



C.L.I.P.

(Comprehensive LEA Improvement Plan)

2018-2019

Greene County School System (GCSS), also referred to as the Local Educational Agency (LEA) or district, is committed to establishing partnerships with parents and community members and encourages their participation in the design, implementation, and evaluation of its Comprehensive LEA Improvement Plan (Title Funded Programs).

Each year, in order to receive federal funds, the LEA must submit a Comprehensive LEA Improvement Plan (CLIP).

Under the Elementary and Secondary Education Act (ESEA), Title I regulations for federal compliance, parents are encouraged to provide input on the revisions of the district's Comprehensive LEA Improvement Plan (CLIP). All feedback will be used during revisions of the plan. Feedback may be submitted by electronically submitting feedback on the district's website (www.greene.k12.ga.us). You may also provide comment at any time to your child's principal or the district's Title I Director.



View the plan and/or
comment online.

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COMPREHENSIVE NEEDS ASSESSMENT (CNA) AND DISTRICT IMPROVEMENT PLAN (DIP) AMENDMENT FORM

2018 – 2019

District Name: Greene County

District Team Lead: Kathy Pruett

Instructions: For each section being amended, insert the current language from the District’s most recently approved 2017-2018 Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) in the text field on the left and the amended language to reflect requested change(s) in the text field on the right. Please note that only the sections of the CNA/DIP that are being amended are to be completed. After amendments are entered and completed, upload this form, along with the other CLIP documents, on the SLDS CLIP application.

1. DISTRICT COMPREHENSIVE NEEDS ASSESSMENT INFORMATION

2.1-2.7 Data Collection and Analysis

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
<p>2.1 Instructional coaches provide guidance to teachers in the delivery and quality of instruction. All building leaders are trained annually on instructional non-negotiables expectations. Curricular implementations are standards based. The district clearly communicates and promotes standard based classrooms and monitors implementation through walkthroughs and observations. Instructional Coaches have proven to be effective over the years because we have seen great growth in several of the core content areas.</p> <p>2.3 Improving mentor program, focus weekly PL where needed. Growing Reader's Grant On-going Fountas & Pinnell training Teacher collaboration and planning Our previous data supports that we are making great literacy gains.</p> <p>2.7 Collaboration related to processes for RTI PLCs, LiPT, PBIS, vertical planning, district data team, district data walks Collaborative planning weekly. System wide school improvement. SIP/CLIP</p>	<p>2.1 All building leaders are trained annually on instructional non-negotiable practices. The district will use professional learning to emphasize quality lessons; vertically & horizontally aligned instructional strategies; rigor; and engaging learning. Suzy Pepper's "Teaching in the Fast Lane" will be a resource for teaching and learning. PL will include time with the consultant (Suzy Pepper); and job-embedded training with teacher leaders, administrators, and instructional coaches. Additionally, we will emphasize the foundations of literacy in early grades through "Foundations" and Wilson's Reading.</p> <p>2.3 Evidence-based practices include a teacher mentoring program that is focused on instruction through peer coaching cycles; weekly Professional Learning Community meetings centered on topics chosen by teachers and leaders based on data; ongoing Fountas & Pinnell training; time for collaborative planning among teachers; writing workshops; and literacy professional learning in "Foundations" and Wilson's Reading for struggling readers. Our data show that we are making gains in literacy. We, however, to</p>

<p>District wide professional development, common planning for teachers, Edivate Walk Throughs Leadership conferences, Leadership team meetings Summer Collab (pacing guides), Instructional Coaches at all schools Yes, existing processes are effective.</p>	<p>emphasize writing in all grade levels and foundational literacy in elementary grades.</p> <p>2.7 Professional Learning Communities throughout the district (especially in literacy) led by instructional coaches. PLCs now occur between schools. Collaboration related to processes for RTI PLCs, LiPT, PBIS, vertical planning, district data team, district walkthroughs Collaborative planning weekly. System wide school improvement. SIP/CLIP District wide professional development, common planning for teachers, Leadership conferences, Leadership team meetings Summer Collab (pacing guides), Instructional Coaches at all schools Yes, existing processes are effective.</p>
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3.1 Needs Identification and Root Cause Analysis

<p>Current Language: State current language in most recently approved CNA and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

3.2.1-9 Program Strengths and Challenges

<p>Current Language: State current language in most recently approved CNA and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>
<p>Migrant Students - At the present time there are no migrant student identified as out of school youth or drop outs. However, in the event that such students are identified the district will make a referral for appropriate services through the migrant consortium.</p> <p>3.2.7 Communication of expectations of state support personnel has enabled effective program management and allocation of funds. The additional funding has allowed us access to the Edivate PL Platform, and to participate in PL opportunities that we otherwise would not have been able to participate in.</p>	<p>Migrant Students - The Director of Student Supports works directly with the assigned area representative for the Georgia Migrant Education Program Consortium to identify students who might be eligible for services through the Migrant program. All parents of students new to the district complete the Title I, Part C Occupational Survey. Those surveys are provided to the Office of Student Supports where they are shared with the consortium representative at Abraham Baldwin Agricultural College (ABAC). The consortium representative determines if the student is eligible for services and informs the district. Other students may enter the district with existing eligibility. Once eligibility is determined, the Office of Student Supports works with the consortium to supply demographic information including, but not limited to, address, phone number, etc. The services are provided directly through the consortium, however, these students are also eligible for any supplemental academic programs that would be offered to other students as deemed appropriate. The district maintains an open channel of communication with</p>

	<p>the consortium providing grades every nine weeks, progress monitoring, ACCESS scores, and Milestones scores. The district is committed to full cooperation with the consortium to ensure that students eligible for services in the Title I, part C receive services that will assist them in making progress in their academic environment.</p> <p>3.2.7 Communication of expectations of state support personnel has enabled effective program management and allocation of funds.</p> <p>We have a new teacher induction program that consists of peer coaching, providing opportunities for teacher leaders to lead and for new teachers to receive job-embedded professional learning and collaboration with colleagues.</p> <p>The additional funding has allowed us to participate in PL opportunities (literacy, engaging lessons, Georgia Leadership for School Improvement) that we otherwise would not have been able to participate in.</p>
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3.2.10 Program Strengths and Challenges – LEA Equity Action Plan

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
3.2.10 Equity Gap 1 - Teacher retention. The district retention rate is below the state rate. Teacher turnover impacts teacher knowledge and capacity. Equity Gap 2 Discipline OSS - Black SWD students. Triangulating CAN, Title II needs assessment data, & local district discipline data reveals a concern with the black sub-group; more specifically, SWD students within that subgroup.	3.2.10 Equity Gap 1 - Teacher retention. The district retention rate is below the state rate. Teacher turnover impacts teacher knowledge and capacity. Equity Gap 2 - Literacy in schools with high poverty compared to those with low poverty. Triangulating CNA, Title II needs assessment data, & student achievement data shows a gap in literacy between schools with high poverty and the school with low poverty.

3.3 Identification and Prioritization of Overarching Needs

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.4 Root Cause Analysis

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.4 Root Cause Analysis – Overarching Needs

Current Language: State current language in most recently approved CNA and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

1. DISTRICT IMPROVEMENT PLAN INFORMATION

Federal Funding Options to Be Employed (SWP Schools) in This Plan

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

Factor(s) Used by District to Identify Students in Poverty

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.4 EQUITY INTERVENTIONS for REDUCING DISTRICT EQUITY GAPS

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

3.4.2 EQUITY INTERVENTIONS for EQUITY GAP #2

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
<p>3.4.2 GAP #2 -Discipline OSS-Black SWD students EQUITY INTEVENTION SELECTED - EI - 2Provide targeted school leader development EI-2</p> <p>3.4.2 ACTIVITIES/STRATEGIES TO ADDRESS THE EQUITY GAP: School leaders will participate in Professional Learning Communities within the district and capacity building trainings sponsored by GAEL affiliate organizations and RESA. Instructional leadership, relationship. (PL Coord, Sept. 2017-July 2018)</p> <p>District and school leaders (all) will participate in GLISI Leadership Summit and Basecamp trainings. All principals will be trained on effective leadership. (PL Coord., Suptl., Aug. 2017 - Mar. 2018)</p>	<p>3.4.2 GAP #2 - ELA K-5 Economically Disadvantaged EQUITY INTERVENTION SELECTED -EI-1 Provide Targeted Teacher Development on Content, Pedagogy and Student Supports and Interventions</p> <p>3.4.2 ACTIVITIES/STRATEGIES TO ADDRESS THE EQUITY GAP: To address reading in K-5, we will implement Wilson Reading, a researched based program. Wilson Reading’s “Foundations” program will be implemented in all classrooms Pre-K through third grade. All students will receive Foundations through Tier I instruction. Additionally, students who struggle K-1 will receive additional Tier II support through additional Foundations instruction. Tier III reading students may receive support through Wilson’s remediation program. Special education students with reading disabilities and deficits will also receive Wilson at the Tier III level. We will continue to implement Fountas</p>

All schools will participate in PBIS 3-day training. District personnel will be trained as well. All building principals will participate in the training for improving climate and culture in their respective buildings. (District PBIS coord, PL coord., Aug. 2017 - Dec. 2017)

Building principals will coordinate RTI teams in their respective buildings. This will enable a better awareness of progress and concerns of both an academic and behavioral nature. (District RTI coord, Assit. Suptl, HR Director - Aug. 2017 - May 2017)

Revision and implementation of procedures for addressing at-risk students to include a technology based early warning system, defined at-risk indicators for attendance, behavior and course credit, SSIP, and monthly reports for monitoring identification and support provided for identified at-risk students. (Principals, Technology, Dir., SSIP coord., Student Services coord. (Sept. 2017 - May 2018)

Lead Special Education teacher monitoring of SWD discipline assignments, reporting to and conferring with principals about discipline assignments within building. Provision of hard copy BIPs to all administrators involved in student discipline. This will ensure a current knowledge of discipline assignments for SWD students. (Lead Sped teachers, student services coord, principals - Sept. 2017 - May 2018).

3.4.2 DATA TO BE COLLECTED TO MONITOR IMPLEMENTATION:
Agendas, notes, and sign-in sheets for PLCs, PBIS trainings and meetings (Principals, PL Coordinator Aug. 2017 - May 2018);

GLICI participant work and takebacks from Summit and Basecamp; shared during district leadership meetings (PL Coord. Sept. 2017 - Mar 2018);

Monthly monitoring/reporting the number of discipline referrals: ISS and OSS by schools at large and subgroups (incl SWD), at-risk indicator monitoring reports; Classroom observations and feedback by school admin, addressing teachers struggling w/ classroom management; alternative discipline software utilization reports (Educator's Handbook); and monthly student attendance reports (Student support coord, principals -Aug. 2017 - May 2018)

3.4.2 DATA TO BE COLLECTED TO MEASURE EFFECTIVENESS:

& Pinnell Leveled Literacy Interventions (LLI). (Elementary principals, PL coordinator, instructional coaches - (Aug. 2018 - May 2019 daily)

3.4.2 - DATA TO BE COLLECTED TO MONITOR IMPLEMENTATION:
Observation data - GLRS has offered to pay for a consultant to visit Greene County to train and coach teachers for the implementation of the Foundations Program. Our consultant will provide support while visiting classrooms and administration teams will be trained on what to look for when visiting during the daily Foundations segment. (Foundations Coach Elementary Administration Teams, Instructional coaches - Aug. 2018 – May 2019 weekly visits during Foundations segment.)

3.4.2 DATA TO BE COLLECTED TO MEASURE EFFECTIVENESS:
We have several methods to track progress and determine the effectiveness of our intervention. With Foundations, unit tests are administered to measure progress. Each student is tested individually, but data will also be collected at the classroom level. Fountas and Pinell will also track student progress as well as NWEA MAP scores. (Instructional Coaches, Teachers -Sept. 2018 – May 2019 Bi-weekly)

Annual ISS and OSS Student discipline records measured over a two (2) year period: 2016-2017 and 2017-2018; Data captured for school at large and subgroups (including SWD); Annual alternative discipline implementation report to include software utilization. Implementation results to be measured over a two year period: 2017-2018 and 2018-2019; Annual student attendance report comparisons: 2015 -2016 to 2016-2017 to 2017-2018; Climate survey data comparisons: 2016-2017 to 2017-2018 (Principals, student services coord., CCRPI coord - May - July 2018)

3.4.2 ALLOCATION OF RESOURCES AND/OR COORDINATION OF FUNDS:
General Funds, Title I, Title II, Small SIG and improvement grant funds, and state PL funds will be coordinated to implement this equity intervention for reducing the equity gap.

4. REQUIRED QUESTIONS

<p>4.a - In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community. [Sec. 2103(b)(3)]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

<p>4.b - Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. [Sec. 1111(g)(1)(B)]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

<p>4.c - Describe the district’s systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA’s new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. <p>[Sec. 2102(b)(2)(B)]; [Learning Forward Guidance</p>	
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<p>4.d.1 – State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33). [Sec.1112(e)(1)(B)(ii)]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

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4.d.2 - If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education, ESOL, Gifted). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education, ESOL and Gifted teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, ESOL and Gifted Teachers must hold the corresponding GaPSC endorsement.
[Sec.1112(e)(1)(B)(ii)]

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

4.d.3 - If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: bachelor’s degree, content assessment, coursework, field experience, etc.).
[Sec.1112(e)(1)(B)(ii)]

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **

4.e - Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.
[Sec. 1111(d); 1124(c)]; [Sec. 2012 (b)(2)(c)]

Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
4.e -The district does not currently have any priority or focus schools. However, previously identified schools have elected to remain on a monitor status and continue receiving support and funds for improvement purposes. Title II, Part A funds will be prioritized to support monitored schools (priority first (GCHS), then focus (GES)) and all other schools based upon ED population (CMS, then UPSA). LOA is not considered ED for 2017-2018 school year.	4.eThe district does not currently have any priority or focus schools. However, during the 2017-2018 school year, previously identified schools elected to remain on a monitor status and continue receiving support and funds for improvement purposes. In the event that any schools are identified as needing support, Title II funds will be prioritized to serve identified schools first.

4.f - Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:

- coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and
- work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

[Sec. 1112 (b)(12)]	
Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
4.f The district work based learning coordinator will work to coordinate, integrate, and support the academic and career and technical education content. The current CTAE director serves as our work based learning coordinator and will serve as CEO of our College and Career Academy once up and running. The underlying premise of the College and Career Academy is incorporating experiential learning with academic skills.	4.f The district work based learning coordinator will work to coordinate, integrate, and support academic and career and technical education content. The current CTAE Director serves as our work based learning coordinator and also serves as CEO of our College and Career Academy. The CEO of the academy has secured several memoranda of understanding/letters of agreement from local business to support the academy through work based learning opportunity. Additionally, through the academy, we have increased the number of college courses/dual enrollment opportunities through a partnership with Athens Technical College.

4.g - Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Sec. 1112 (b)(11)]	
Current Language: State current language in most recently approved DIP and section number that it can be found.	Amended Language: Write amended language to reflect changes. **
<p>PBIS will be implemented throughout the district during the 2017-2018 school year, in an effort to reduce the overuse of discipline practices that remove students from the classroom. The district will support this initiative through the provision of Educator's Handbook, Mindset training, additional training resources, and coordination of services. The Early Warning System offered through Performance Matters will be use in conjunction with SSIP Coordinator work to address at-risk indicators (attendance, behavior, and course credit). The district office will provide additional support as needed for schools with high rates of discipline.</p> <p>The Title II Director, HR Director, Title I Director, and Student Services Director will educate stakeholders on federal and state law regarding equity and disproportionality. Due to the district's disproportionality monitored status, more than the usual attention will be given to holistic and subgroup data reviews. The</p>	<ul style="list-style-type: none"> • To reduce the overuse of discipline practices that remove students from the classroom, the district will fully implement Postive Behavior Interventions and Supports (PBIS) throughout the district. Our DOE representative will train a group of our PBIS teams at each school on how to deliver PBIS classroom modules. Trained participants will redeliver training to all teachers no later than January.. Title IV allows GCSS to provides subs to teachers to attend training. • PBIS coaches at each school, the PBIS coordinator, and RTI coordinator will attend Georgia's Association for Positive Behavior Support (APBS) training in December. Coaches will redeliver information upon their return. (includes both travel and registration) • Select PBIS team members will attend a PBIS meeting at RESA. Title IV monies will cover travel. • 4 participants to attend Whole School Reform conference in Atlanta during February. As Greene County continues planning for school consolidation, we will vacate one school next year and begin re-alignment of schools. Building school culture and retaining teachers is an imperative initiative in Greene County. Participants will come back and redeliver findings to the teams studying and completing the re-alignment.

4.h - Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- coordination with institutions of higher education, employers and local partners; and
- increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

[Sec. 1112 (b)(10)]

<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>
<p>The district will continue to facilitate transition programs from elementary to middle, middle grades to high school and from high school to postsecondary to include site visitations and orientations. School counselors and the graduation coach will be key in coordinating this endeavor along with higher education institution partners. These staff members will educate students and parents on move on when ready opportunities at the appropriate grade levels (to include 8th grade and high school). Through career counseling and the TAA program concurrent enrollment opportunities will be promoted according to identified student interest and skills.</p>	<ul style="list-style-type: none"> • Due to re-alignment/consolidation of our schools, transitions from one school to the next are even more imperative for FY20. Transition camps and activities will be held for 4th and 5th grade students moving to the middle school, and K-3 students moving to the other elementary school. Title IV monies will allow teachers to receive pay for their work and contributions during transition camps. Transition camps will emphasize academic expectations, behavioral expectations, team-building activities for teachers and students, campus tours, and instruction/guidance from teachers and school counselors regarding how to to be successful in transition grades.

4.i - Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.

[Sec. 1112 (b)(8)]

<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

4.j - If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

[Sec. 1112 (b)(9)]

<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

4.k - Provide a general description of the instructional program in the following:

- Title I schoolwide schools;
- Targeted Assistance Schools; and

- schools for children living in local institutions for neglected or delinquent children.

[Sec. 1112]

Current Language: State **current language** in most recently approved DIP and section number that it can be found.

Amended Language: Write **amended language** to reflect changes. **

Greene County Schools are school wide service participants. No targeted assistance schools exist in the district at this time. There are no schools for children living in local institutions for neglected and delinquent children in the district either.

Title I Schoolwide schools offer instructional programming based upon state standards, with SWSS Waiver application according to school structure. GES is a K-5 elementary school, UPSA is a K-8 conversion charter with STEM, CMS is a 6-8 middle school, and GCHS is a 9-12 high school. All schools receiving Title I funds are monitored for programmatic compliance.

Greene County Schools are school wide service participants.

Title I Schoolwide schools offer instructional programming based upon state standards, with SWSS Waiver application according to school structure. GES is a K-5 elementary school, UPSA is a K-8 conversion charter with STEM, CMS is a 6-8 middle school, and GCHS is a 9-12 high school. All schools receiving Title I funds are monitored for programmatic compliance.

The district will use Title IV funds to supplement the instructional program, providing well-rounded opportunities and the effective use of technology by taking the following action steps:

- 4 AP teachers will attend UGA’s AP Summer Institute in June. Additional training will allow teachers to network with other high school AP teachers and they will leave with multiple resources and effective ways to implement the AP course and prepare students for success.

Suzy Pepper Rollins will lead our district in a 3-year roll out of Teaching in the Fast Lane high-yield, research-based instructional strategies. Participants will receive a book to complete a book study as part of their participation

Due to Equity Gap #2 and a need to address literacy, Greene County adopted research-based Foundations (by Wilson Reading) to implement in our Pre-K to 2nd grade classrooms. Teachers attended training over the summer to allow immediate implementation in August

Greene County has adopted Empowering Writers for all students K-5 at both elementary schools. Empowering Writers is not just a curriculum, it is a mind shift in teachers that will allow them to adequately teach writing to students. Research says that 75% of teachers are not taught how to teach writing in college. Our instructional coach will guide teachers through the program during a kick-off session and then follow ups during weekly PLC meetings and observations

	<ul style="list-style-type: none"> • Inclusion of musical arts into our Summer School program. Violin teacher will work with various students throughout the day to refine their skills and introduce new students to the violin. • Technology trainings will be coordinated with our other technology programs/platforms including Performance Matters, Study Island, IXL, NWEA, etc. Training will allow all teachers to fully implement all aspects of the programs. • Branching Minds is a cloud-based application that uses the most advance learning in education in research to help schools transform RTI supports for both academics and behavior.
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<p>4.I - Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> • the use of the Title I, Part C Occupational Survey; • the timely transfer of pertinent school records, including information on health, when children move from one school to another; and • how the district will use the Migrant Student Information Exchange (MSIX). <p>[Sec. 1308 (2)(A)]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>
<p>We do not currently have any migrant students in the district. The student services director will promote interstate and intrastate coordination of services and educational continuity through the use of Title I, part C surveys, and participation in the local migrant consortium. The occupational survey is a required component of our registration packet for new students as well as yearly for returning students. The district registrar works to ensure a timely transfer of pertinent school records for students moving from one school to another. The registrar seeks to ensure file completion with a one week period, following up as needed with the prior school.</p>	<p>The Student Services Director coordinates the district Title I, part C services for Migrant students. The district uses the Migrant Student Information Exchange (MSIX) to transfer school and health records for migrant students. MSIX is used to make migrant information available to authorized school personnel and to support them in making decisions on student enrollment, grade or course placement, and accrual of credit. The district staff checks the MSIX system on a monthly basis to determine if migrant students have moved into or out of the district. This information is coordinated with the GAMEP consortium through Abraham Baldwin Agricultural College (ABAC) and is shared with appropriate district staff including the district level registrar who coordinates with student information system personnel and school administration. The district distributes the Title I, Part C Occupational Survey to students who are new to the district. The GAMEP staff at ABAC uses these forms to determine migrant eligibility for students who are not in the MSIX system. The district registrar seeks to ensure file completion within a one-week period following up as needed with the previous school. Additionally, district staff provides information to the ABAC staff related to student progress (grades), health information (immunization) and other pertinent data as</p>

	<p>needed. Students who meet the requirements for the migrant program are flagged in the SIS. It is the district practice to use both MSIX and participation in the GAMEP consortium to promote interstate and intra state coordination of services and educational continuity for migrant students. The district further coordinates services to support these students by calling upon the assistance of the director of student services, the social worker, homeless liaison, parent liaison, parent involvement coordinator and local support agencies when appropriate.</p>
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<p>4.m - Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term. [Sec. 1304(a)(b)(1) (A)(B)(C)(D)]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>

<p>4.n - Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> • IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities; • IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities; • IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; and • IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. <p>[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]</p>	
<p>Current Language: State current language in most recently approved DIP and section number that it can be found.</p>	<p>Amended Language: Write amended language to reflect changes. **</p>
<p>4.n In an effort to meet IDEA performance goals, the district will provide intensive, job embedded co-teacher training during the 2017-2018 school year. This training will better enable teachers to monitor student progress, achievement, and behavior for matriculation purposes and ultimately improved graduation rate outcomes. The district will continue to insights gained from and call upon state personnel to assist with scheduling needs. SSIP implementation will focus on improving the graduation rate for students with disabilities.</p> <p>Continued work with Babies Can't Wait will help with early identification and servicing young students with disabilities (in the 3-5 year old age range). This</p>	<p>4.n We consider the following risk factors when helping students with disabilities graduate: reading levels, attendance, student behavior, and course completion. We track this data for students with disabilities through our SSIP coordinator and school social worker. In order to decrease these risks and help students graduate, we utilize the following interventions/strategies:</p> <ul style="list-style-type: none"> -Interventions that target students with disabilities who at risk of failing to graduate from high school including mentor supports and implementation of Check and Connect -Interventions to improve student attendance including the use of student attendance teams at each school, mentoring, Check and Connect

support will include in-district classrooms and identified students with needs in the local community/other care entities.

The Greene County School System will work to achieve 100% compliance in meeting timelines for initial eligibility, eligibility redeterminations, and Babies Can't Wait (BCW) preschool transitions.

SWDs with identified deficiencies will be taught state standards using research based strategies in the general education setting supported through differentiated instruction and accommodations according to learning styles and processing strengths and weaknesses.

SWDs who did not meet expectations on the Milestone will participate in supplemental instructional periods which provide research best practices approach to remediate.

The Director of Student Services will work to ensure and improve compliance with state and federal laws and regulations.

The Director of Student Services along with building lead special education teachers will work with administration to ensure and improve the provision of a free and appropriate public education to students with disabilities (FAPE) through effective monitoring and scheduling.

-Interventions designed to decrease the number of Office Discipline Referrals (ODRs) including Check and Connect, PBIS, Mental Health First Aid Training and Mindset

-Interventions designed to improve the graduation rates for students with disabilities by improving the rate of course completion, including improving specialized instruction, providing support to at risk students at elementary level, and implementing scheduling strategies to benefit students with disabilities

Continued work with Babies Can't Wait will help with early identification and servicing young students with disabilities (in the 3-5 year old age range). This support will include in-district classrooms and identified students with needs in the local community/other care entities.

The Greene County School System will work to achieve 100% compliance in meeting timelines for initial eligibility, eligibility redeterminations, and Babies Can't Wait (BCW) preschool transitions.

SWDs with identified deficiencies will be taught state standards using research based strategies in the general education setting supported through differentiated instruction and accommodations according to learning styles and processing strengths and weaknesses.

SWDs who did not meet expectations on the Milestone will participate in supplemental instructional periods which provide research best practices approach to remediate.

The Director of Student Services will work to ensure and improve compliance with state and federal laws and regulations.

The Director of Student Services along with building lead special education teachers will work with administration to ensure and improve the provision of a free and appropriate public education to students with disabilities (FAPE) through effective monitoring and scheduling.

The director will also lead the district with the following initiatives:

-Improve instruction by improving the quality of IEPs. Hire a consultant to review IEPs, to conduct PL designed to improve quality of IEPs, to work with individual teachers as needed and to monitor IEPs for increased alignment to curriculum and compliance to standards.

	<ul style="list-style-type: none">-Various PL opportunities related to writing and implementing Functional Behavioral Assessments and Behavioral Intervention Plans for students.-Software designed to teach reading and math to special education students at individual levels-Software providing large and small group lessons for students with cognitive disabilities
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2.2 OVERARCHING NEED #1

COHERENT INSTRUCTIONAL SYSTEM			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
The district analyzes data from Georgia Milestones and ACCESS, along with benchmarking at regular intervals to ensure that individual student needs are being met including those specific needs of EL students related to learning English and academic content. Grade Level Collaborative Teams/Student Support Teams meet regularly to monitor student progress and to design interventions and instruction as needed for individual students.			
Race/Ethnicity/Minority		Students with Disabilities	

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2.2 OVERARCHING NEED #1

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
The district will provide afterschool tutoring and summer school designed and implemented to help English Language Learners (ELs) increase their English language proficiency. This specific language tutoring will use research based strategies to supplement and enhance the English language proficiency of specific EL students as demonstrated by their Spring, 2018 ACCESS scores			
Race/Ethnicity/Minority		Students with Disabilities	

2.2 OVERARCHING NEED #2

COHERENT INSTRUCTIONAL SYSTEM			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
The district will collaborate with Title I efforts to integrate technology in classrooms by purchasing software focused on English Language development for EL students. Teachers will utilize research based strategies specifically designed to engage students by enhancing the literacy skills of EL students.			
Race/Ethnicity/Minority		Students with Disabilities	

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2.2 OVERARCHING NEED #2

SUPPORTIVE LEARNING ENVIRONMENT			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
<p>After school tutoring will be provided to support EL students in meeting the challenging state academic standards specifically in the area of Literacy. Additionally we monitor the attendance, behavior, and academic performance of students. EL students who are at-risk in one or more of these areas will be assigned a mentor.</p>			

Race/Ethnicity/Minority	Students with Disabilities

2.2 OVERARCHING NEED **Select One**

Select One			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

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2.2 OVERARCHING NEED **Select One**

Select One			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

2.2 OVERARCHING NEED Select One

Select One			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

2.2 OVERARCHING NEED Select One

Select One			
GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

2.2 OVERARCHING NEED Select One

Select One

GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

2.2 OVERARCHING NEED Select One

Select One

GOAL			
Structure(s)			
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Sources(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
1.		a.	
		b.	
2.		a.	
		b.	
3.		a.	
		b.	
4.		a.	
		b.	
5.		a.	
		b.	
6.		a.	
		b.	
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?			
Economically Disadvantaged		Foster and Homeless	
English Learners		Migrant	
Race/Ethnicity/Minority		Students with Disabilities	

Greene County School District Parent and Family Engagement Policy/Plan



Greene County School District Level Parent and Family Engagement Policy/Plan *Greene County* *2018 - 2019* *August 1, 2018*

In support of strengthening student academic achievement, Greene County School District receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Georgia Department of Education.

The Greene County School District agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent

comments with the plan when the school district submits the plan to the state Department of Education.

- The school district will be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

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

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) 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) Other activities are carried out, such as those described in Section 1116 of the ESEA

**DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED
LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

JOINTLY DEVELOPED

The **Greene County School District** will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

During the District Annual Title 1 and Comprehensive LEA Improvement Plan (CLIP) meeting in June and July, all parents will be invited to participate and provide input and ideas on how to improve parent and family engagement policy for the 2018 – 2019 school year. Each school will also have Title 1 meetings at their school between the months of August and September. Parent and Family Engagement plans are also placed at the front desk of each school and distributed during parent engagement meetings throughout the year.

The District Parent and Family Engagement policy is also posted on the website and parents are able to provide feedback during the year. The policy will be posted on the website and distributed during the school year at all parent engagement meetings and a copy posted in all School Resource Centers.

Parents are involved in the development and review of the School Improvement Plan/Title I Schoolwide Plan and CLIP through;

- **Participation in the annual CLIP meeting, which is advertised on the district website, social media; local radio station; and in the local newspaper;**
- **Online surveys/questionnaires requesting their input for the CLIP**
- **Participating in Title I Schoolwide Plan input meetings that are held at each school;**
- **Participating in online surveys about the school improvement plans posted on each school's website.**

TECHNICAL ASSISTANCE

The **Greene County School District** will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

The Greene County School System District Parent Liaison and Parent Involvement Coordinators will provide assistance and support to all Title 1 schools to ensure that Family engagement requirements are being satisfied and that family engagement Activities are being implemented. Each school in the district will receive updated Information and resources from the Georgia Department of Education and will be Provided by District Parent Liaison and delivered by Parent Involvement Coordinators from each school. This will allow the opportunity to improve and strengthen family engagement in their school. The District Parent Liaison and Parent Involvement Coordinators will provide quarterly meetings with Title 1 schools' principals to review changes with family engagement plans and activities. (Via webinar, website or in person)

During the District Strategic Planning session during the summer, Title 1 Director will review parent and family engagement requirements. District Parent Liaison will meet with each Title 1 Principal during the summer to plan family engagement activities for the school year.

ANNUAL EVALUATION

The **Greene County School District** will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

The Greene County School District will build the schools' and parents' capacity for

Strong parental involvement through a variety of activities to include but not Limited to:

Providing information to parents in written form or through meetings topics such as the Georgia Standards of Excellence, State and local student academic achievement standards/assessments, NWEA/GA Milestones testing and requirements under parent involvement law.

Provide materials and training to help parents work with their children and monitor their progress to improve their children's achievement.

Training educational staff on how to build ties between parents and the school.

Provide parents with resources and material to take home.

Sending information to parents in advance in the form of Call-outs, Email, Flyer, Facebook, Newspaper, Radio or website.

Implement activities such as: Computer classes, Tutoring Assistance, After School Programs, Parent Academy, Website training

Provide parent informational meetings outside of school property.

Provide curriculum night at all schools: Examples: Reading, Math, and ELA.

RESERVATION OF FUNDS

The **Greene County School System** will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

The Greene County School System will reserve 1 percent from the total amount of Title 1 funds received in FY 2019 to implement parent and family engagement Requirements listed in this policy and as described in Section 1116 of the ESSA. The remaining 90 percent will be reserved for Title 1 schools to support their local-level family engagement programs and activities. The Title 1 Coordinator will work with each school to assist in developing a budget adequate enough to address the needs of the school along with parent recommendations.

Each school at their District Annual Title 1 meeting in May will discuss the 1 percent reserve funds received and parents will provide suggestions on how these family engagement funds will be used during the upcoming school year. At the completion of meeting, Title 1 Coordinator, District Parent Liaisons, Principals and others will review to determine areas of need.

COORDINATION OF SERVICES

The **Greene County School District** will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: [*Head Start or other public preschool programs, parent resource centers, and other programs*] that encourage and support parents in more fully participating in the education of their children by:

Greene County School System will work with the Bright from the Start Pre-k program, Head Start and other programs to encourage and support parents by participating in Open House and assist with providing monthly parent workshops for parents. The district also hosts a Kindergarten Roundup for students transitioning to kindergarten.

BUILDING CAPACITY OF PARENTS

The **Greene County School System** will, with the assistance of its Title I schools, build parents' capacity for strong parental involvement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments including alternate assessments
- How to increase/improve literacy through school-family partnerships
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators

Greene County School System will provide the following activities for the 2018- 2019 school year: Parent/Teacher Conferences, Curriculum Nights (Math & Reading), SAT/ACT & Career Night, College Prep Activities Common Core Standard Workshop, Website/Computer Training, NWEA/Georgia Milestones Testing Workshop, Parent Academy, Report Card Night, Parent Resource Rooms and Math and Science Night.

BUILDING CAPACITY OF SCHOOL STAFF

The **Greene County School System** will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

Each school has a parent involvement coordinator who provides professional learning to teachers two times per year.

The district parent liaison/parent involvement coordinator and school level coordinators disseminate information to teachers and principals at their school faculty meetings.

Schools implement Parent University (coordinated by the district parent involvement coordinator), and teachers attend the meetings to learn and work with parents. Schools share information with parents through flyers/letters home and through school websites. All printed materials are shared in multiple languages.

BUILDING CAPACITY FOR INVOLVEMENT

***NOTE TO THE LEA:** The LEA parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in meaningful consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school district to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESSA:*

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

***NOTE TO THE LEA:** Describe how each discretionary item your district and parents chose will be implemented.*

ADOPTION

This LEA parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by _____.



FY19 Foster Care Transportation Plan

Local Educational Agency (LEA) Greene County FY19 Foster Care Transportation Plan

Superintendent Name Larry "Chris" Houston

Mailing Address 101 East Third Street

Physical Address (if different from above) _____

City Greensboro, GA Zip 30642

Foster Care Point of
Contact (POC) Name Jennifer Newkirk POC Email jennifer.newkirk@greene.k12.ga.us

POC Mailing Address 101 East Third Street

City Greensboro, GA Zip 30642

POC Telephone 706-817-2098 POC Fax _____



Superintendent Signature

8/22/2018

Date

Larry "Chris" Houston
Print Name of Superintendent

FY19 Foster Care Transportation Plan

The Georgia Department of Education (Department) 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 Department 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 Department's student information system for information sharing and reporting purposes; however, on the local level, LEAs will be notified directly by foster parents, Court Appointed Special Advocate, 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 Department 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:

Tuesday, July 31, 2018

Instructions for submission:

- After the LEA superintendent signs the assurances, scan the entire document as a PDF and save it as the "FY19 Foster Care Transportation Plan".
- Access the Consolidated Application for FY19.
- Go to the attachments tab.
- Upload the signed PDF version of the document.
- Email confirmation of your submission to the Department Foster Care Point of Contact, Ms. Whitney Mitchell, at wmitchell@doe.k12.ga.us.

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

<p>I. Foster Care Transportation Plan: PLANNING</p> <p>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:</p> <ol style="list-style-type: none"> 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. <p>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.) <i>Please limit the response to 1,000 characters.</i></p> <p>The LEA will explore no-cost plans first. No-cost transportation plans may include the following:</p> <ol style="list-style-type: none"> 1. Foster Parent will transport the child to their school of origin (within a 25 mile round trip) and/or transports to the nearest arranged school transportation pick up location. 2. LEA will follow the existing plan for transporting students with disabilities when the Foster Child is disabled. <p>The LEA POC & DFCS agree to the following cost-share plans:</p> <ol style="list-style-type: none"> 1. LEA will re-route transportation to pick up the Foster Child at the Foster Home and transport directly to the school of origin, the zoned school, or an agreed-upon point at or around the county line (for neighboring counties), based on the Foster Student's best interest. 2. The LEA will ask DFCS to arrange payment to Foster Parents for transportation greater than 25 miles round trip and/or utilize transportation companies for transporting farther than neighboring counties. <p>Disputes will be resolved by the LEA POC and DFCS County Dir.</p>
<p>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? <i>Please limit the response to 1,000 characters.</i></p> <p>The LEA POC will work cooperatively with DFCS to ensure transportation is not a barrier to educational stability. If agreement is difficult, the following will occur:</p> <ol style="list-style-type: none"> 1. LEA will assume the costs associated with re-routing county buses while DFCS will assume the costs associated with reimbursing Foster Parents or transportation companies. 2. Initial transportation planning will occur at the lowest level between the Case Manager, LEA POC & Greene County Transportation Dir. Foster Parents & CASA will be included as appropriate. Disputes will be forwarded to the LEA POC & DFCS County Dir. for resolution. 3. Final determination of how to pay for additional transportation costs will be made by the LEA Transportation Dir.
<p>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. <i>Please limit the response to 1,000 characters.</i></p> <p>The LEA's director of student services will be the POC and will coordinate transportation plans with local DFCS. This individual will assume responsibility for streamlined communication & collaboration with</p>

FY19 Foster Care Transportation Plan

DFCS Case Managers and the DFCS POC. Such collaboration will ensure the smooth implementation of provisions outlined in the ESSA to include: thoughtful Best Interest Determinations, appropriate and timely transportation plans and immediate enrollment & transfer of records. The LEA POC will also facilitate training for LEA staff with regards to the unique challenges of children in foster care, ensure monitoring of attendance and progress of Foster Children enrolled in the LEA and ensure effective and confidential data collection and sharing.

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
1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation.	No		
2. The LEA agrees to pay for the cost of such transportation.	No		
3. The LEA and local child welfare agency agree to share the cost of such transportation.	Yes		

Describe the agreement the LEA has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 characters.*

In the event that additional transportation costs are unavoidable, the LEA & DFCS will share transportation costs. DFCS will assume financial responsibility for extraordinary costs such as contracting with transportation companies or taying Foster Parents to transport farther than 25 miles round trip. The LEA will assume financial responsibility for costs associated with re-routing LEA transportation.

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
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

Please limit the response to 1,000 characters.

NA

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:

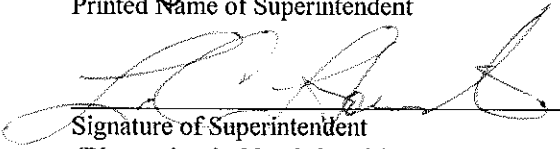
- The LEA will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in 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.

Greene County School System
LEA Name

Larry "Chris" Houston
Printed Name of Superintendent

Superintendent
Title


Signature of Superintendent
(Please sign in blue ink only)

8-22-18
Date