



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



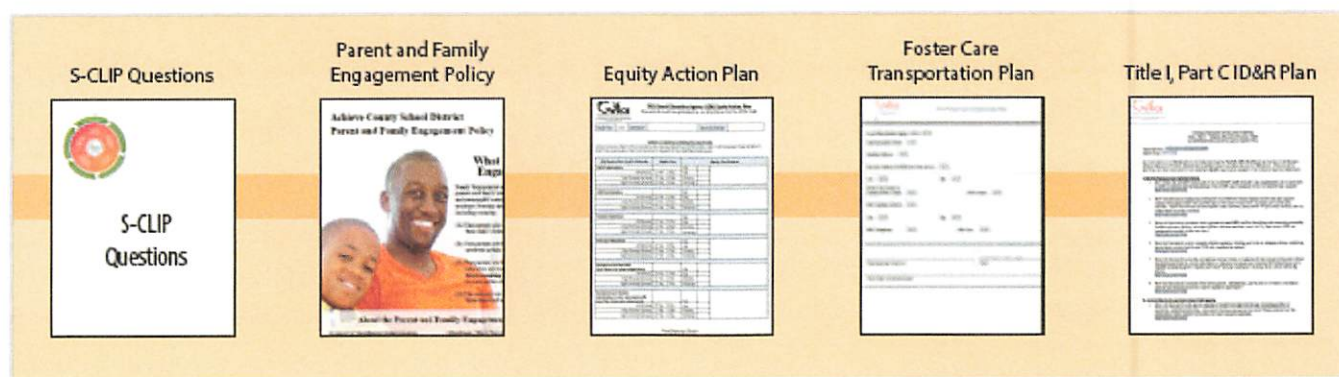
DISTRICT NAME: Stephens County

DISTRICT TEAM LEAD: Darla Harbin

FY24 DISTRICT PLAN

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

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



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

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

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

The Stephens County School System has an extensive strategic planning process that involves multiple meetings and planning sessions where stakeholders are reached out to and brought together for the purpose of analyzing data, current trends, and capacity to implement new initiatives. During these opportunities, stakeholders evaluate existing programs and their effectiveness. From these meetings and feedback opportunities, the Stephens County School District developed a multi-year strategic focus centering on improving reading, writing, mathematics, student attendance, and mental health and wellness. This strategic plan is evaluated and revised annually during a 2-day Summer Leadership Workshop where data and stakeholder feedback are reviewed. This planning meeting involves

2.3.2022

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school-level and district-level administrators and teachers but utilizes the collected feedback of all required stakeholders. Following this evaluation and revision, School Governance Teams for each school, which include multiple parent, community, and teacher representatives, have opportunities to review the work, make suggestions, and provide input. Support staff and teachers who work with students with disabilities, English learners, and McKinney-Vento students are included in the process and have the opportunity to provide substantial input. English learner parents and community members are sought out for input and provided opportunities to contribute via stakeholder surveys and improvement plan presentations which are available in the home language of the parent. Invitations to events where improvement plans are available for review are sent in multiple languages, and Language Line Services are available to facilitate communication. Required stakeholders are given an opportunity to review data, including achievement, attendance, social-emotional, and student discipline data. The District Strategic Plan and School Improvement Plans are jointly developed and based on stakeholder feedback given throughout the year. Stakeholder feedback is collected through multiple and various opportunities including, but not limited to, the following: Summer Leadership Workshop, School Governance Team Meetings (open to the public), High School Student Government Meetings, Monthly District Leadership Meetings, and Superintendent Community and Board Meeting presentations. Information and feedback are shared through in-person and virtual presentations. Additionally, stakeholders participate in a variety of locally and state-developed surveys.

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 Stephens County School System utilized a host of surveys and meetings to better understand stakeholder concerns and interests, as well as gain feedback. These included all major stakeholders, parents, teachers, and students. The district extensively reviews and breaks down the Georgia school climate surveys, including parent, staff, and student responses, to better understand issues each stakeholder faces and to better ensure that our support services and structures are aligned with our community's needs. Survey results are compared to the state and neighboring districts to help contextualize the results. For our elementary schools, the annual Title I survey was administered, and results are used to better help our schools allocate funding for needed instructional support and programs. Feedback was collected on how stakeholders felt about partnering with schools to improve student achievement and the best ways to build that partnership. Results were shared with schools so that stakeholder feedback can be used in planning for the 23-24 school year. Stakeholder feedback was also collected for the use of ESSER funds in improving student achievement, classroom supports, mental health supports, and student re-engagement. Stephens County is intentional in soliciting feedback and including parents of English Learners in developing improvement plans. Virtual presentations of the District Strategic Plan and School Improvement Plans were shared in multiple languages with opportunities for response in the stakeholder's home language. Specific feedback was solicited from parents of English learners and parents of students with disabilities regarding their unique needs. Translation services were available at meetings where improvement planning was discussed. Each face-to-face meeting or online survey was made available in a language the parent could understand through Language Line services and district ESOL teachers. If Stephens County were to receive Title III funding, following the review of EL-specific perception and outcome data during stakeholder meetings, the district would use feedback from stakeholders to determine how to best apply Title III monetary resources to address the needs of English learners with specific application to supplemental instructional language supports, professional learning, and EL parent engagement. Additionally, School Improvement Plans, which reflect the District Improvement Plan, were presented to School Governance Teams (open to the public) for examination and feedback. These School Governance Teams consist of parent, community, and teacher representatives who have an opportunity to provide substantial input into SIPs through the SGT process.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:
- Problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
 - Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

Response options (choose one or more):

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

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

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

The current strategic planning process began with a thorough needs identification process which utilized existing data to identify areas of weakness and concern. Data analyzed included current and historical trends in achievement, attendance, social-emotional outcomes, behavior, and instructional capacity. Specific, as well as vertical data analysis at the district, school, and classroom levels was utilized to help stakeholders identify areas of strength and weakness. Precipitating factors, professional learning needs, and professional capacity weakness were reviewed. Areas of misalignment between district and school effectiveness and resource allocation were identified and addressed. The following areas of strategic focus were identified: literacy, math, attendance, mental health/wellness, and student safety. Stephens County School System will implement Georgia's model for Systems of Continuous Improvement to ensure fidelity of implementation and regular monitoring of effectiveness.

Identify Needs: At the district level, this was completed as part of the strategic planning process. Individual schools will use their own data to identify their specific school improvement needs. These will have correlation and overlap with district areas of focus but may have more school-specific needs to be addressed within individual plans. For school improvement plans, this process should occur prior to the beginning of the school year. The needs of all students, including economically disadvantaged, English learners, migratory children, homeless children, foster children, children with disabilities, and neglected and delinquent will be identified during this process.

Evidence-Based Interventions: As part of the implementation process of the strategic and school improvement process, evidence-based interventions that align with school and district initiatives must be identified. School leaders use academic and research resources and also expertise from partner organizations like Pioneer RESA to help identify research-based and high-impact strategies.

Plan Implementation: Schoolwide templates that outline the timeframe for implementation, individuals responsible for implementation, and resources required for implementation and evaluation of effectiveness are created and constantly reviewed at each school. Each schoolwide template describes the individual school plan for family engagement, including opportunities for involvement at each school.

Implement Plan: Implementation is an ongoing part of the improvement cycle. As evidence of effectiveness is gathered from common assessments, benchmark assessments, periodic review of data, or other logical breakpoints, stakeholders review and tweak the plan as needed. Data are reviewed through district data teams as well as leadership and grade-level teams at the schools.

Examine Process: As part of the ongoing cycle of improvement, district data teams and school leadership teams will regularly examine outcome data as it is collected, including STAR benchmark assessment data, Georgia Milestones data, WIDA assessment data, student and stakeholder survey data, behavioral and attendance data, and any other relevant metrics. End-of-year CCRPI and other accountability frameworks (such as the Charter Annual Report) offer an

opportunity for leadership to take stock of the year and whether identified goals were met and whether changes need to be considered for the subsequent year.

Additionally, Stephens County School District takes the following steps to support professional growth and improvement stages of career development and performance for principals/assistant principals and other school leaders: 1) A Leadership Retreat with a focus on leading for school improvement is held each summer to plan for effective leadership performance in the upcoming school year; 2) Participation in the Pioneer RESA Leadership Conference involves all principals and district administration; 3) Monthly leadership-only meetings are held at the district office to address leadership growth and performance; 4) Monthly leadership-only meetings are held for school-based Title I administrators and leaders to support professional growth and knowledge in areas of achievement and parent involvement; 5) School administrators are involved in additional training for implementing district initiatives in reading, writing and math through Pioneer RESA; 6) The district Curriculum Director will participate in GACIS training through our local RESA, as well as attend the Fall GACIS Conference, LETRS Training, and REI Conference. 7) A centrally located professional learning calendar is maintained at the district level with detailed FY24 PL learning opportunities for all teachers and paraprofessionals. This reflects opportunities for growth consistent with the goals of the district strategic plan. 8) All involved district administration will also attend Cognia Training.

- 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.*

Current and historical data provide the foundation for the Stephens County School System's Strategic Planning Process. Data is disaggregated and analyzed to review the effectiveness of supports on the academic achievement, attendance, and behavior of subgroups, including children who are neglected and delinquent, foster, homeless, migratory, English learners, and students with disabilities. Demographic data is also reviewed, including data for economically disadvantaged students. Specific support for strategic plan goals is targeted for subgroups based on needs evidenced by analyzing this data. Interim assessments, such as STAR, enable district-level data teams, school leadership teams, and teacher PLCs to participate in an ongoing, continuous review to effectively target key subgroups that need specific support, as well as the implementation of existing supports. As a result of this needs identification process, achievement gaps and inequitable instructional outcomes can be identified and mitigated with appropriate supports.

The Stephens County School System will coordinate its Federal Funds to address the following current or anticipated needs of the subgroups, as identified when reviewing data:

ECONOMICALLY DISADVANTAGED

- Provide academic resources and support to teachers and parents to narrow the achievement gap
- Supplement existing classroom resources with educational strategies and interventions to improve student achievement
- Coordinate with appropriate community agencies to ensure basic needs are met (for example: food, clothing) so that students can fully engage in learning

- Implement accountability measures/assessments to track student progress effectively
- Implement strategies to effectively engage parents in the educational process of their child through regular communication, parent workshops, and opportunities for parental input in decision making

ENGLISH LEARNERS

- Provide specific instructional supports that help English learners in developing listening, speaking, reading, and writing skills
- Provide supports that integrate language development with existing grade-level standards
- Provide professional development opportunities for educators working with English learners so they can support an English learner's language and academic needs
- Provide culturally responsive materials and instructional resources tailored to the needs of English Learners
- Provide translation services for parents, and invest in strategies for engaging the parents of English Learners

MIGRATORY CHILDREN (Stephens County has no migratory students, but upon identification, the following needs would be addressed in partnership with ABAC's Migrant Education Program Consortium)

- Provide educational support in the form of supplemental services, which may include tutoring, counseling, mentoring, and other interventions tailored to the individual need of the migrant child
- Provide access to services, including enrollment, resources for school supplies, and access to instructional programs
- Provide opportunities for parents to be informed and engaged in supporting their child's education

HOMELESS CHILDREN

- Provide support for school enrollment and school stability, including transportation
- Provide educational support to include tutoring, counseling, school supplies, and access to academic resources
- Provide training for all school personnel and district liaisons to identify and support homeless students effectively
- Coordinate with community organizations and social service agencies to support the needs of homeless students and mitigate the impact of homelessness on their education

CHILDREN IN FOSTER CARE

- Provide transportation to enable students to remain in their school of origin
- Assist with securing documentation/records required for enrollment
- Provide tutoring to support educational stability
- Provide professional training to district liaison/social worker on advocating and meeting the needs of foster children, as well as coordinating with child welfare agencies
- Provide resources to school personnel and caregivers to help address academic, attendance, and behavioral issues

CHILDREN WITH DISABILITIES

- Provide specialized instruction and related services to students with disabilities
- Support the development and implementation of IEPs
- Provide resources and equipment necessary for academic success
- Provide early intervention services
- Provide professional development opportunities to enhance the knowledge and skills educators and resource personnel need to support students with disabilities and implement evidence-based practices effectively
- Provide opportunities for parent training, information dissemination, and activities that promote meaningful engagement between families and school.

NEGLECTED AND DELINQUENT (Stephens County has no students in an N&D facility, however, upon identification, the following needs would be addressed):

- Provide supplemental academic support, which may include tutoring, remedial instruction, credit recovery, or other interventions that address individual learning needs
- Provide transition services to enable students to return to traditional school or other educational programs successfully

- Implement dropout prevention strategies which may include mentoring, individualized learning, alternative education options, and credit recovery
- Provide professional learning to enhance the skills and knowledge of educators to support and meet the needs of these students

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.*

After seeking input from a variety of stakeholders, both internal and external, and developing a multi-year strategic plan, ongoing and continuous coordination of services, supports, and partnerships occurs by reviewing the goals and interventions that are necessary to ensure these services and supports are being coordinated in the best interest of student achievement. To do this, Stephens County utilizes two district-level positions, a Curriculum Coordinator and an Assessment/MTSS Director. These roles, along with support from the Federal Programs Coordinator and System Social Worker, will be responsible for monitoring the coordination of services, supports, and agency/community partnerships to best serve students and support student achievement across all federal programs.

In response to the often changing needs of at-risk populations, each school regularly reviews its own data and works within grade levels, with the support of administration and counseling staff, to identify the specific needs of at-risk students. Additionally, district administration meets once per quarter to address needed supports, as evidenced by school-level review of data. Federal funds are leveraged to provide services and supports that supplement the current program. If Stephens County were to identify migrant students, the district would use the Migrant Student Information Exchange in collaboration with ABAC Migrant Consortium to review and share educational information and student records to ensure that the appropriate enrollment, placement, and accrual of credits for migrant children occurs.

Where appropriate, agency and community partnerships are utilized. Stephens County partners with local churches, the Boys and Girls Club of Toccoa, Reins of Life, Toccoa Campfire, DFACS, Juvenile Justice, Hope for Drug-Free Stephens, Toccoa Falls College, North Georgia Technical College, and various local businesses to assist with transitions within the K-12 educational experience, as well as transitions from education to the workforce.

Stephens County has one grade band per school facility; therefore, each school takes steps to ensure a smooth transition from Pre-K to Kindergarten; from Kindergarten to 1st grade; from 2nd grade to 3rd grade; from 4th grade to 5th grade; from middle school to high school. Administrators from each school plan together to have school ambassador days, student shadow days, Level-up days, facility tours, transitional videos, and career fairs.

Additionally, the Federal Programs Coordinator, who manages all federal funding programs, meets with district leaders to coordinate funds and services. Stephens County transfers 100% of Title II and Title IVA funds into Title VB, and then Title I and Title V are consolidated. Currently, Stephens County School District has no federally identified schools (CSI/TSI). In the event we do, Stephens County will prioritize its funds based on achievement areas and student populations with the highest needs.

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

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

1.26.2023

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

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

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

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

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

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

<input type="checkbox"/> Creating a culture of high expectations	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> School improvement (restructuring, reform, transformation, planning & design)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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

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

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

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<input type="checkbox"/> Transition programs for Pre-K	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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

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

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

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

5. Professional Qualifications

1.26.2023

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- 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)]

For all teachers (except Special Education teachers who are required to have certification in alignment with the student's Individualized Education Plan

- 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)]

1) Clearance Certificate

2) Bachelor's Degree or be enrolled in a student residency leading to a degree in education with an affiliated, accredited college.

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

Goal 1:

All special education students will have a transition plan that meets compliance criteria as defined by GaDOE checklist. Transition plans will be developed using interviews, surveys, strength assessments, and preference assessments. Students will meet 3 times per 9 weeks during SPARE Time to review transition plans and complete transition activities. Case Managers will discuss student interests during SPEAR Time. Transition activities will focus on areas of student interest (e.g., CTAE pathway). The Director of Exceptional Children will implement an internal monitoring process involving a random selection of files to be reviewed each quarter. Files will be reviewed by the director and school administration using an electronic monitoring form. If transition plans do not meet compliance criteria, a technical assistance meeting will be scheduled with the teacher. During the technical assistance meeting, the director, coordinator, or school administration will give direct instruction on how to write a compliant transition plan focusing on areas that need improvement. Another technical assistance meeting will be scheduled to review the DRAFT transition plan prior to the next scheduled IEP meeting. If transition plans do meet the criteria, the case manager will be recognized during the next department meeting or via email. Results will be aggregated and disaggregated by the case manager, school, and district.

If we have a Vocational Rehabilitation Representative for our area, 11th - 12th grade students pursuing the construction, metal, healthcare, and automotive pathway will participate in the High Tech Manufacturing Institute. This will help students narrow their career focus while providing the following certifications: CPR, OSHA10, and Lean Six Sigma White Belt Training.

Students in our self-contained classes will begin a Career Competency Pathway. This pathway will allow students to explore different careers.

Professional Development 2023-2024

Professional Learning will be provided during the school year during monthly Department of Exceptional Children meetings regarding compliant transition plans. Special Education teachers will be given a calendar during pre-planning that will include dates of department meetings as well as topics covered. A sign-in sheet will be kept for each department meeting. If a teacher misses a meeting, a 1:1 meeting will be scheduled within two weeks of the missed meeting.

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

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

Include:

- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g., local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the age 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA

- Parent trainings

Goal 2:

Child Find activities are scheduled multiple times during the school year. Child Find activities are advertised at Kindergarten Roundup, physician's offices, daycares, and district office. During screening, students' vision and hearing are assessed. Additionally, a developmental history form is completed by the parent. The student is screened using the Battelle Developmental Inventory Screening Test.

In order to increase opportunities for inclusion, Special Education Preschool classes are located at Big A Elementary. There are two co-taught preschool classrooms. Additionally, there will be one or more supportive instruction preschool classrooms. Stephens County School System partners with HeadStart to provide additional services. The PREP program supports students that need services in a more restrictive environment. Related services include speech, OT, and PT. Preschool students will have the opportunity to participate in activity classes with their non-disabled peers. The preschool program will be monitored by the school administration, Elementary Special Education Coordinator, and Director of Exceptional Children. The 3-5 year old population is supported by 1 Special Education Coordinator, 3 Special Education Teachers, 5 paraprofessionals, 1 BCBA, 1 School Psychologist, 1 OT, 1 PT, and 1 SLP. Prior to IEP meetings, the Case Manager reviews the DRAFT IEP with the Special Education Coordinator 10 days prior to the IEP meeting. The Special Education Coordinator makes suggestions. Then, the DRAFT is sent home to parents five days before the meeting. The Director of Exceptional Children and/or designee will complete monthly walkthroughs of each preschool classroom. Strengths and Weaknesses will be reviewed by sharing the Google Form completed during the observation. Technical Assistance meetings will be scheduled if needed.

Professional Development 2023-2024

Preschool teachers and paraprofessionals will attend Bright from the Start Trainings.

The Elementary Special Education Coordinator will participate in Preschool Special Education Collaborative and redeliver at monthly Exceptional Children meetings. Professional Learning will be provided during the school year during monthly Department of Exceptional Children meetings. Special Education teachers will be given a calendar during pre-planning that will include dates of department meetings as well as topics covered. A sign-in sheet will be kept for each department meeting. If a teacher misses a meeting, a 1:1 meeting will be scheduled within two weeks of the missed meeting.

Three to four Parent Universities are held throughout the school year. A variety of topics are addressed, including: Positive and Productive Communication with IEP Team, Planning for the Future, Summer Engagement, Parent Rights, Literacy, Understanding the Psychological Evaluation, and IEP 101.

- 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

Goal 3:

Behavior RTI Tier II and III strategies will be implemented across the district. An FBA/BIP process will be implemented. The district has hired a BCBA to provide additional training and support for students. Exceptional Children Procedural Manual will be updated.

Teachers will be trained on IEP and eligibility procedures and practices during preplanning, teacher work days, and monthly Exceptional Children meetings. An updated continuum of service options will be provided to teachers, and technical assistance will be provided. Stephens County offers a full continuum of services for students with disabilities, including: Regular Education, Supportive Instruction, Consultative, Collaborative, Co-Teaching, Small Group outside of General Education, Separate Day School or Program, Home-based Instruction, Residential Placement, Hospital/Homebound Instruction.

During preplanning, IEP accommodations/modifications are reviewed with general education teachers by case managers. General Education teachers have access to accommodation/modifications through SLDS - GO IEP. Prior to IEP meetings, the Case Manager reviews the DRAFT IEP with the Special Education Coordinator 10 days prior to the IEP meeting. The Special Education Coordinator makes suggestions. Then, the DRAFT is sent home to parents five days before the meeting. Specially Designed Instruction is a focus for this school year. Training and assistance will be provided throughout the year. Principals and Coordinators have been trained on ten things to look for concerning SDI. The Director of Exceptional Children and/or designees will complete monthly walkthroughs of each school to monitor the implementation of SDI and FAPE. Strengths and Weaknesses will be reviewed by sharing the Google Form completed during the observation. Technical Assistance meetings will be scheduled if needed.

Professional Development 2023-2024

During the System Leadership Retreat, the Director of Exceptional Children will provide training on FAPE to Stephens County Principals, Assistant Principals, Directors, and Superintendent. The information will be shared with each school-based Special Education team during pre-planning. FAPE will be reviewed during the September department meetings at each school. Professional development regarding behavior will be provided by the BCBA throughout the school year. Professional Learning will be provided during the school year during monthly Department of Exceptional Children meetings. Special Education teachers will be given a calendar during pre-planning that will include dates of department meetings as well as topics covered. A sign-in sheet will be kept for each department meeting. If a teacher misses a meeting, a 1:1 meeting will be scheduled within two weeks of the missed meeting.

- 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

Goal 4:

The Director of Exceptional Children will redeliver professional learning provided by GaDOE monthly to Special Education Coordinators. The coordinators will redeliver professional learning to teachers during monthly Exceptional Children meetings. Teachers will be able to sign up for technical assistance with their school's Special Education Coordinator or Director of Exceptional Children via the Google platform. A training calendar will be developed and followed during the 2023-2024 school year to ensure compliance district-wide. The Director of Exceptional Children will implement an internal monitoring process involving a random selection of files to be reviewed each quarter. If teachers are found to be out of compliance, technical assistance will be provided by the Special Education

Coordinator and/or Director of Exceptional Children. To ensure timely and accurate data submission, the Director of Exceptional Children prints and monitors the Division of Special Education Services and Supports calendar. Due dates are added to district calendars. Work sessions are scheduled with appropriate personnel in advance of due dates. For example, a work session would be scheduled with the CFO a month before Excess Cost Calculation Submission is due. When possible, submissions are completed before the due date.

7. Overarching Needs for Private Schools

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

Title I, Part A	No Participating Private Schools
Title II, Part A	No Participating Private Schools
Title III, Part A	No Participating Private Schools
Title IV, Part A	No Participating Private Schools
Title IV, Part B	No Participating Private Schools
Title I, Part C	No Participating Private Schools
IDEA 611 and 619	A meeting was held on 9/19/2022 to discuss equitable services. At that meeting, stakeholders identified what support was needed. The stakeholders stated that technology, speech services, and access to programs/curriculum were needed. Stephens County School System provided assistive technology devices, access to platforms/curriculum, and speech services. Ongoing consultation happened throughout the year through phone and email. A meeting will be held in September 2023 to determine any additional needs for the 2023 - 2024 school year.

FY 24 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Fiscal Year	2024	LEA Name	Stephens County School System	LEA Coordinator	Darla Harbin
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Data Profile Variable and Equity Intervention Selected for Equity Gap #1	
Data Variable	STUDENT ACHIEVEMENT
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS
If applicable, student achievement area of focus	MATHEMATICS
If applicable, grade level spans of focus	ALL GRADE LEVELS
Indicate subgroup focus	ALL SUBGROUPS
<p>Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must briefly analyze the data variable selected for focus this fiscal year. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.</p>	<p>Stephens County School System had 20% of students score at Beginning Learner level on the 2023 GMAS in Mathematics for End of Grade assessments, with 39% of the students scoring at proficient or better.</p>

Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. (Please add a new row for each activity).					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #1.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #1.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #1.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #1. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
<p>SCSS will begin implementing vertical alignment teams across schools. These will focus on mathematics outcomes and the new standards, as well as building common benchmarks that consider DOK levels and priority standards.</p> <p>SCSS will partner with RESA to offer specific PL to Math teachers focused on the implementation of new Mathematics Standards.</p>	<p>Activities and professional learning will be monitored for implementation by collecting sign-in sheets and agendas, conducting walk-throughs, classroom observations, and teacher feedback regarding trainings.</p> <p>Lesson Plans for Mathematics classes will show evidence of implementation of strategies and activities presented in PL sessions and discussed during alignment meetings.</p>	<p>The effectiveness of implementation will be measured by examining and analyzing local and state student achievement results, classroom observations, and quarterly progress checks with district and school administration.</p>	<p>Federal, State, and Local funds will be utilized to implement equity interventions.</p>	<p>District Curriculum Director</p> <p>School-level administration</p>	<p>Quarterly (Curriculum Director)</p> <p>Monthly (School-level administration)</p>



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

FY 24 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Data Profile Variable Selected for Equity Gap #2					
Data Variable	STUDENT ACHIEVEMENT				
Equity Intervention	EI-1 PROVIDE TARGETED TEACHER DEVELOPMENT ON CONTENT, PEDAGOGY AND STUDENT SUPPORTS AND INTERVENTIONS				
If applicable, student achievement area of focus	ELA				
If applicable, grade level spans of focus	ALL GRADE LEVELS				
Indicate subgroup focus	ALL SUBGROUPS				
Required Analysis: Using the State Longitudinal Data System (SLDS), LEAs must analyze the data variable selected for focus. LEAs MUST focus on gaps that impact high poverty and/or high minority schools. Gaps may exist between GA data and LEA data, LEA high and low poverty schools and/ or LEA high and low minority schools. LEAs without gaps should select areas for continuous improvement.	<p style="text-align: center;">Stephens County School System had 32% of students score at Beginning Learner level on the 2023 GMAS in ELA for End of Grade assessments, with 35% of the students scoring at proficient or better.</p>				
Describe how the Equity Intervention will be 1) implemented, 2) monitored, and 3) measured for effectiveness in the current fiscal year. <i>(Please add a new row for each activity).</i>					
Describe the intervention ACTIVITIES/STRATEGIES the LEA will implement to address Equity Gap #2.	Data to be collected to monitor the <u>IMPLEMENTATION</u> of intervention activities/strategies for Equity Gap #2.	Data to be collected to measure the <u>EFFECTIVENESS</u> of intervention activities/strategies in reducing Equity Gap #2.	Describe how the LEA will <u>ALLOCATE/COORDINATE</u> Federal and/or nonfederal resources to implement equity interventions in order to reduce Equity Gap #2. If no resources are required – please state this.	Personnel Responsible (by Position)	Timeline (Ex: weekly, monthly, quarterly)
SCSS will increase the number of teachers with reading endorsements or related certifications. SCSS will partner with Pioneer RESA to provide high quality training and modeling/coaching for teachers at all levels in teaching writing and supporting struggling readers.	Activities and professional learning will be monitored for implementation by collecting sign-in sheets and agendas, conducting walk-throughs, classroom observations, and teacher feedback regarding trainings. Endorsements and certifications will be evidenced on teacher certificates.	The effectiveness of implementation will be measured by examining and analyzing local and state student achievement results, classroom observations, and quarterly progress checks with district and school administration.	Federal, State, and Local funds will be utilized to implement equity interventions.	District Curriculum Director School-level administration	Quarterly (Curriculum Director) Monthly (School-level administration)

FY 23 Equity Gap #1

FY 24 Local Education Agency (LEA) Equity Action Plan

Document must be uploaded as an attachment to the CLIP.

Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: FY23 Content area for equity intervention #1 was Reading/Lexiles. 2023 GMAS results indicated a slight increase in the number of students scoring Proficient and Above for ELA. After getting stakeholder feedback and analyzing K-12 school-level data, a district-wide decision was made to maintain implementation strategies and review FY24 data for further effectiveness. However, the area of focus is being changed to ELA to more appropriately reflect the inclusion of writing, as well as reading achievement, in the district and schools' improvement plans.

FY 23 Equity Gap #2

Reflect on FY 23 LEA Equity Action Plan. 1) Select from the dropdown to assert the level of effectiveness of the Equity Intervention Activities/Strategies in improving equity for the data variable selected. 2) Provide a brief description of LEA's success in implementation of FY23 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.

Intervention Effective - Maintain Activities/Strategies

Explanation: FY23 Area of Focus was attendance. District and school leadership reviewed data, it was determined that the attendance strategies were effective and incentives and strategies would be maintained. For FY24, SCSS will focus on improvement in Math achievement and the need for teacher development in consideration of the new math standards.



Stephens County School System Joint District/School Parent and Family Engagement Plan

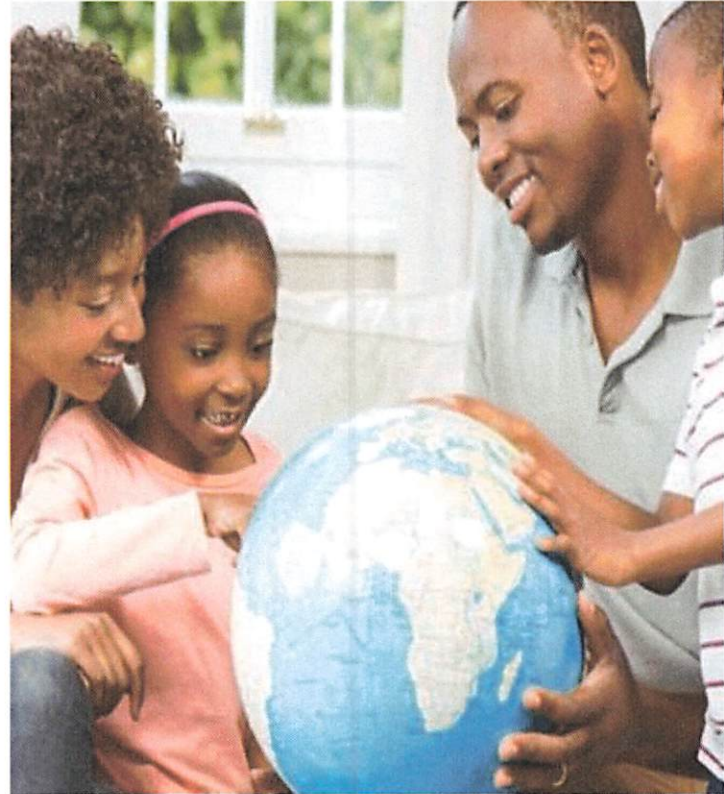
2023-2024
Revised June 15, 2023
191 Big A School Road
Toccoa, GA 30577
stephenscountyschools.org
(706)886-9415

Schools Committed to Student Success

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).



About the Parent and Family Engagement Plan

In support of strengthening student academic achievement, Stephens County School System (SCSS) has developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe SCSS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan and in carrying out the district and school improvement provisions.

Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. SCSS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.



JOINTLY DEVELOPED DISTRICT/SCHOOL PLANS AND SCHOOL COMPACTS

Each school plans a series of meetings and activities, including the Annual Title I, Part A Meeting, to engage parents, family members, teachers, administrators, and community members in the review of the district/school plan and school compacts. Parents are invited to attend and participate in these meetings. The district and schools also invite parents to participate in an annual survey for the purpose of evaluating and providing input regarding school improvement, this district/school plan, and school-parent compacts. All invitations to participate, review district/school plan, and review school compacts are communicated in multiple ways, including being posted on each school's website. This year, results from a Spring Comprehensive Needs Assessment will be analyzed to identify student needs, parent needs, and family member needs, as well as barriers to participation. Results from surveys and feedback from meetings will be used in the revision process of this engagement plan. All stakeholders are provided the opportunity to give input in the revision process of this district/school parent and family engagement plan, as well as school-parent compacts. After reviewing feedback, and upon completion of the revision process, these documents are distributed in multiple ways to parents and families (e.g., electronic messaging, paper copies to parents at meetings, paper copies sent home in student agendas, and posted electronically on the district and school website). This district/school plan is also included as a part of the district's Comprehensive LEA Improvement Plan (CLIP) for the upcoming school year. Each year, the revised plan is posted to the district's website to ensure the plan is available to the local community. Parents are welcome to provide input to school principals and the district's Federal Programs Coordinator throughout the year.

COMMUNICATIONS

SCSS will communicate with all families and the community on a regular basis regarding school-wide events and activities, through phone and text messages, emails, social media, school newsletters, and flyers. The district and school will share information in English and other languages to the extent possible through written communications, meetings, conferences, and family engagement events in order for families to understand the school's academic standards and assessments as well as ways parents can monitor their child's progress.

STRENGTHENING OUR SCHOOL

This year, the district Federal Programs Coordinator will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement and strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the Federal Programs Coordinator to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the Federal Programs Coordinator will hold scheduled meetings and trainings with its Title 1 schools' principals and school staff to review family engagement plans and activities.

Additionally, district and school administration will meet in June to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the upcoming school year.

RESERVATION OF FUNDS

SCSS will reserve 1 percent from the total amount of Title I funds it receives in 2023-2024 to carry out the parent and family engagement requirements listed in this plan and as described in federal law.

Furthermore, SCSS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will share survey results in spring for parents to review and provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school level. Comment cards and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact Federal Programs Coordinator in the district office.



Opportunities for Meaningful Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend various meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Annual Title I Meeting

At the beginning of the school year, all Title I schools will host a meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I.

School-Parent Compacts

As part of this plan, all Title I schools, along with our families, will jointly develop school-parent compacts in order to build and develop a partnership to help our students with the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade-level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, and reviewed at parent/teacher conferences.

Save the Dates

JULY/AUGUST 2023

- Open House - Stakeholder Feedback on School Compact

AUGUST 2023

- (Survey) District/School Family Engagement Plan and School Compact Input

SEPTEMBER 2023

- SGT (School Governance Team) Meeting: Stakeholder input meeting for School Improvement Plan, District/School Plan, and School-Parent Compacts
- Schoolwide Stakeholder Input Meeting: for School Improvement Plan, District/School Plan, and School-Parent Compacts

OCTOBER 2023

- SGT (School Governance Team) Meeting: Adoption of Schoolwide Improvement Plan, District/School Plan, and School-Parent Compacts
- Annual Title I Meeting

OCTOBER/NOVEMBER/DECEMBER 2023

- Family Night #1

DECEMBER/JANUARY/FEBRUARY 2023-2024

- Student-Parent-Teacher Conferences

FEBRUARY 2024

- (Survey) Annual Title Evaluation Survey

FEBRUARY/MARCH/APRIL 2024

- Family Night #2
- Family Night #3

MARCH 2024

- (Survey) Spring Needs Assessment



Building Capacity

SCSS will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, SCSS will implement a variety of family and community engagement initiatives.

Of Parents

SCSS will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to building parent capacity, the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding the use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

In addition, the district and school websites contain resources and materials such as parent guides, study guides, and practice assessments for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

School Governance Teams, including parent representatives from each Title I school, advise the district and schools on all matters related to family engagement. Community leaders and business partners are also invited to serve on the SGT. The participation of all our partners is encouraged through video conferencing and recording options, as needed, to accommodate varying schedules.

SCSS will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as the local preschool program and other federal and state-funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, our Title I schools host a variety of transitional aids to help prepare students for their next life stage. Schools have ambassador days, student- shadow days, Level-up events, facility tours, and transitional videos that are designed to help students as they move from one grade and campus to another.

Of School Staff

SCSS will assist schools in trainings during the school year for principals and staff to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. SCSS will also provide guidance for appropriate school staff and faculty that will focus on creating welcoming environments.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, district and school websites, local news media, and social media to post information for parents.



Parent and Family Engagement Evaluation

Each year, SCSS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey, comprehensive needs assessment, and School Governance Teams.

Beginning in February, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In

addition to the annual survey, each Title I school will also use spring planning meetings and spring School Governance Team meetings to facilitate group discussions concerning the needs of parents of children eligible to receive Title I services and to design strategies for more effective family engagement.

SCSS will use the findings from the meetings and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, each school's family engagement coordinator will communicate and collaborate with the Federal Programs Department to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.



Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs, as evidenced by the collaboration of parents, school, and district personnel during multiple meetings held throughout the school year.

This policy was adopted by the Stephens County School System on June 15, 2023, and will be in effect for the 2023-2024 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before November 1.

ASSURANCES

By checking the box beside each statement and by affixing my signature to these Assurances, I certify that I have read each and agree to be held accountable for the content of each of the following statements:

- ☒ The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care.
- ☒ The LEA ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- ☒ The LEA ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved.
- ☒ The LEA will collaborate with State or local child welfare agency to provide transportation if a child is placed in foster care placement across district, county, or State lines.
- ☒ In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.

I am authorized to sign and submit this application on behalf of the applicant. My signature certifies that all information included in the application is accurate. I understand that all information submitted is subject to verification.

Stephens County
LEA Name

Dr. Connie Franklin
Printed Name of Superintendent

Connie Franklin
Signature of Superintendent
(Please sign in blue ink only)

Superintendent
Title

6/16/2023
Date

Local Educational Agency (LEA) Stephens County School System

Superintendent Name Dr. Connie Franklin

Mailing Address 191 Big A School Road

Physical Address (if different from above) _____

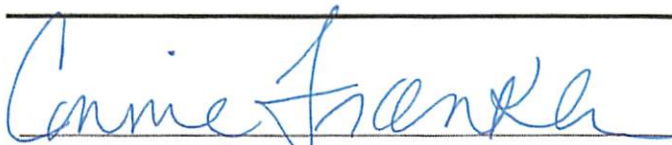
City Toccoa Zip 30577

Foster Care Point of
Contact (POC) Name Barbara Stephens POC Email barbara.stevens@stephenscountyscho
org

POC Mailing Address 1315 Rose Lane

City Toccoa Zip 30577

POC Telephone 706-886-2544 POC Fax 706-886-2882



Superintendent Signature

6/16/2023

Date

Dr. Connie Franklin

Print Name of Superintendent

FY 24 Foster Care Transportation Plan

The Georgia Department of Education (GaDOE) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the GaDOE must ensure that its LEAs implement the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. §§ 200.331(d), 200.328(a); 34 C.F.R. § 76.770).

On the state level, the Georgia Department of Human Services (DHS), which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged in the GaDOE's student information system for information sharing and reporting purposes. On the local level, LEAs are now able to retrieve a list of children in foster care to better identify and provide services. LEAs are to continue collaborating with their local child welfare agencies and may periodically receive information directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case workers, or Education Support Monitors (ESM), within the Educational Programming, Assessment and Consultation (EPAC) unit of DFCS. Once identified, LEAs must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, LEAs should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the GaDOE is requiring all LEAs, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact. Please complete this plan and return it by:

Friday, June 30, 2023

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY 24 Foster Care Transportation Plan".
- Upload the signed PDF version of the document to the CLIP online portal via the Consolidated Application for FY 24.

FY 24 Foster Care Transportation Plan

NOTE: In order to answer the questions below, refer to the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.

I. Foster Care Transportation Plan: PLANNING

A. The LEA's role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:

1. Coordinate transportation with the local child welfare agency.
2. Implement steps to be taken if additional costs are incurred.
3. Execute the local dispute resolution process.

Include the roles of key players (e.g. LEA Foster Care Point of Contact, LEA Superintendent, LEA Federal Program Director, EPAC Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

Foster care students will have immediate transportation to their school of origin. Our LEA Foster Care Point of Contact, Barbara Stevens, will work cooperatively with Director of DFACS, Andrea Cobb, Social Services Administrator Chris Sprowls, and Federal Programs Director, Darla Harbin, to follow the system's transportation plan so that foster care students have the same access to transportation as all students in the district. Local disputes will be resolved by working with Lisa Bell, Transportation Director, and Andrea Cobb, Director of the Department of Family and Children Services.

B. What steps should an LEA and local child welfare agency take to ensure that transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? *Please limit the response to 1,000 characters.*

The LEA's Foster Care Point of Contact has the responsibility to ensure that ALL foster care children have immediate transportation to their school of origin if determined that it is in the best interest of the student. The local welfare agency will notify the LEA when a student has been placed in their care. The local welfare agency and the LEA will discuss transportation arrangements. When a student is placed outside of the county, DFACS, the LEA, and the system's transportation department will discuss what is in the best interest of the student. The local agency in most cases will transfer students to the district of placement. In special cases, the agency and LEA will discuss resources if student placement is temporary. DFACS has agreed to provide transportation and resources in those circumstances.

C. The LEA must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit the response to 1,000 characters.*

The system's social worker is the Foster Care Point of Contact with the local child welfare agency. Her role is to collaborate with DFACS, area social workers, and community agencies to monitor the needs of foster care children, review school attendance, and coordinate any immediate transportation costs. The goal is to ensure that each foster care student has equal access to the same free, appropriate education, including preschool, as provided to other district students. The following educational services will be offered to foster care students: regular education setting, EIP services, remedial education services, gifted services, RTI services, special education services, and English Language Learner services. If necessary, the school social worker will report the current status of foster care students to other necessary agencies.

II. Foster Care Transportation Plan: GUIDING QUESTIONS

A. If a child is placed within the LEA's school attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:

YES	NO	N/A
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Georgia Department of Education
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FY 24 Foster Care Transportation Plan

1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	N/A
2. The LEA agrees to pay for the cost of such transportation.	Yes
3. The LEA and local child welfare agency agree to share the cost of such transportation.	N/A
<p>Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. <i>Please limit the response to 1,000 characters.</i></p> <p>Stephens County School System and the Department of Family and Children Services will work cooperatively to ensure that children who are placed in foster care receive the same transportation services as ALL students residing in STEPHENS County. The LEA and the local child welfare agency will decide collectively if the student should remain in their school of origin contingent upon the child's best interest. In most cases, transportation costs will be covered by the LEA. In special cases, the agency and LEA will discuss resources if student placement is temporary. DFACS has agreed to provide transportation and resources in those circumstances.</p>	
B. All LEAs must meet the requirement to provide transportation for children who are in foster care to their schools of origin (<i>Similar to the McKinney-Vento requirement for students experiencing homelessness</i>). Does your LEA currently provide transportation services? If no, describe your plan to meet this mandate.	Yes
<p><i>Please limit the response to 1,000 characters.</i></p>	