transition process and about special education services for the school-age population.

Through these efforts, the District provides excellent special education services and supports to young children with disabilities, which enhances their positive outcomes. The Preschool Consultant will monitor implementation through weekly meetings with the Preschool Intervention and Diagnostic team (which includes psychologists assigned to preschool), regular meetings with the SPROUT teachers, and ongoing observations and review of data. The ECS Coordinator in charge of Preschool will meet regularly with the Preschool Consultant, monthly meetings with the Preschool team, and periodically with SPROUT teachers, all of which will include regular review of progress toward meeting the goals.

- 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

Description:

To ensure that we provide a free and appropriate public education (FAPE) to all students with disabilities in Fayette County, we examine the individual needs of each student and develop goals and objectives as well as special education and related services to target those needs so that students make progress that is appropriate in light of their circumstances.

We provide legal compliance training so that our teachers and administrators understand our obligations to our students and parents. Every summer, administrators from all schools participate in Administrative Preplanning, which includes training sessions provided by the Exceptional Children's Services Executive Director. During pre-planning each year, all staff members (general education and special education administrators, teachers, paraprofessionals, and other support staff) receive written reminders and updates regarding IDEA, which they must read and acknowledge. In addition, all teachers receive access to IEPs and IEP summaries for all of the students with disabilities in their classes. These summaries are a quick reference for teachers regarding student strengths, needs, goals/objectives, and student supports and accommodations. Also during preplanning, special education teachers follow guidelines provided by the ECS Department for checking student IEPs and verifying that appropriate services and supports are in place for each student and submit documentation to their ECS Lead Teacher.

The Exceptional Children's Services Practitioner's Manual, posted on the ECS Department Schoology site, includes detailed written procedures for all aspects of special education services and supports. This manual is revised and updated on an ongoing basis, as needed, at least annually.

Professional learning is provided annually to all special education teachers on the IEP process. In 2024-25, compliance training will be provided through a webinar during preplanning with acknowledgement from all participants. Resources for compliance will be highlighted, including the IEP Compliance Rubric, which breaks down each section of the IEP, including the individualized transition plan, and gives examples of compliance and noncompliance with specific areas for teachers to check. In addition, progress monitoring procedures give detailed information about and examples of appropriate data collection to document progress, or lack thereof, on IEP goals and objectives. In addition, appropriate progress monitoring resources and tools are provided to all teachers, and these resources are being updated for the 2024-25 school year. By the end of September, ECS Staff will also provide school-based training at all schools on IEP compliance. School-based ECS Lead Teachers will provide ongoing support and targeted assistance to teachers in their schools throughout the year, in conjunction with ECS Consultants. New teachers will receive intensive training through New Teacher Induction and ongoing professional learning opportunities in the fall (training on special education topics in general plus training for specialized methodologies that are appropriate for each teacher). In addition, new teachers will also be provided with coaching throughout the year from the Instructional Support Team, which will focus on implementation of specially designed instruction and compliance.

To monitor compliance with IEP requirements and data collection guidelines, which includes transition plans for teachers at the middle and high school levels, ECS staff will attend one IEP meeting with all new teachers/SLPs and review all IEP documents and progress monitoring data associated with that IEP. They will use the IEP rubric to check paperwork and data collection and to provide feedback to the teacher. If

all areas are compliant, then the teacher will not have additional formal checks of compliance during the year; if all areas are not compliant, then ECS staff continue to work with the teacher to provide targeted assistance and to check IEP documents for compliance. For veteran teachers, ECS staff choose one student from the caseload to review and monitor all IEP documents and progress monitoring data for compliance on an as-needed basis, in consultation with ECS Lead Teachers.

ECS Lead Teachers participate in professional learning opportunities throughout the year, almost monthly. During these meetings, the ECS Director, Coordinators, and Consultants share compliance updates, provide needed training, and highlight evidence based and high leverage practices. In addition, information that is time-sensitive is shared with ECS Lead Teachers and with all special education teachers by Schoology messages and email blasts throughout the year. This ongoing communication helps us to maintain compliant and appropriate practices.

We also seek out best practices and provide resources and professional development opportunities to enhance the skills of our teachers. These activities are described in more detail in IDEA Performance Goal 1.

Support staff are in place to build capacity in specially designed instruction targeting academics, behavior, social skills, emotional regulation, daily living skills, language development, and transition. Students who require related services receive educationally relevant therapies, sign language interpreting, assistive technology, transportation, adapted PE, and other supports to enable them to make progress on their IEP goals and objectives. By helping our staff to understand the unique needs of students with disabilities and equipping them to provide appropriate special education and related services, we ensure that all of our students with disabilities receive FAPE.

Action Steps for 2024-25:

1. To build capacity in the science of reading, ECS teachers in their second year in Fayette will participate in *LETRS* training over two years.
2. To support teachers in designing and implementing SDI, ECS resources will be posted in Fayette Connects for district staff. These resources will be highlighted throughout the year.
3. ECS will continue to provide training in specialized methodologies and effective instructional practices for reading, writing, and math, including but not limited to *SPIRE*, *Language! LIVE*, *Read Well*, *REWARDS Reading*, *REWARDS Writing*, *Step Up to Writing*, *Lindamood Bell*, *Orton-Gillingham*, and *vMath*. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.
4. To improve student engagement and academic achievement, the use of effective instructional strategies (high leverage practices, acceleration framework, etc.) and effective co-teaching models will be increased across the district. Professional development will be provided to targeted groups of teachers. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.
5. To increase retention, coaching will be implemented with all special education teachers new to the district.
6. To improve literacy at the middle school level, the Literacy Lead Teacher initiative will continue. Intensive professional learning, specialized resources, and coaching will be provided to the Literacy Lead Teachers. In addition, they will participate in an ongoing PLC to increase their capacity as building leaders.
7. To improve effective support for students with more significant developmental needs, the District will implement our streamlined SCERTS (social communication, emotional regulation, transactional supports) approach in SPROUT Preschool, Alternate Content Standards, and elementary Triad classes. Professional

development will be provided to these teachers. Implementation will be supported and monitored through modeling, coaching, observations, feedback, and data collection.

8. To increase students' effective communication skills, teachers will build capacity with developmentally appropriate AAC for students who need these supports. The AT team will continue to create in-person and online resources and will provide professional learning for IEP teams when a device is implemented or when the AT team provides consultations.

9. To improve UDL, we will increase integration of AT and IT in Schoology and Google/Google Drive (Chrome Native Support, R & W and Texthelp, Equatio and Math Supports, and Effective Use of Organizational Features).

10. The AT Team will continue to provide professional learning for secondary teachers to increase effective use of AT for students with high incidence disabilities to increase their independence and to prepare them for transition. A quarterly newsletter will highlight effective practices with AT.

11. To build capacity with effective behavioral approaches, the Behavior Support Team will train Lead Teachers, teachers and paraprofessionals in appropriate social emotional strategies (Conscious Discipline, Zones of Regulation, Second Step, etc.).

12. To build capacity with effective behavioral approaches, the Behavior Support Team will model effective practices and coach teachers and paraprofessionals to encourage effective implementation of proactive strategies, including Mindset.

13. To build capacity with effective behavioral approaches, the Behavior Support Team will train teachers and paraprofessionals in collecting behavioral data appropriately, conducting Functional Behavioral Assessments, and developing Behavior Intervention Plans.

14. To improve the quality of transition planning, transition resources will be updated at least annually and posted on the ECS Schoology site or Fayette Connects, including a transition timeline with linked resources for ECS teachers and parents. ECS Teachers will continue to receive professional learning in developing effective and compliant transition plans. Transition plans will be monitored as part of the IEP compliance monitoring process (described above).

15. To improve transition preparation for students with significant cognitive disabilities, school-based work opportunities and community-based vocational instruction sites will be increased, with equitable access to these opportunities across schools. Monitoring will occur at the district level with targeted assistance provided where needed.

16. To increase parent engagement, parent learning opportunities will be provided at least quarterly throughout the 2024-25 school year, with a focus on topics related to special education processes, disability awareness, and effective transition planning.

17. To increase parent engagement, the ECS Parent Advisory Council will continue, and a new group of Core Leaders will be named in Fall 2024. The ECS PAC will allow parents ongoing opportunities for input and feedback. At least 3 meetings will be held throughout the year. Feedback forms will provide information for ongoing improvement.

18. To increase family engagement, the ECS website will be updated by October 2024 with new resources added for improved communication with the public. Updates will be made throughout the year.

By revising written procedures, providing professional learning, monitoring compliance, and building capacity for our staff to provide excellent special education services and supports, we are improving in the provision of a free and appropriate public education for every child with a disability.

The ECS Executive Director will monitor implementation of these initiatives through weekly meetings with Coordinators and Consultants, monthly meetings with the ECS Leadership Team, and periodic

meetings with specialty groups (AT Team, IST Team, BST Team), all of which will include regular review of progress toward meeting the goals.

- 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

Description:

The Exceptional Children's Services Practitioner's Manual, posted on the ECS Department Schoology site and updated at least annually, includes detailed written procedures for all aspects of special education services and supports in alignment with all GA Rules for Special Education.

Professional learning in legal compliance is a priority for the district. We provide annual compliance training and ongoing consultations and support so that our teachers and administrators understand our obligations to our students and parents. Every summer, administrators from all schools participate in Administrative Preplanning, which includes sessions for all principals and for assistant principals from each school who are assigned to work with special education. During pre-planning each year, all staff members (general education and special education administrators, teachers, paraprofessionals, and other support staff) receive written reminders and updates regarding IDEA, which they must read and acknowledge. In addition, all teachers receive access to IEPs and IEP summaries for all of the students with disabilities in their classes. These summaries are a quick reference for teachers regarding student strengths, needs, goals/objectives, and student supports and accommodations. Also during preplanning, special education teachers follow guidelines provided by the ECS Department for checking student IEPs and verifying that appropriate services and supports are in place for each student and submit documentation to their ECS Lead Teacher.

Professional learning is provided annually to all special education teachers on the IEP process. In 2024-25, compliance training will be provided through a webinar during preplanning with acknowledgement from all participants. Resources for compliance will be highlighted, including the IEP Compliance Rubric, which breaks down each section of the IEP, including the individualized transition plan, and gives examples of compliance and noncompliance with specific areas for teachers to check. In addition, progress monitoring procedures give detailed information about and examples of appropriate data collection to document progress, or lack thereof, on IEP goals and objectives. In addition, appropriate progress monitoring resources and tools are provided to all teachers, and these resources are being updated for the 2024-25 school year. By the end of September, ECS Staff will also provide school-based training at all schools on IEP compliance. School-based ECS Lead Teachers will provide ongoing support and targeted assistance to teachers in their schools throughout the year, in conjunction with ECS Consultants. New teachers will receive intensive training through New Teacher Induction and ongoing professional learning opportunities in the fall (training on special education topics in general plus training for specialized methodologies that are appropriate for each teacher). In addition, new teachers will also be provided with coaching throughout the year from the Instructional Support Team, which will focus on implementation of specially designed instruction and compliance.

To monitor compliance with IEP requirements and data collection guidelines, which includes transition plans for teachers at the middle and high school levels, ECS staff will attend one IEP meeting with all new teachers/SLPs and review all IEP documents and progress monitoring data associated with that IEP. They will use the IEP rubric to check paperwork and data collection and to provide feedback to the teacher. If all areas are compliant, then the teacher will not have additional formal checks of compliance during the

year; if all areas are not compliant, then ECS staff continue to work with the teacher to provide targeted assistance and to check IEP documents for compliance. For veteran teachers, ECS staff choose one student from the caseload to review and monitor all IEP documents and progress monitoring data for compliance on an as-needed basis, in consultation with ECS Lead Teachers.

ECS Lead Teachers participate in professional learning opportunities throughout the year, almost monthly. During these meetings, the ECS Director, Coordinators, and Consultants share compliance updates, provide needed training, and highlight evidence based and high leverage practices. In addition, information that is time-sensitive is shared with ECS Lead Teachers and with all special education teachers by Schoology messages and email blasts throughout the year. This ongoing communication helps us to maintain compliant and appropriate practices.

Because ECS Lead Teachers facilitate most eligibility meetings, they are provided ongoing training regarding compliance with eligibility rules. ECS Consultants and Coordinators attend many eligibility meetings with each of the ECS Lead Teachers throughout the year and monitor compliance by periodically checking documents from eligibility meetings.

The ECS Director participates in ongoing professional learning through the GADOE, GLRS (both Metro East/West and Metro South), and GCASE (Executive Board Member). These trainings include General Supervision meetings, Directors webinars, Collaborative Communities meetings, the Federal Programs Conference, Fall GCASE, GCASE Legal, and Metro Winter Legal. In addition, she receives and reads weekly email blasts from the State Director. Information from these learning opportunities is distributed to others in the district in a variety of ways. The Director shares information continually with the ECS Coordinators, and they attend most training sessions together. Weekly, the Director and Coordinators meet with the Consultants to share information and ideas regarding specific issues occurring across the county. The ECS Support Teams (consisting of Consultant, Instructional Support Teacher, Behavior Support Teacher, AT Specialist assigned to a specific group of schools) also meet weekly to share updates and concerns and to utilize a problem solving approach. During these meetings, information from the Director is also shared. Once per month, the larger ECS Leadership Team meets for professional learning, team building, and information sharing. Periodically, the entire ECS Department meets to discuss updates from across the district. The Director uses these regularly scheduled meetings to disseminate information, as appropriate. In addition, the Director maintains various email lists to send updates electronically to all special education teachers and various staff groups. The ECS Director is also a member of the Superintendent's Executive Cabinet and meets regularly with this leadership body. Weekly email updates are sent from the Superintendent to all system administrators, and this email includes a section for updates from the ECS Director and Coordinators. The Director and Coordinators attend monthly Administrative Council Leadership Development meetings with all system level administrators and Principals. ECS administrators also attend monthly Principal meetings and monthly Student Achievement Department meetings. The ECS Director and Coordinators serve on most district level committees to represent students with disabilities and their teachers. These regular meetings allow for communication and dissemination of information, including information about legal compliance with IDEA and state special education rules.

The ECS Department and the Psychological Services Departments work together to monitor timelines for evaluations. When a signed parental consent for evaluation is obtained, the school ECS Lead Teacher gathers appropriate information (as designated in our written procedures) and submits the referral information through a google form that goes to both the ECS Department and the Psychological Services Department. Records Secretaries in ECS check the referral for completeness and create a line for the student on the "incomplete records list," a database that includes elements that must be submitted for student record along with other information for the secretaries to check. Both the google form for referrals and the incomplete records list are sorted by school, and information is shared monthly with the ECS Consultant for the school and the ECS Lead Teacher for the school so that ongoing monitoring of

timelines can occur. In the Psychological Services Department secretaries also sort the google form for referrals and generate folders for each student referred. The folders are then given to the school psychologist assigned to the school. The Psychological Services Coordinator reviews timelines regularly and communicates with psychologists regularly to monitor timelines. ECS Lead Teachers at each school collaborate with school psychologists, ECS Consultants, and parents to schedule eligibility meetings in a timely manner in advance of the due dates. If a due date is missed, the ECS Director is notified, and she addresses the situation. This process is being evaluated in 2024-25 and appropriate changes will be made to increase efficiency and effectiveness.

ECS Lead Teachers also work with special education teachers to monitor compliance for IEP annual review and re-evaluation meetings. Special education teachers and SLPs document important dates for students on their caseload at the beginning of the year. Our information system gives a reminder when annual review due dates are close. ECS Lead Teachers maintain lists of due dates for all students in the school. Special education teachers and SLPs work with their ECS Lead Teachers to schedule annual review and re-evaluation meetings throughout the year in advance of due dates. If a due date is missed, the ECS Director and Principal are notified so they can address the situation.

Action Steps for 2024-25:

1. ECS Director will develop an IDEA Compliance Webinar for all Exceptional Children's Services Staff by July 29, 2024. All staff will participate in the webinar and submit follow-up responses by August 16, 2024.
2. ECS leadership will revise and distribute Case Manager Guidelines and Verification Forms for all case managers to complete during preplanning, documenting that case management responsibilities are completed during preplanning. Forms will be completed by appropriate ECS staff by August 16, 2024.
3. ECS Staff will provide IEP compliance training in each school for all IEP users by September 30, 2024.
4. Case managers will utilize the IEP Compliance Rubric as a guide for IEP compliance throughout the year. When required for targeted assistance, the Case Manager will complete the form and submit it to the ECS Lead Teacher and/or ECS Consultant to ensure that compliance requirements are met.
5. ECS Staff will conduct IEP compliance checks throughout the year, 1 per case manager, utilizing the IEP Compliance Rubric. If an IEP is compliant, the case manager will not have further checks. If an IEP is not compliant, the ECS Consultant will coordinate targeted assistance to support the case manager and then conduct additional compliance checks.
6. ECS Staff (Consultants, Coordinators, Teacher on Special Assignment) will conduct compliance checks for eligibility reports with ECS Lead Teachers, 1 per Lead Teacher. If concerns are noted, the ECS Consultant will coordinate targeted assistance to support the ECS Lead Teacher and then conduct additional compliance checks.
7. ECS Leadership will develop an action team for revising guidelines and developing resources for writing measurable IEP goals and objectives during the first semester of the 2024-25 school year. When resources are developed, professional learning will be provided for all special education teachers across the district during the second semester of the 2024-25 school year.
8. ECS Director and Coordinators will review and revise, as needed, procedures and forms. For any revisions, Coordinators and Consultants will train appropriate staff.

9. ECS district staff will continue to participate in legal compliance training appropriate to their specific job responsibilities in order to implement legally appropriate practices and to continue training other staff across the district.

10. The ECS Director, Coordinators, and Records Department will review and revise, as needed, the system for monitoring evaluation timelines, incomplete records, and entry of special education student record elements to ensure compliance and efficiency by December 2024. Any needed training will be provided to all appropriate staff immediately.

Through these activities, the district makes every effort to stay in compliance with state rules and federal regulations and laws

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY25 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	FCPS contributed to pooling to provide equitable services to St. John the Evangelist in FY24. Fulton County Public Schools was the managing LEA. This will continue in FY25.
Title II, Part A	The district served three private schools under Title II, Part A equitable services in FY24. The grant funded professional registration and fees for teachers and leaders in support of the Continuous Improvement Process to include AP training and professional development. Professional registration and dues are a continued need in FY25.
Title III, Part A	No Participating Private Schools
Title IV, Part A	The district served two private schools under Title IV, Part A equitable services. The grant funded instructional and STEM supplies support learning. Funded strategies were found in ongoing consultation to effectively well rounded educational opportunities. Strategies implemented will be continued in FY25 to additionally include the effective use of technology/infrastructure as needed.
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	Although we do not officially serve private schools through IDEA 611 and 619, we serve eligible students through service plans and also provide professional learning regarding specialized instruction to private school teachers. We also provide assistive technology devices to students with disabilities. Representatives from all not-for-profit private schools located within our county and parents of homeschooled children are invited to participate in meaningful consultation regarding equitable services.