

Treutlen County School System – Federal Non-Fiscal Operating Procedures FY 27

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TREUTLEN COUNTY SCHOOL SYSTEM –FEDERAL PROGRAMS NON-FISCAL OPERATING PROCEDURES

INTRODUCTION

The intent of Federal Programs is to “help all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state and academic standards and assessments.” The purpose of Federal Programs is to “enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.” Federal Programs “supplement” and not supplant what the required Local and State funds provide.

*ALL SCHOOLS INCLUDES TREUTLEN ELEMENTARY SCHOOL AND TREUTLEN MIDDLE/HIGH SCHOOL.
PRINCIPALS INCLUDES ASSISTANT PRINCIPALS.*

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SECTION I: OVERALL REQUIREMENTS

Treutlen County Schools has implemented a process for monitoring all federal programs. All schools in the district are included and are part of the procedures included in this manual.

Federal Program Directors/Coordinators will conduct periodic school visits and provide ongoing technical assistance via school visits, emails, telephone calls, copies of monthly budget logs, and informal meetings in an effort to provide monitoring and support with federal program requirements. The school visits are used to provide one-on-one support to schools, in addition to ensuring a comprehensive understanding of federal program guidelines and procedures. These visits are also used to ensure proper use of all resources provided by federal funds in an attempt to increase academic achievement, implementation of all Federal Programs and provide any technical assistance that is required, requested, or needed at each individual school site. Technical Assistance agendas/checklists are used during each visit to provide a record of the support provided and to document any problems or areas that need to be addressed. Documentation of visits, monitoring and technical assistance provided is maintained in the district office by each Federal Program Director/Coordinator responsible for each program.

Additionally, the Federal Programs Director, the Director of Curriculum and the Director of Accountability review the comprehensive needs assessment (data) of the schools as part of reviewing the Title I Plan. On-going communication, meetings and work sessions scheduled throughout the school year enable school administrators to be directly involved for quality program implementation and compliance. Any corrective actions are directly addressed to the Principal at each school before SIPs are approved and funds are released to the schools. All documentation on any corrective action requested by the LEA is documented via emails/corrective action forms.

Testing Coordinator reviews school data with Principals and Superintendent to identify high risk schools within the district. Data review takes place throughout the school year, during leadership meetings, school visits, and conference calls. In addition, School plans, needs assessment data, program budgets, travel requests and all purchase requests are reviewed by Program Directors. Upon receiving purchase and travel requests, the Program Directors review the request against the school's plan and budget to ensure they are aligned and are allowable before approving any expenses.

CYCLE OF MONITORING AND TIMELINE OVERVIEW FOR ALL FEDERAL PROGRAMS FOR THE SCHOOL YEAR FY25 & FY26

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June – July

- Comprehensive LEA Improvement Plan (CLIP) Meetings
- Review/Revisions of School's C.N.A., SIP, Parent & Family Engagement Policies
- Revise and approve SIP for budget approval
- All departments submit final revisions of CLIP
- Submit Foster Care Plan
- Submit FY26 CLIP
- Participate in Federal Programs Conference GADOE
- Occupational & Residency Questionnaires
- Continuous review of Treutlen school plans (SWP) and budgets, including parental involvement plans for amendments
- Submission of the Coordinating Early Intervention (CEIS) Plan and Budget if determined to be disproportionate in any area per federal/state guidelines. (IDEA)
- Collection of Periodic Certifications for Summer School Personnel
- Implement, Manage and Evaluate Summer School Programs
- Balance Federal Programs Expenditure Reports & Complete Drawdowns
- EL, Migrant and Homeless Student Status Changes on Infinite Campus
- Workshops & Technical Assistance:
 - Budgets
 - Ordering
 - Compliance Issues
 - Parent and Family Engagement
- School wide Monitoring
- School Improvement
- McKinney-Vento
- Inventory
- Child Find
- Professional Qualifications
- Timelines for year
- Technical assistance request

August

- Submit names of Title I Paid Employees
- Submit Paraprofessional Daily Schedules for review/approval
- Review Title I Certified Staff schedules
- Annual Title I Meeting Window Begins
- Parents Right to Know Notification
- Parent Notifications in Multiple Ways that school is a Title I School
- Complete and Follow up on all Occupational & Residency Questionnaires
- Implementation of SIP
- Technical assistance to all principals on all Federal Programs

TREUTLEN COUNTY SCHOOL SYSTEM –FEDERAL PROGRAMS NON-FISCAL OPERATING PROCEDURES

- Review SIP's and school allocations with all Principals
- Submit Budgets

September

- Review Time and Effort sheets
- Regional Title I Workshops
- Balance/Close Fed. Prog. Expenditure Reports & Complete Drawdowns
- Close out of all federal budgets

October

- Title I, Part A & IDEA; budgets due in Consolidated Application Oct. 1
- Review Class Schedules-Split-Funded Personnel
- Review Time and Effort sheets
- Submit Annual Title I Meeting documents (after school meeting)
- Deadline for Annual Title I Meeting (Oct. 31)
- Distribution of School-Parent Compacts & Policy Plans
- School Parent Compact Due with checklist
- Submit School-Parent Compact Assurance Form
- Distribution of Parental Involvement Plans/Post on School's Website
- Submit Parental Involvement Plan Distribution Assurance Form
- Deadline to notify parents of the location of the Title I Schoolwide Plan
- Deadline for LEAs to send notification to private schools serving students of the availability of Title I and IDEA consultation for FY23
- MOE Reconciliation Deadline (IDEA)
- Budget Completion Reports Deadline (IDEA)
- Proportionate Share Calculation Deadline (IDEA)

November

- Review Time and Effort sheets
- Purchase orders due
- Prepare files for self-monitoring and cross-functional monitoring
- Technical assistance to all Title I schools
- Submit Title I comparability report (If applicable)
- Collect data to determine eligible attendance areas for next school year
- Child Find/Early Childhood Transition Timeline Data Prong 2 if applicable (IDEA)
- Transition Planning Opens for Data Entry (IDEA)

December

- Review Time and Effort sheets Technical assistance of all Title I schools
- Budget Amendments
- Complete Annual Survey of Local Institutions for N&D

January

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- Review Time and Effort sheets
- Periodic Certification for all Personnel Fully Funded (100%) by Title I, Part A, Title II, Part A and other Federal Programs
- Collect Inventory Reports
- Develop, administer, and compile results for FY26 CNA
- Balance Federal Programs Expenditure Reports & Complete Drawdowns

February

- Review Time and Effort sheets
- Technical support visits/meetings

March

- Review Time and Effort sheets
- Stakeholder survey opens for Title I

April

- Review Time and Effort sheets
- Summary of Federal Programs stakeholders survey due
- Begin review/revisions of Title I Parental Involvement, Title I Schoolwide Plans, and School-Parent Compacts
- Balance Federal Programs Expenditure Reports & Complete Drawdowns

May

- Review Time and Effort sheets
- Spring Title I Input meeting • Deadline for Spring Title I Input meeting documents (revision of School-Parent Compacts for FY27, revision of Parent engagement Plans, FY27 1% of Parent engagement Budget input
- Submit End of the Year PE Evaluation
- Develop, administer, and compile results of TCSS CNA
- Submit Education of Homeless Children and Youth (EHCY) Reports
- EL Reclassification Team Meetings

Ongoing Throughout School Year And Program Specific Timelines

Pre-planning:

School Administrators and Program Directors re-deliver federal program information to their school staff, community and parents at meetings and professional development training sessions.

Leadership teams at each school, led by the school Principal, and Director of Curriculum & Instruction, review benchmarks, state assessment results, and other significant student data to determine specific targets of improvement that need to be included into their School Improvement Plans.

The teams, with the system Parent and Family Engagement Coordinator and parents, also examine their schools Parent and Family Engagement Policy and Parent-Teacher Compacts, or any updates before presenting to all parents and community.

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School Council meetings are scheduled, and agenda items may include presentations by program directors on the CLIP, System Implementation Plan, School Improvement Plans, budgets, School-Parent Compacts, and Parent and Family Engagement Policies, and federal

All Federal Program Directors provide technical assistance by reviewing the updated School Improvement Plan. Needed revisions are then sent to each school's Principal.

September- May:

Collaborative grade-level teams review benchmark assessments in core content areas and collaboratively plan lessons targeted to improve identified student weaknesses.

Program Directors provide updated Title I and other federal programs' information to administrators at leadership staff meetings and provide staff development as needed.

The Principals and school staff provide updated Title I, and other federal programs' information to each school's School Council members at regular meetings.

The Program Directors, Principals, and staff meet as necessary to monitor Federal Program requirements, along with other federal programs' information.

Parent and Family Engagement Timeline of Events:

July/August

- Technical assistance to all Title I School Parent Engagement Liaisons
- Open House at all schools.

August/September:

- Annual Title I Meetings are conducted at all schools
- Distribution of Title III/ESOL Notifications
- Title I Power points are presented to all parents with an overview of Title I procedures, plans, and any updates from the system/ state department pertaining to Parent Engagement and Title I.
- December/January
- Technical assistance to the Title I School Parent Engagement Coordinator
- Collection of evidence of distribution of School-Parent Compacts, district and school policies and building capacity for parents and school personnel.

September - April

- Family Engagement Nights at all schools
- Collection of Input from parents, community, stakeholders, and school personnel on compacts, district and school plans, capacity and parent engagement funding, 1%.
- Parent Engagement Training at the system level is conducted with representatives from each Title I School's parental advisory committee in the district along with community representatives and other parent representatives for school staff Capacity training.

April/May

- Title I Parental Advisory Meetings held at all schools

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- Collection of Input for School Improvement Plans, School-Parent Compacts, Parental Involvement plans
- May
- Technical assistance to all Title I School Parent Engagement Liaisons
- Implementation of Transition plans
- Annual Stakeholders meeting on Parent & Family Engagement Requirements

TREUTLEN COUNTY SCHOOL SYSTEM OPERATING & MONITORING PROCEDURES

The Georgia Department of Education requires that the Treutlen County School System monitor the implementation of federal and the expenditure of all funds associated with each program. In this process, TCSS will systematically provide technical assistance and collect data in order to provide information that can guide program implementation. Procedures for monitoring all critical ESSA requirements:

In the Monitoring Process, Federal Program Directors will:

- Undergo training from GADOE and other sources to maintain proficiency in program compliance requirements.
- Provide technical assistance to local schools throughout the school year based on GADOE and district timelines and compliance requirements.
- Conduct self-monitoring as needed and requested by GADOE, when the district is not being monitored on an on-site basis, TCSS will complete as requested by GADOE a self-assessment and submit it to GADOE.
- Maintain all documentation needed based on the Monitoring Instrument issued annually by GADOE.
- Observe, record, and collect information that are critical to the monitoring process in order to provide feedback to schools that can assist in improving student academic achievement, ensure that all federal programs activities are carried out in accordance to federal compliance guidelines, equipment is being used for the purpose of the funded program, inventory, attainment of academic goals, monitoring policies, and compliance with budgetary guidelines.
- All schools are subjected to on-going monitoring by the Directors of Federal Programs throughout the school year. Feedback is provided to the principals via follow up technical assistance. In addition, emails, staff meetings, and phone conversations take place throughout the year as a means of providing on-going monitoring and communication with each Title I school. Agendas, sign-in sheets, and minutes include any issues observed during the technical assistance that will require additional technical assistance.

Monitoring of Private Schools

- Invitations for private schools to consult in participation in all federal programs are sent in the fall of each year and when grant opportunities become available during the year.
- A meeting is held, usually in the months of October or November, to present information about the programs available to students in private schools. Currently the Treutlen County School System is not serving any private schools.

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- ESEA/ESSA requires GADOE to monitor the implementation of program requirements and the expenditure of federal funds. Georgia’s monitoring process consists of four major components:

Monitoring of Expenditures – See *Treutlen County Federal & Internal Operating Procedures Manual*

On-site Monitoring – GADOE on-site Cross-Functional Monitoring Team visits (in-person or virtually) TCSS to apply the criteria included in the TCSS Monitoring Form.

4. Self-Monitoring Checklist – If requested, TCSS completes the Self-Assessment Checklist and submits it to the Georgia Department of Education (GADOE).

The following procedures are followed for the on-site monitoring visit:

- TCSS is monitored on a four-year cycle.
- TCSS’s audit or monitoring findings requiring a return of monies, or receiving a high number of complaints from parents and other stakeholders are monitored within a year.

CYCLE OF MONITORING & TECHNICAL ASSISTANCE TO SCHOOLS:

All schools benefiting from federal funds are monitored each year to ensure that improvement plans are well written and executed and that items budgeted are directly related to items contained in school improvement plans and CNA. During the fall and after the Annual Federal Programs Conference in June, the Federal Programs Directors convene meetings of all principals during a leadership meeting or on-site meetings. School personnel for each of the Schools are also invited and encouraged to attend the meetings. Principals receive training on procedures and guidance on all components of federal programs guidelines and individual requirements.

Principals are given detailed information of expectations and copies of program guidance. Specific training is provided in all facets of Title programs. The TCSS Federal & Internal Operating Procedures Manual is online and discussed in detail by the Federal Programs Directors. This handbook includes timelines, budget forms, inventory information, schoolwide/ targeted assistance implementation, parental and family engagement, testing security, fraud policy and other areas of Federal Programs. The summer/fall meetings also include discussions on the chart of accounts, the budgeting process, and the correlation of the budget and Title I Schoolwide Plan. Schools submit budgets and required documentation to the Directors of Federal Programs for review and approval. The budgets are maintained by the directors electronically and ultimately entered into the GADOE Consolidated Application for approval. The budgets are referenced when invoices, timesheets, requisitions, and professional learning forms are submitted to the Directors of Federal Funds for approval.

A separate Parent Coordinator’s meeting is scheduled prior to the beginning of the school year to discuss the parental involvement aspects of the Title I Program. Principals are given an overview of Parent engagement Requirements.

Formal and informal meetings as well as phone calls and emails provide technical assistance and monitoring feedback is provided to Principals and other Federal Program Directors throughout the year. A Timeline of all the federal programs is distributed at the Principal’s meeting that outlines the federal

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required documents with the necessary due dates. Email invitations often serve as calendar reminders for item due dates. If/When schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an email is sent describing the issue and how to correct it. All formal meetings are documented via agenda, sign-in sheets, and minutes.

In addition to meeting with principals, district staff also meets with bookkeepers and Title I Parent and Family Engagement Coordinators at the beginning of each year. These meetings are an opportunity to discuss Title I in detail and also an opportunity to discuss content specific information with each of the above. Parent and Family Engagement staff and Federal Programs Director meet throughout the year.

COMMUNICATION WITH PRINCIPALS/SCHOOLS

Communications with principals, the parent engagement coordinator, and other school personnel occur through large/small group meetings, program/administrative meetings, formal and informal individual meetings, email, or by phone. Communication is two-way, and schools call if they have questions or concerns about budgets, procedures, or any other requirements of Federal Programs and vice versa.

COLLECTION OF DOCUMENTS REQUIRED FROM SCHOOLS

Federal Program Directors communicate with principals and school personnel on specific documents that are required by each federal program. Collection of documents are set by each individual program. In general, samples and original forms are provided to the central office on documentation that is required by each program. Staff is asked to maintain a copy in their files noting the date each is submitted to the central office. The documents are submitted to the Directors and are placed in a central folder. A leadership meeting is held at the beginning of the year where the components of the programs and the required documentation are discussed. Follow-up meetings, phone calls, and emails support the acquisition of required documents.

CORRECTIVE ACTION

If a Corrective Action Plan is required from previous monitoring findings, the TCSS/Program Director will respond in a timely manner with a Corrective Action Plan which must be approved by GADOE. Implementation of the Corrective Action Plan will be monitored by the appropriate Title Program Education Program Specialist. These action plans must be addressed in the federal manual for all federal programs involved to address in the future. Corrective action from previous monitoring is discussed with principals in order to assist them in understanding the critical need for compliance in Federal Programs. Professional learning is provided based on the needs but, in addition, professional learning is used as a preventive measure to ensure that all staff have a clear understanding of all expectations of every facet of federal programs. The Federal Programs Directors, along with district level staff, and outside consultants, provide on-going training as a means of ensuring that all staff are in compliance at all times. Anticipatory training is conducted throughout the year that ties in directly with all facets of Federal Program compliance. All correspondences related to Federal Programs are maintained at the central office. Technical Assistance is maintained either as an archived email or in a monitoring file to include an agenda and sign-in sheet documenting the assistance.

Title I

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Specific sections to Title I are described below, with general procedures being addressed at the previous sections.

Title I is a federally funded program which provides services to schools based on student economic needs. Title I is the largest Federal Assistance Program for our nation's schools. The goal is to provide a high-quality education for every child, so the program provides extra help to students who need it most. These students are the furthest from meeting the core academic standards the state has set for all children. Title I is supplemental and is intended to serve students in all Title I Schools.

MONITORING

Monitoring all aspects of Title I, are followed and described at the beginning of this handbook. In addition, at the beginning of the school year, requirements are discussed with Principals. This face-to-face individual meeting allows for the principals to have the opportunity to ask questions, provide feedback, or gain more information about the requirements. Schools submit copies of any required documentation to the Title I office for monitoring purposes. The files are monitored throughout the year. The schools are also asked to maintain copies of documents. Formal and informal meetings (on-site and system) as well as phone calls and emails provide technical assistance and monitoring feedback. Emails often serve as calendar reminders for item due dates. If/When schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an Email is sent describing the issue and how to correct it. Monthly payroll and budget status reports are reviewed and principals are contacted immediately to resolve variances. Title I personnel are required to monitor any degree upgrades so that budgets will reflect the additional expense.

Monitoring of Neglected & Delinquent Facility

There are no Neglected & Delinquent facilities located in Treutlen County.

Corrective Action for Identified Schools

Treutlen County School System will use state data reports to identify any school at risk. If a school is identified, the district will meet at the beginning of the school year or within a timely manner after the report is received to determine a plan of action for addressing the at-risk school's needs and what resources may be needed to support the school in the implementation of the at-risk school's action plan.

PRINCIPAL INVOLVEMENT IN PROCEDURES

Principals are involved in all aspects of the federal programs. They are invited to meetings, provided guidelines and expectations and are requested to provide feedback on those, as well as, due dates and other general procedures. Principals are directly responsible for the presentation, review, and revision of their school's procedures as related to the school improvement plan, parent and family engagement plan/activities, and the school-parent compact. Samples of required information are provided to principals (i.e., parents right to know, PIRC, other information); however, it is their choice to accept and utilize the information in the format provided or to revise the format to suit their school's needs.

TECHNICAL ASSISTANCE

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Technical assistance is provided throughout the school year or as often as needed based on individual school needs. The Federal Programs Director is responsible for providing direct support with the overall allocation and procurement of the Title I, Part A funds. During these trainings, participants receive an overview of the Title I, Part A program, information on program guidelines, audit preparation, monitoring procedures and copies of all budget forms and documents used to support the use of Title I, Part A funds.

Monitoring visits are designed to provide one-on-one support to schools in addition to ensuring a comprehensive understanding of federal program guidelines and procedures. These visits are targeted based on areas of concern identified by the GADOE/Title I or requests made by individual schools.

These visits assist the district office with maintaining compliance and ensuring that funds are properly used to support student achievement. Monitoring visits include, but are not limited to, assisting schools with budget allocations and balance reviews, procurement of funds utilizing district procedures, alignment of fiscal resources with school improvement plans, program assessments, review of equipment inventories, and monitoring of Parent and Family Engagement activities and initiatives. Technical Assistance Documentation forms and the monitoring checklists are used during each visit to provide a record of the support provided and to document any problems or areas that need to be addressed. Documentation of each visit is maintained in the district office.

There is an open door/phone/email type policy with the Directors of Federal Programs. Informal technical assistance to principals, assistant principals, bookkeepers, and any other Title I personnel are made during:

Summer/fall

- administrative meeting with Title I schools administration for Title I and with all schools administration for all other federal programs

District and School Annual Title I Meetings

- Formal meetings held by the central office (Title I, Administrative, Principals, Parents)
- Formal meetings held by the school
- Informal meetings and conversations held before, during or after other administrative/principal, and other meetings held by the central office
- Informal meetings and conversations held before, during or after meetings held at Title I schools
- Parent engagement meetings/workshops/activities
- Phone calls to and from school personnel
- Emails to and from school personnel
- Title I Timeline
- Checklists
- Samples of required documents
- Technical Assistance with Title I School Administrators
- Technical Assistance with all School Administrators for all other federal programs

FEEDBACK ON SCHOOL IMPROVEMENT PLANS

School Improvement Plans Meetings are held with individual school personnel throughout the school year. Title I documentation is discussed and the checklist is applied to ensure compliance at the school level. Utilization of NWEA-MAP, Lexia CORE, Power-Up and System 44 provides ongoing data analysis throughout the year, which provides schools with vital information to determine if goals are being met. SIPs are analyzed to include all the necessary information in order to implement a successful plan.

Schools are given a deadline to submit SIP to the school improvement specialist/federal programs director. The SIP is then reviewed by district office administrators and finally approved by the Title I Director.

Unapproved SIP's are sent back to the schools. Schools make changes based on recommendation and resubmit the SIP which goes back to SIS and then to the Federal Programs Director. If major changes are requested from the central office, schools must have a formalized meeting to present changes and have those changes approved by staff, parents and/or stakeholders.

Technical assistance is provided to the schools throughout the SIP process. In the event of a major change to the SIP, schools will be required to provide evidence that additional meetings were held and agendas, sign-in sheets and minutes will be required to ensure compliance. Approved SIP's are used to generate Title I, Part A budget.

DATA REVIEW

School Individualized Data Analysis:

Data analysis occurs throughout Title I schools. Frequent collaboration in schools occurs across grade levels, content areas, and other system divisions to analyze data and determine areas of strength and those that require improvement. Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning. Further, each school has a leadership team made up of teacher/support personnel representatives that meet regularly. This group discusses the needs of the school and the various grade levels/departments within the schools. Members of the leadership team gather information and data from their group that collectively represents their grade level or department. This information is then shared with all staff members to obtain additional input and incorporate shared analysis and decision making throughout the school. This practice allows teachers to participate in the decision-making process for their school.

The school system holds regular leadership meetings that include school level administration, district program directors, and the superintendent. These meetings focus on a variety of system issues with ongoing improvement being a priority. This process allows all participants to share updates and accomplishments as well as discuss any issues that may have arisen within the district. Ideas, suggestions, and brainstorming comes from these sessions to address any weaknesses identified as well as celebrate successes.

Throughout the district, the Plan, Do, Check, Act Cycle is used as the basis for continuous improvement review from the classroom level up to the central office. Administrators and staff review all processes and events using this model. All Title I schools have professional learning rooms that are used during the

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data analysis process. Principals are required to discuss this information with all staff to ensure that they fully understand the data presented. Principals are required to demonstrate to the Federal Programs Directors that they fully understand the needs of their school by identifying the root cause of the problems that keep the school from achieving academically. This information is discussed in detail in the updated schoolwide plans each year. This data process ensures a proactive process to identify possible high-risk schools.

Equipment Inventory- *Can be found in FY26 Treutlen County Federal Programs Procedures Manual, Section 11*

SECTION 2: COMPREHENSIVE NEEDS ASSESMENT AND COMPREHENSIVE/CONTINUOUS TREUTLEN IMPROVEMENT PLAN (CLIP)

Annual Input, Development and Revision of the Comprehensive TREUTLEN Improvement Plan, Parent and Family Engagement plans and activities, Schoolwide PLANS, and District and School Improvement Plans

COMPREHENSIVE NEEDS ASSESSMENT

Treutlen County Instructional Improvement System-Work Flow

Objective or perception data are obtained from various sources at the District and School level, including state assessments, local benchmark scores, universal screening data, surveys, demographic data (attendance, discipline, and enrollment), staff performance data, Governor's Office of Student Achievement and from the State Longitudinal Data System. Other information may be obtained as needed from sources as available (computer-aided instruction, Online Assessment System, etc.).

At the Central Office level, data is gathered and analyzed and is discussed at Leadership Meetings with the Superintendent and District Leadership Team. Information is shared with ISS (Instructional Support Specialists) who use data in the schools. The primary role of the ISS is system and school improvement with a focus on the improvement of instruction, increasing student performance, increasing stakeholder engagement, organizational effectiveness, and a climate of continuous improvement

As data becomes available, it is disaggregated and given to the principal and instructional coordinators who, along with Assistant Principals, Instructional Support Specialists, and other staff, use the data in various sub-groups. These teams also acquire school-level data from benchmark assessments, universal screenings, common assessments, and discipline/attendance data. Most teams encompass the School Improvement Process as a whole, but also have sub-committees that do the work of breaking down data at a more detailed level. These sub-committees, Grade-level and Academic Teams, analyze classroom and individual student-level data which assist in planning and implementation of recommended improvements. Membership in these teams flows upward so that each subcommittee is represented. This way, recommendations and concerns are easily communicated to the team and administration.

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Both schools have data rooms which are populated with information helpful in the decision-making process such as fully disaggregated test data, computer-aided performance summaries and in some cases individual targeted student data (for remediation or enhancement purposes). School-wide teams typically meet in this environment to facilitate data discussions. If the room contains individual student data a greater level of security is maintained.

All teachers and administrators in the system have access at varying clearance levels to the Georgia State Longitudinal Data System and utilize it frequently to look at individual, classroom, school-level, and system-level data to include the new Student Growth Percentiles, graduation information, longitudinal test information, attendance trends, state standards. Teachers also have access to the NWEA-MAP data and the computer-aided instructional intervention programs in which their students enrolled. They are required to use this data in planning instruction, interventions, and determining curriculum gaps for their students. This access is monitored at the school and district levels to ensure effective utilization and data security.

As the schools continually update their grades/scores, the data is often posted to their websites for increased stakeholder involvement and transparency. This data is also brought back to the System Leadership Team. Weaknesses are addressed at a school level and support is provided from the system level.

Professional Learning

Professional Learning is provided to teachers, paraprofessionals, and administrators based on three primary sources.

1. Surveys are conducted on a yearly basis to determine issues with climate and needs.
2. In addition, trends and systemic needs are identified through the teacher evaluation process and data analysis. Individual needs for professional learning are identified through the TKES process based on self-assessment and GPSC goal or plan set by the staff member.
3. In addition, as new initiatives are rolled out, professional learning is provided for programs such as the State Longitudinal Data System, System 44, GOIEP, data disaggregation and analysis, differentiation of instruction, Georgia Standards of Excellence (GSE), etc.

The effectiveness of Professional Learning is monitored through evaluations, walkthroughs, and data analysis. Principals and central office staff are responsible for this process.

The Comprehensive Needs Assessment for a continuous improvement is an ongoing process in which information is gathered throughout the school year and collectively organized to develop all components required in the Comprehensive/continuous TCSS Improvement Plan (CLIP), Parent and family engagement Plans, Schoolwide Plans and District and School Improvement Plan (DIP).

The CLIP drives the action/implementation planning for the upcoming school year. It is developed by the collection of school's CNAs, stakeholder input, student achievement data from state and national assessments, survey data, and self-assessments. All schools, annually, complete a comprehensive needs assessment process. All schools follow the same process as the central office and collect student data, survey results, stakeholder input, and self-assessment information.

Creating, reviewing and approving the CLIP:

The TCSS CLIP is developed by the collection of the school's CNA and SIP information. All schools have meetings throughout the year with parents, stakeholders, staff, and parent councils to present, collect, and review information specific to each school. TCSS conducts meetings during leadership meetings with principals to collect and disseminate information that may impact the current and future CLIPs. TCSS and schools have parents, stakeholders, and staff complete surveys that address all the components included in the CLIP and Schools' CNA/SIP. The results of the surveys, along with student achievement data, climate surveys, self-assessment surveys, and stakeholder input are all incorporated to the CLIP and are presented at the District-wide CLIP Meeting.

An invitation to The District-wide CLIP meeting is posted on the district and school websites. Invitations, flyers, and/or website announcements are made available to all parents and guardians to participate in the district or school's meetings via social media. Meetings are held to accommodate varying schedules of parents and stakeholders. This same process applies to all federal programs.

The District-wide CLIP Meeting allows for the District and schools to bring their key stakeholders, personnel and present their results. In this meeting, the TCSS brings in other stakeholders to learn about each school, ask to review any components and provide additional feedback on the CLIP. Once feedback or recommendations are presented and added to the CLIP.

A 2nd meeting is scheduled to present the final CLIP for stakeholders to approve. All Federal Program Directors, Coordinators, and Principals aid in the completion process of the schools CNA/SIP and District's CLIP.

The Federal Programs Director submits the CLIP to the Superintendent for sign-off.

The CLIP is a living document that can be changed at any time when additional circumstances or data is of vital importance. Amendments requested to the GaDOE provide justifications for making changes to the CLIP. Schools' plans are also continually changed and when major changes take place, these are presented to stakeholders for approval. The CLIP and SIPs are all available on the district website and the school's website for stakeholders to review and provide comments.

Resolution for Unapproved Plans: In the event that GaDOE requests revisions to the CLIP, Equity Plan, District and school Improvement Plans, Parent & Family Engagement Plan and/or Foster Care Transportation Plan, Federal Programs Director will retrieve the requested changes, collaborate with the necessary departments and resubmit the unapproved plan. This process is continued until each plan has been approved by GaDOE.

Documentation of agenda, invitations, sign-in sheets, and minutes related to CLIP meetings presentation and approval are kept at the central office.

CLIP Schedule/Timeline

To ensure timely submittal to the GADOE, the following timeline must be followed:

August-July - The CLIP is made available on the district website.

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February-April – The current CLIP is shared at meetings for stakeholder input. Surveys and input are collected.

May-June – A systemwide meeting is held for input and approval.

July – The CLIP is uploaded for GaDOE approval.

Evidenced-Based Practices and Interventions

Definition: The term “evidence-based”, when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on: strong evidence from at least one well-designed and well-implemented experimental study; moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or promising evidence from at least one well designed and well-implemented correlational study with statistical controls for selection bias; or demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Implications:

During the annual School Improvement Planning Workshop held each June/July, school leadership teams will identify and record the extent to which the activities, strategies, and/or interventions contained in their school improvement/schoolwide plans meet the various levels of qualifying as being evidence based: strong, moderate, promising, or otherwise provide a rationale for improving student outcomes.

In addition, goals and objectives are determined to address areas of needed improvement. Through the data analysis process at both the system and school level, staff members engage in productive discussion about student learning and conditions that support learning. Data is gathered and examined that represents the particular area, district or school, as well as specific subgroups. During this analysis, team members identify strengths and areas of needed improvement.

Discussions are incorporated to identify specific areas of concern by grade level, content area, course, and/or school. This information is then used to begin discussions on specific strategies to address areas of identified need. Strategies that have been used with success are shared and discussed. System and school leaders work together to examine and identify evidence-based strategies to address areas of need in order to achieve defined goals and objectives.

Information on evidence-based strategies is gathered through a variety of methods including online research, periodical information, communication from other schools and districts that have used the methods, the Georgia Department of Education, education specialists, education consultants, and vendors.

The evidence-based information is also reviewed by the District Instructional Support Specialist, the Superintendent, and the Federal Programs Director before the purchase of any program. System and school leaders formally and consistently monitor the implementation of strategies and instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that strategies and initiatives are implemented with fidelity.

SECTION 3: BUDGETS CAN BE FOUND IN FY26 TREUTLEN COUNTY FEDERAL PROGRAMS PROCEDURES MANUAL

SECTION 4: REQUISITION PROCESS CAN BE FOUND IN FY26 TREUTLEN COUNTY FEDERAL PROGRAMS PROCEDURES MANUAL

SECTION 5: FAMILY-SCHOOL PARTNERSHIP PROGRAM

PARENT AND FAMILY ENGAGEMENT PROCEDURES, EXPECTATIONS, AND TECHNICAL ASSISTANCE

In support of strengthening student academic achievement, Treutlen County School System (TCSS) has developed procedures and expectations for the Parent and Family Engagement Program which establishes the district's expectations for meaningful and effective family engagement and guides the strategies and resources that strengthen school, family, and community partnerships in the district's Title I schools.

The Parent and Family Engagement component of the TCSS is committed to engage families in the education of their children and to build the capacity of its Title I schools to implement family engagement strategies and activities designed to reach the district's goals for increased student academic achievement. Schools, families, and the community will work together to support learning, for students to do better in school, stay in school longer and enjoy school more. Title I, Part A provides technical assistance to all Title I schools on effective parent and family engagement activities at every level of the program, such as in the development and implementation of the district and school plans, and in carrying out the district and school improvement provisions. TCSS will follow Section 1116 of the Every Student Succeeds Act (ESSA) to fulfill all the requirements for all Title I schools and school systems to involve parents and family members in their children's education.

Consistent with Section 1116, the district will work with its Title I schools to ensure that input is provided by parents, teachers, and community in the revisions, development and approval of the district and school-level Family and Community Engagement Plans, School-Parent Compacts, 1% PFE's set-aside, and activities that will increase the collaboration and communications between the schools, homes, and community. All evidence of engagements will be documented on the Georgia Department of Education's Parent and Family Engagement Checklist.

Family and Parent Engagement Coordinator, provides technical assistance to all Title I schools throughout the school year. TA meetings are held at the district office and on-site at each school or by means of virtual online meetings. TA assistance is also provided through email, and during the technical assistance of documents. Feedback is provided to parent liaisons at each school to meet their school individual needs. The following components are included in the TA and are documented via email correspondence, agenda, sign-in sheets and minutes:

Timeline for the year

- Annual CNA
- Implementation Plans
- Notice to Parents of English Learners
- Parent Notifications
- Annual Title I Meeting
- School-Parent Compact
- District & School-level Parent and Family Engagement Policy
- Staff Capacity
- Parent Capacity
- Parent Input
- Parent Resources
- Parent Advisors & Communication
- Professional Qualifications
- Reservation of Funds

TIME LINE

Timelines for Parent and Family Engagement activities are set in the spring and revised at the beginning of the school year. All events are posted on the school's website, and for district events, on the district website.

PARENT AND FAMILY ENGAGEMENT ANNUAL PARENT NEEDS ASSESSMENT

Process to Collect:

To assess our Parent and Family Engagement practices, parent needs assessments are posted online at the district website and the school websites. The surveys are collected and tallied for each school, as well as the district. The feedback, from these surveys, is also disseminated to the schools and district office. Survey results are discussed and reviewed in the Parent and Family Engagement, leadership, and school council meetings to make revisions and recommendations for the upcoming year.

All family members of Title I students are provided opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the Treutlen Parent and Family Engagement Policy/Plan; the School Parent and Family Engagement Policy/Plan; and School-Parent Compacts. Family input is also required when planning Title I, Part A family engagement budgets. One percent of at least 90% of the budget must be set aside for family engagement. Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program.

The findings of the evaluations/surveys are used to design strategies for more effective Parent and Family Engagement activities and to revise, if necessary, the District and School-level Parent and Family Engagement policies, School-Parent Compacts, use of the 1% set-aside, current parent engagement activities, and any other situation/concern that parents, teachers, and community may have that

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addresses Parent Engagement. To accomplish this task, the TCSS and each participating school may use parent surveys, review of documentation such as records of parent contacts, parenting activities forms, workshop participation, and personal interviews with parents, and any other documentation as appropriate and relevant. All information will be used to identify strengths and weaknesses of the total Title I Parent and Family Engagement program. The school district will use the suggestions from GADOE Parent and family engagement to design strategies for more effective Parent and Family Engagement, and to revise, if necessary (and with the involvement of parents) its Parent and Family Engagement policies/plans, capacity, School-Parent Compacts, and six standards for parent engagement as required in Sec. 1116. All parents will be invited to attend and provide feedback, as well as, serve on the District and School Advisory councils. The District Parent and Family Engagement Policies and School-Parent Compacts will be updated and revised yearly, with the input from all parents, community, and stakeholders.

Process to Review:

The results of the annual parent surveys and other parent activities are reviewed by the Parent and Family Engagement and leadership committees at each school and the district which have parent representation. All information is used to identify strengths and weaknesses of Parent and Family Engagement. Results are used to make revisions or recommendations to the Parent and Family Engagement Plan and/or School Improvement Plan.

Actions Taken by TCSS to Improve the Quality and Effectiveness of Parent and Family Engagement

DISTRICT PARENT & FAMILY ENGAGEMENT POLICY:

Treutlen County School System will jointly develop, and agree on with, and distribute to parents and family members of children receiving services a written parent and family engagement policy. The Treutlen County parent and family engagement policy outlines how the district will implement programs, activities, and procedures for the engagement of parents in Title I programs. The policy will establish the district's expectations for parent and family engagement and how the district will carry out the parent and family engagement requirements.

The policy will:

- Involve parents in the joint development and the process of school review and improvement.
- Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent engagement activities to improve student achievement and school performance.
- Build the schools' and parents' capacity for strong parental engagement.
- Coordinate and integrate parental engagement strategies under this part with parental engagement strategies under other programs, such as the Head Start program, First Readers (Birth to 5) program, and local daycares.
- Conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of the parental engagement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically

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disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental engagement, and to revise, if necessary, the parental engagement policies described in this section.

- Involve parents in the activities of the schools served under this part.

English and Spanish District and School-level policies along with School-Parent Compacts will be distributed at least twice before November 1st of every school year.

SCHOOL PARENT & FAMILY ENGAGEMENT POLICY:

All Title I Schools have and will continue to:

- Jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, which shall describe the means for carrying out the requirements of subsections (c) through (f).
- Parents have been and will continue to be notified of the policy in an understandable and uniform format for parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- Provide the policy to the local community and update it periodically to meet the changing needs of parents and the school.

English and Spanish District and School-level policies along with School-Parent Compacts will be distributed at least twice before November 1st of every school year.

SCHOOL-PARENT COMPACT:

All Title I Schools have and will continue to:

- provide evidence of a signed and dated school-parent compact with the required components that includes being developed jointly with parents
- describes how parents, the entire school staff, and students will share the responsibility for improved student achievement
- addresses the importance of communication between teachers and parents on an ongoing basis through at a minimum
 - parent-teacher conferences in the elementary schools at least annually during which the compact is addressed
 - frequent reports to parents on their child's progress
 - and reasonable access to staff
 - opportunities to volunteer and participate in their child's class, and observation of classroom activities.

English and Spanish Student-Parent Compacts will be distributed at least twice before November 1st of every school year.

ANNUAL TITLE I MEETING:

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All Title I Schools have and will continue to convene an Annual Title I meeting to:

- Inform participating parents about Title I programs
- Convene at a convenient time, to which all parents of participating children shall be invited
- Encourage all parents to attend and inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved

BUILDING CAPACITY FOR INVOLVEMENT:

All Title I Schools have and will continue to ensure effective involvement of parents and to support a partnership among all Title I schools, parents, and the community in order to:

- Improve student academic achievement.
- Provide assistance to parents of children served by the school in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, 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 the school.
- Coordinate and integrate parent engagement to the extent feasible and appropriate programs and activities with Head Start, First Readers (or other literacy programs), and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in English and Spanish or in a language and format that parents can understand.
- Provide such other reasonable support for parental engagement activities under section 1116, that parent may request.

Materials are purchased for parent resource areas from expressed needs of the schools and parents. Many opportunities are provided for building strong staff and parent capacity. The purpose is to ensure effective engagement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, through the following activities:

- Annual Title I meetings
- Conferences
- Email communications
- Phone calls
- Parent sessions and activities

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- Family nights
- Volunteering
- Board of Education Meetings
- Stakeholder meetings
- Open Houses
- Annual notification of accountability status
- Newsletter/flyers/brochures/Website information

NOTICE TO PARENTS OF ENGLISH LEARNERS:

As a district under the direction of Title I, Part A, parent notifications are provided to parents the first day of school. The TCSS provides notifications, in a language appropriate for the reader, to parents of ELs who have been selected to participate in the LEA's Title III or Title I supplemental language program. The notice will be provided 30 days in advance of any supplemental language program to permit the parent to waive participation in the Title-funded services. The federally-funded supplemental language program notification is part of the beginning of the year notification process for parents of ELs. Parents of students who do not attend these meetings will be receiving this information and this will be documented utilizing one of the following methods:

- Signed and dated district or school staff dissemination statement indicating that the notification was sent home with each participating EL
- Parent-Teacher Conference(s) with sign-in sheet of parents' signatures, dates, and names of documents discussed.
- Copy of secure mail with date and email address of parent
- Mailed letter with a dated postage receipt and list of mailing addresses
- Picture of student folders with name of document and date of when document was distributed
- Screenshot of notification in a secure parent portal with date of when notification was available to individual parents
- Other secure method that the TCSS has used to effectively notify parents of participating EL

ANNUAL TITLE I MEETING

Schools are required to hold an annual meeting and submit documentation of the required Title I annual meeting, including a copy of the sign in sheet and agenda. The District Federal Programs Director and/or principals prepares and/or presents a PowerPoint presentation providing the requirements of Title I, section 1116, an agenda to each school for technical assistance to ensure required components of the district and school improvement plan, parent and family engagement plan, and compact are explained to parents. All parents are invited and encouraged to attend all meetings and participate on any school committee as well as give feedback on any material covered during the meetings. Schools hold their Title I meetings separate from Curriculum/Parent Nights. Title I meetings announcements are shared in numerous ways that may include local newspaper, parent flyers, school website, system website, one call system, texts, email, newsletters, and placement on the school marquee sign.

Each Title I school has a School Council comprised of parents, school level representatives, and community representatives. The District's Title I Parental Advisory and Family Engagement Committee is

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comprised of members from each of the school level committees. Each committee meets at a minimum of twice annually. Materials and agendas are developed for all meetings. Parent representatives participate in group meetings to review/revise the district/ school level policies, to review/revise School-Parent Compacts, to review the six steps in building parent and staff capacity, to plan parent engagement events, to provide professional development and to plan for parent and family engagement budget priorities.

SCHOOL-PARENT COMPACTS

All Title I Schools have School-Parent Compacts and are required to review and revise the School-Parent Compacts annually. School-Parent Compacts include responsibilities for the system, school, parents, and students. Components of the School-Parent Compacts are revised each year by parents, community, administrators, staff from the schools, and the Parent and Family Engagement Committee at each school/district. Copies of the signed and dated parent School-Parent compacts are kept on file with the District Title I Parent and Family Engagement Coordinator. A School-Parent compacts Checklist is located on the Title I page of the GADOE website under resources that is used as a guide to implement changes or additions to the School-Parent Compacts. The School-Parent Compacts are reviewed at the Annual Title I meeting and hard copies are distributed to all parents in the schools at the beginning of the year and before November 1st of each year.

DISTRICT & SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT POLICIES

School Parent and Family Engagement Policies/Plans are reviewed and revised annually by parents, community, administrators, staff from the schools, and the School Council at each school/district, and the Parent and Family Engagement Committee. The Parent and Family Engagement district /school plans are discussed at the Annual Title I meeting. All parents are invited to participate on the committees. Policies/plans include the required components of the parent and family engagement checklist. Policies/Plans include activities and sessions that have been identified and requested through the previous year's annual parent and family engagement survey. School improvement and parent and family engagement plans are posted on the system/school websites and available at the schools upon request.

STAFF CAPACITY

TCSS seeks meaningful input from parents, families and the community to develop professional learning activities to support and encourage staff capacity. Professional learning activities based on the National PTA Standards for Family-School Partnerships are used as the guide to build capacity.

The following standards will be presented throughout the school year using the GADOE checklist for compliance:

Standard 1: Welcoming all family members in to the school community

Standard 2: Communicating effectively

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Standard 3: Supporting student Success

Standard 4: Speaking up for every student

Standard 5: Sharing power

Standard 6: Collaborating with the community

BUILDING CAPACITY

To build a capacity for strong family engagement and to support and encourage partnerships among schools are very important goals of the District. Positive parent-teacher and community relations are standards that the Treutlen County School System's Title I program will enable and assist schools to uphold.

These standards will be accomplished and maintained through training and instruction of both parents and educators, carried out through community meetings, parent sessions, parent conferences, brochures and other media, personal contact with families through PTO meetings, PAC meetings, and other avenues of learning that are appropriate for the information to be conveyed.

The main focus to build capacity will be the outcomes of the annual parent needs assessment, parent session evaluations, input given at parent and committee meetings, and state assessments.

Resource areas are provided at each Title I school for families and students in the school system. Funded primarily by Title I, the centers provide much one-on-one contact with parents, home visits, workshops/parent meetings, referrals to other community agencies, educational materials for loan to families, and training on using the materials effectively with students.

School level - Each school is required to develop with and distribute to parents a written school parent compact and school plan/policy. A Title I Annual meeting is held to keep parents informed of all aspects of the Title I program. The meeting agenda, sign-in sheets, and other documentation are kept on file locally. All parent sessions are advertised through the local newspaper, parent flyers, school website, and system website, shout point call system, texts, announcements, and place on the school marquee sign.

In addition to annual meetings, activities at the school level may include the following:

- "Good Citizen" recognition
- Student of the Month Award
- Honors Day/Honors Night
- Student handbooks/planners
- Parent conferences
- School council meetings
- Parent and Family Engagement committee meetings
- Parent or Family Night/Grade Level Orientation
- Career Days (parents and community resource people as guests)
- Dr. Seuss Day
- CHAMPS Graduation

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- Media center book fairs (held twice each year)
- Transition meetings (Pre-K to kindergarten, second to third, fifth to sixth, and eighth to ninth)
- Pre-K Family Orientation
- Curriculum Nights
- Annual Title I Meetings
- Open House
- Homework - Tips for Success
- Test Tips
- Math Night
- Literacy Night
- Introduction to the Online Assessment System

These standards will be accomplished and maintained through training and instruction of both parents and educators, carried out through community meetings, parent workshops, and parent conferences.

To build and ensure effective staff and parent capacity in the Treutlen County School System and to support a partnership between, parents, community and the schools, each school and district office may include the following activities:

- Provide parents information on the state's, Georgia's, academic content standards and state and local academic assessments.
- Disseminate testing results, progress reports, and report cards.
- Report the child's progress to parents and assist parents in how to monitor a child's progress and how to improve achievement at home too.
- Conduct an Annual Title I meeting in each Title I school in Treutlen County that will provide all parents information of the requirements of Title I and section 1116 (e) building parent capacity, including information on the District Parent and family engagement Policy, school parent plans, School-Parent Compacts, and means to build parent capacity.
- Provide information concerning the Title I program and all state requirements of parent and family engagement.
- Provide parent/ teacher conferences and open house held at the schools.
- Conduct an annual parent needs assessment and parent session evaluations to gain input for future program development.
- Develop and disseminate at least in two different times, the District Level Parent Policy, school-parent compacts, and school level Parent and Family Engagement plans.
- Provide support and/or training for parents in areas such as literacy, mathematics, and technology.
- Provide information related to school and parent programs, meetings, and other activities are sent home "in an understandable and uniform format and to the extent practicable, in a language the parents can understand."

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- Provide parents information on the professional qualification of their child's teacher at the beginning of each school year.
- Collect feedback and input from parent's comments regarding school activities and plans.
- Provide technical assistance training to the schools on each of the six requirements to build parent and staff capacity and model activities that would meet the needs of each school.
- Provide professional development and t workshops to the Title I schools staff and parents as needed.
- Let parents serve as leaders and provide training/ workshops to build staff capacity and to educate school staff on the value of working with parents as partners, building ties between parents and the school.
- Periodically assess/analyze the effectiveness of the Parent and Family Engagement program and six standards during the school year to provide input and to make changes/ revisions as needed. The Title I District School Level Parent and Family Engagement Advisory Committee along with all parents will be welcome to provide input and make changes as needed to the implementation process of building parent capacity with the six standards and in keeping the requirements of Title I section 1116(e).
- Parent needs assessments in English and Spanish are on the schools and district website and are available in paper format upon request for parents to complete. During parent engagement activities parents will be given the opportunity to complete these surveys. If parents do not have internet services at their homes, each school will have designated computers that the parents can use to complete the needs assessments.

Treutlen County Title I schools will follow a timeline to ensure these standards are in place and events are monitored. The District Family and Parent Engagement Coordinator provides technical assistance training throughout the year.

The School Parent and Family Engagement Coordinator or School Administrator will use the GADOE checklist to check and make sure these activities and timelines are being followed. Each school will document all Title I requirements in Google Drive. In addition, each school will keep a hard copy of all information in a file box at the school.

The District Family and Parent Engagement Coordinator will utilize the Google Drive to monitor documentation after each semester to ensure that the events are taking place. At the District Level, the Family and Parent Engagement Coordinator will utilize Google Drive to keep documentation from each of the Title I Schools in Treutlen County, as well as documentation of the District events in Treutlen County School System.

PARENT RESOURCES

Treutlen County has a parent resource area at each Title I School. A variety of materials and resources are available to parents for checkout. Books, DVDs, and a variety of other materials have been purchased for the parents. Schools showcase the resources available during parent engagement activities.

PARENT ADVISORS

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All Title I schools have parents who serve on the Parent and Family Engagement Committee (PFEC), School Council, Leadership Team, and/or the Parent Teacher Organization (PTO). These parents serve as advisors to the schools and system as a whole. The valuable insight obtained from these advisors is utilized to propel our system to excellence for all students and to review required components of the Title I program (CLIP, CCRPI/implementation plans, budgets, and parent and family engagement). Invitations to the meetings may be written invitations, phone calls, emails, and/or school website and/or system websites. Schools also use their advisors, as well as all parents who attend the annual Title I meeting, to review the required components of the schoolwide or targeted assistance program. The meetings are open to the public and notification may include local newspaper ads, parent flyers, school/system website postings, shout point call system, texts, announcements, and placement on the school marquee sign. Parents are instrumental in the revision of the school improvement/parent and family engagement plans and School-Parent Compacts. The District and School Level Parent and Family Engagement Committees review the results of the annual spring survey and help make decisions for yearly Parent and Family Engagement activities. All meetings are documented with sign-in sheets, agendas, and minutes.

CORRESPONDENCE IN ANOTHER LANGUAGES/FORMAT

Correspondence in another language or formats, to the extent practical, is provided by either written support or support through an interpreter. Documents are provided in Spanish and English which are the major languages spoken in Treutlen County. In addition, the system contracts with Bilingual and Special Education staff to translate documents, interpret, or provide additional support at district and school level meetings.

PARENTS RIGHT TO KNOW TEACHER QUALIFICATIONS/LETTERS TO PARENTS REGARDING PROFESSIONAL QUALIFICATIONS STATUS

Parents are informed of their rights to know the qualifications of their children's teacher. This information is made available through the student handbook and system website. This notification will be provided in the Student Handbook for each school. Principal and contact information will be provided in the handbook. This information is also made available through the website. Parents will be provided a copy of the Student Handbook at the beginning of each school year or, for transfer students, upon enrollment. Each school will maintain documentation of parent receipt of information which will include parent signature. A copy of the Student Handbook for each school and sample parent forms will be maintained at the Board of Education. Notification will include the following information: In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

Whether the student's teacher:

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

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- Whether the child is provided services by paraprofessionals and, if so, their qualifications. In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.
- For verification purposes, notifications must contain the month/year of dissemination or, if included in another document, the primary document must contain a date. Or, if the primary document is undated, records may also include supplemental documentation that contains the month/year of notification dissemination. The name of the TREUTLEN school district and/ or school must be included. Parents of students in all schools and programs will be notified of this right to know. Responses to requests must be provided in a timely manner.

Treutlen County School System is a Strategic Waiver School System and has waived certification requirements. In accordance with the Every Student Succeeds Act of 2015, all TREUTLEN schools will provide timely notice to parents when students have been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the LEA's professional qualification requirements. Notification requirements apply to all teachers in all TREUTLEN schools/programs. Notifications must be made within ten business days following the four consecutive weeks. All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand. In accordance with the requirements of the Every Student Succeeds Act, parents will be notified of a teacher's professional qualifications under the following circumstances:

Regular Education Teachers - When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet TREUTLEN professional qualification requirements (in alignment with approved Charter/SWSS application and CLIP) at the grade level and subject area in which the teacher has been assigned.

Note: It is possible for a teacher to meet charter/ strategic waiver TREUTLEN professional qualification requirements and not meet GaPSC in-field requirements. **In this circumstance, 20 Day Notification is not required.**

Evidence LEA staff meet Professional Qualification Requirements (updated 5-15-26)

In accordance with ESSA, the Personnel Director will review the In-Field Portal reports and PQ ESSA reports monthly with the Federal Programs Director and Student Information Coordinator to ensure all staff meet professional qualification requirements for paraprofessionals and teachers. If a staff member does not meet professional requirements, the Personnel Director will review certificate requirements in CAPS for each program and meet with LEA administration and SIS coordinator on students being served and take action as needed within five days of the In-Field Portal report review. Monthly reports and signatures of the Personnel Director and Federal Programs Director will be kept in the Human Resources Department and Federal Programs shared drives. 6.1.C.

20 Day Notification of Professional Qualifications

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In accordance with ESSA, all schools are required to provide timely notice to parents when students have been taught for four or more weeks by a teacher who does not have the required credentials at the grade level and subject area in which the teacher has been assigned. Notification requirements apply to all teachers in all schools/programs. Notifications will be sent within ten business days following the four consecutive weeks. For verification purposes, notifications must contain: day, month, and year of notification; the name of the teacher who has not met PQ, the name of the school and district; and a statement that the teacher has not met state certification or the district's charter waiver PQ requirements for the grade and subject in which the teacher is assigned. The notification will be sent in a format that ensures parents have the opportunity to receive the information. This may include: first class mail, parent link communication and/or email blast. To the extent practicable, the notification will be in a language the parent will understand. This applies to all teachers in all schools/programs.

SECTION 6: RESERVATION OF FUNDS

Professional Development:

In the event that schools in the TCSS are given a designation, the Federal Programs Director will ensure funds are set-aside to provide professional development as needed.

A lesser amount is requested by Title I in professional development since all teachers and paraprofessionals in the system already have met the Teacher quality status. Professional learning activities that are funded through the collaboration of federal, state and local funds are for activities that are scientifically researched based on evidence of program success resulting in increased student achievement.

Parental Engagement Set Aside:

Required 1% Set Aside for Parental Involvement: Principals have the option of expending their 95% portion of the required 1% set aside in Parent Involvement funds or submitting them back to the system level. Principals, with input from parents, typically decide to direct part of those funds to a system level parent involvement activity/project by signing a District-wide Parent Activity Assurance form. The funds are used at the system level to fund a Family Engagement Specialist who serves all schools and those directly allocated to the schools to fund parent engagement activities. Title I parents are informed about the 1% set aside during the Fall Annual Meeting and participate in the discussion regarding this requirement each Spring during Title I planning meetings held at each school. If the total 1% is not expended, the difference must be carried over to the following fiscal year.

Homeless Children and Youth Set Aside:

Set aside funds at the system level are budgeted to meet the needs of homeless children and youth. Because of the generosity of many of Treutlen's local organizations, very few supplies are needed each year.

Homeless liaison, works and consults with community and school personnel, including school counselors, enrollment clerks, teachers, principals, and bus drivers, to identify children in homeless situations. As well as providing a student residency questionnaire completed by all students who are

TREUTLEN COUNTY SCHOOL SYSTEM –FEDERAL PROGRAMS NON-FISCAL OPERATING PROCEDURES

enrolled in the Treutlen County School System. The homeless liaison monitors provide the information on the annual count of homeless students attending school in Treutlen County.

Needs assessments are conducted by the school counselors when a child is identified as homeless. They contact the homeless liaison and other appropriate personnel or agencies.

Neglected and Delinquent Children:

The reservation amount provided by GADOE in the Title I, Part A allocation letter and worksheet is the amount set aside for neglected or delinquent children. Currently, there are no residential facilities for neglected children located in the Treutlen County School district.

SECTION 7: ALLOCATIONS/CARRY OVER

After receiving notification of the Title I, Part A, and other federal programs grant amounts from GADOE, reservations in each budget are set aside for required components such as parent and family engagement, professional learning, neglected and delinquent, equitable services, school improvement specialist, administration and homeless students.

Per pupil amounts are allocated to schools in rank order of poverty based on the number of children from low-income families who reside in eligible attendance areas. TCSS has been granted CEP status and uses the numbers provided by the nutrition department and GADOE FTE school enrollment numbers to determine rank order of the schools.

All the information is entered in the GADOE worksheet and then used to enter information on the attendance worksheet. Higher ranking schools receive the same amount or more than the school ranked below those schools. Per pupil allocation is always large enough to provide a reasonable assurance that each school can operate its Title I program of sufficient quality. The 125% rule is not typically used in the system.

Typically, carryover funds are allocated in one of two ways: (1) to schools by increasing the per pupil amount maintaining rank order, basing that amount on the total number of children from low-income families in each area or (2) the funds are allocated back to set asides.

Each federal program ensures that all funds are spent in accordance to individual grant guidelines and to ensure carry over funds don't exceed the required percentage by the grant requirement.

SECTION 8: ATTENDANCE AREA DETERMINATIONS

Attendance area determinations are calculated using the previous year's October FTE count. TCSS was granted CEP status and TCSS uses the numbers provided by the nutrition department and GADOE FTE school enrollment numbers to determine rank order of the schools. All the information is entered in the GADOE worksheet and then used to enter information on the attendance worksheet. These numbers are placed in the attendance area determination worksheet provided by GADOE and are then rank ordered from highest to lowest percentage free/reduced lunches. PK counts are automatically deducted

in the document. Schools are rank ordered for per pupil allocation calculations, which are highest to lowest per the percentage poverty or in a rank such that a school ranked at a higher poverty receives no less per pupil allocation than the lower ranked per pupil allocation.

SECTION 9: MAINTENANCE OF EFFORT & EQUITY

GaDOE annually determines whether TCSS meets MOE by comparing the prior year's state/local K-12 expenditures (or per-pupil expenditures) to the second prior year. TCSS must be at least 90% on either the aggregate or per-pupil test to remain eligible for covered federal programs (e.g., Titles I, II-A, III-A, V-B, and McKinney-Vento). Federal funds are excluded from MOE. The result ("Met/Unmet") appears in the Consolidated Application. TCSS typically meets MOE; if not, TCSS will request an MOE waiver consistent with GaDOE and federal guidance.

SECTION 10: POVERTY COUNTS & RANK ORDER

Title I Ranking & Allocation (ESEA §1113(a)(3); 34 C.F.R. §200.78(a)(1))

TCSS annually ranks schools from highest to lowest by the **percent of low-income students**, using **one consistent poverty measure** for: (1) identifying eligible areas/schools, (2) ranking, and (3) determining school allocations.

Allowed poverty measures (ESEA §1113(a)(5)(A))

- National School Lunch Act data (Free/Reduced-Price Meals and CEP).
- Families receiving TANF (Title IV-A of the Social Security Act).
- Students eligible for Medicaid.
- Census poverty counts for ages 5–17 (most recent LEA-level data approved by ED).

TCSS practice

- TCSS uses Nutrition Department reports (including CEP information) as the primary data source to **rank-order schools** each year.
- For **secondary schools**, TCSS may use the **feeder-pattern option**: apply the average low-income percentage of the feeder elementary schools to the secondary school's enrollment. This may affect the final rank order.

SECTION 11: ACADEMIC ACHIEVEMENT AWARDS

Schools receiving Title I Reward School awards are notified by meeting or email are provided the budget amount, if awarded, on the same type of budget sheet as the regular Title I budget.

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Title I principals are also provided the same information from GADOE that the Federal Programs Director receives regarding use of funds and the required questionnaire.

Schools have the options to meet as committees to determine the use of funds; however, the final decision belongs to the principal, who is responsible for the submission of the budget. Schools submit their budgets both in hard copy and electronically to the Federal Programs Director who approves requested expenditures at the district level.

If there are questionable submissions, principals are contacted and asked to revise the budget worksheet, which provides the appropriate functions and objects for the allocations the schools choose to use.

Each school's allocations, requests, and questionnaires are uploaded through the consolidated application and when approved, schools are notified to begin the purchasing process following the same procedures for all other Federal Programs.

Items purchased through Title I must be permanently marked with Title I and the fiscal year the items were purchased.

The Federal Programs Director monitors the expenditures by signing off on requisitions, which must be for the items requested on the budget worksheet. Expenditures are also monitored through monthly budget status reports.

SECTION 12: SCHOOL IMPROVEMENT / CORRECTIVE ACTION / RESTRUCTURING

Status (as of July 1, 2025).

No Treutlen County Schools are identified by GaDOE as **CSI**, **TSI**, or **CSI Promise**.

Readiness if identified.

If GaDOE identifies any school, TCSS will:

- Notify the school leadership and stakeholders and name a district support lead.
- Conduct a Comprehensive Needs Assessment (CNA) and update the School Improvement Plan (SIP) aligned to the District Improvement Plan (DIP)/CLIP.
- Coordinate with GaDOE's school improvement staff (DES/SES/RESA) for technical assistance and professional learning.
- Develop and submit any required Title I, Part A 1003 school improvement budget(s), if applicable, aligned to the SIP.
- Monitor implementation and progress (walkthroughs, data reviews, and mid-year/end-of-year checks), adjusting actions and budget as needed.
- Maintain required evidence (agendas, sign-ins, minutes, plans, ConApp uploads/approvals).

Notes: *GaDOE determines CSI/TSI/Promise status per state methodology. TCSS reviews updates annually and will revise this section if identification changes.*

SECTION 13: TITLE I SCHOOLWIDE PROGRAMS

Operating Status

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Both Treutlen County schools (Treutlen Elementary and Treutlen Middle/High) operate as Title I Schoolwide programs. All students and families at these schools may benefit from Title I-funded supports, consistent with the approved Schoolwide Plans. Treutlen County Schools maintains a single, integrated School Improvement Plan (SIP), which also serves as the required Title I Schoolwide Plan under ESSA §1114(b). The SIP includes all required Schoolwide components, based on the annual CNA, stakeholder input, and alignment with the District Improvement Plan (DIP) and Comprehensive LEA Improvement Plan (CLIP).

Annual Schoolwide Plan Cycle

Plan & Review: Each school maintains a written Title I SIP / Schoolwide Plan that is presented, reviewed, and revised annually with parent and stakeholder input (typically in late spring/summer for the following school year).

Stakeholder Involvement: Schools use surveys, meetings, and input sessions (parents, staff, students where appropriate, and community) to update CNA results, strategies, and budgets.

Approval: Final Schoolwide Plans/School Improvement Plans are approved by the Federal Programs Director and Superintendent and aligned with the CLIP and district priorities.

Documentation: Agendas, sign-in sheets, minutes, and any draft/final plan documents are kept on file at the school and central office. Final approved plans and required artifacts are uploaded/maintained in the Consolidated Application (ConApp).

Required Schoolwide Components (Summary)

Each school's Title I SIP / Schoolwide Plan must address, at a minimum:

- A comprehensive needs assessment (CNA) covering all academic areas and factors affecting student achievement.
- Schoolwide reform strategies to raise achievement for all students, increase learning time, and address identified needs.
- Instruction by qualified staff and professional learning aligned to the Schoolwide Plan and CLIP.
- Parent and Family Engagement strategies that align to district and school Parent and Family Engagement plans (see Section 5).
- Transition supports (e.g., early childhood to elementary, elementary to middle, middle to high) as applicable.
- Use of assessments and data to inform instruction, monitor progress, and improve programs; timely, additional support for students who struggle.
- Coordination and integration of funds and services (federal, state, and local) to support the plan, including any Title I set-asides used at the school level.

Monitoring and Technical Assistance for Schoolwide Programs

The Federal Programs Director monitors schoolwide implementation and purchasing for alignment to the approved Schoolwide Plan and school budget using monthly budget status reports and school monitoring tools.

Schoolwide implementation and required evidence (plans, agendas, sign-ins, minutes, ConApp uploads/approvals) are reviewed as part of the district's federal monitoring cycle.

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Ongoing technical assistance is provided to principals and school leadership teams through scheduled visits, email/phone support, and leadership meetings.

For more detailed monitoring procedures and timelines, see:

- Section 1: Overall Monitoring Requirements
- Section 2: Comprehensive Needs Assessment and CLIP
- Section 5: Parent and Family Engagement
- Section 12: School Improvement / Corrective Action / Restructuring (CSI/TSI/Promise)

SECTION 14: Public School Choice – GA INTRADISTRICT TRANSFER OPTION

Under ESSA, Georgia no longer requires Title I “Public School Choice” tied to NCLB status. Instead, Georgia’s Intradistrict Transfer law (O.C.G.A. §§ 20-2-2130–2131) allows parents to request a transfer to another public school within the same district if the requested school has available classroom space after assigned students are enrolled. Parents/guardians are responsible for transportation.

TCSS context.

TCSS currently operates one school per grade span (Treutlen Elementary; Treutlen Middle/High). Because there is no alternate school at each grade span, intradistrict transfers are not available. If district configuration or capacity changes, TCSS will post the annual request window and procedures and will process requests in accordance with state law and local board policy.

SECTION 15: RECORDS RETENTION

TCSS is required to maintain records in accordance with the 2 C.F.R. Part 200 – Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

In addition to keeping records to show that full compliance with federal program requirements were met, TCSS will comply with local records retention policies (The Georgia Archives Records and Information Management Services-Retention Schedules for Local Government Records) and shall keep the following records:

- The amount of funds;
- How funds were used;
- Total cost of the project;
- Share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

In the TCSS, all federal program records, supporting documents, statistical records, and all other records pertinent to program regulations on the grant award will be retained for the current fiscal year end, plus four years, for a total of five years.

NOTE: The Federal Freedom of Information Act (5 U.S.C. 552) does not apply to records unless required by federal, state, or local law; grantees and subgrantees are not required to permit public access to their records. (Approved by the Office of Management and Budget under control number 1880- 0517)

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(Authority: 20 U.S.C. 3474; Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards [2 C.F.R Part 200], [53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 8072, Mar. 11, 1988; 53 FR 49143, Dec. 6, 1988; 64 FR 50392, Sept. 16, 1999])

SECTION 16: COMPARABILITY

The comparability requirement does not apply to Treutlen County Schools since we currently have only one school building for each grade span.

SECTION 17: Fiscal Requirements for Federal Programs

Can be found in *Treutlen County Federal Programs Procedures Manual*

SECTION 18: Private Schools (Equitable Services)

Local context.

There are no private schools located in Treutlen County. TCSS receives DE1111 notifications each fall from several neighboring private schools that enroll Treutlen-resident students. In recent years, all have declined equitable services after outreach.

Programs covered.

- Title I, Part A: Eligibility is based on the student’s residence in a Title I attendance area—even if the private school is outside the LEA.
- Title II-A (and other programs with location-based rules): Equitable services apply only to private schools located within the LEA’s geographic boundaries. Since none are located in Treutlen County, no II-A equitable services are currently generated.

Annual identification & consultation (Title I).

- Within the first 30 days of school, TCSS collects DE1111 forms and compiles a list of private schools serving Treutlen-resident students.
- TCSS conducts timely and meaningful consultation: invitation with receipt, agenda, and the opportunity to meet; sign-ins and minutes are retained if a meeting occurs.
- If a school declines or does not respond, TCSS preserves ES4PS good-faith documentation (invites, follow-ups, non-response/declination notes).

When private schools decline (current status).

- If, after consultation, all private schools decline equitable services, TCSS will not reserve Title I proportionate share funds and will not calculate per-pupil allocations for that year.
- TCSS records “No Participation” in the Consolidated Application and maintains the ES4PS documentation described above.

If participation occurs in a future year.

- TCSS will calculate the proportionate share from applicable reservations/set-asides using counts of low-income Treutlen-resident private school students mapped to Title I attendance areas (using CEP/FRM or other approved poverty measures).
- Per-pupil allocations will be determined by the proportionality method (attendance-area low-income percentage × number of resident private school students).
- Services will be secular, neutral, and non-ideological with TCSS retaining fiscal control (LEA staff or third-party provider). Delivery logs/timesheets and an annual evaluation will be kept on file.

Documentation (for monitoring).

DE1111 list and counts; consultation invites with proof of receipt; agendas/sign-ins/minutes (if held); intent-to-participate responses; ES4PS good-faith evidence when schools decline; and, if applicable, proportionate-share calculations, service plans, and delivery records.

SECTION 19: Title I, Part C — Migrant Education Program (MEP)

Funding/Delivery Model (TCSS).

TCSS does not receive a direct Title I-C allocation. Eligible migratory children and youth residing in Treutlen County are served in coordination with GaDOE’s state-operated MEP (Title I-C). As of September 9, 2025, GaDOE—not ABAC—coordinates ID&R, data collections, and service guidance for TCSS (contact: April Roberts, PhD, Title I-C Resource Specialist).

Identification & Recruitment (ID&R)

- Occupational Survey: Included in all TCSS registration packets; schools forward completed surveys to the district office.
- Referral to GaDOE MEP: The Federal Programs Director (FPD) forwards potential cases to GaDOE Title I-C. A certified MEP recruiter conducts the interview, determines eligibility, and issues a Certificate of Eligibility (COE).
- Community Referrals: GaDOE may identify additional families via state outreach.
- Coding & Roster Reconciliation: The FPD verifies MEP coding in Infinite Campus and reconciles Migrant Participant Report (MPR) rosters available in the GaDOE portal.

Services & Prioritization

- Eligibility: All identified migratory students are eligible for Title I supports; GaDOE Title I-C coordinates Title I-C–funded services.
- Priority for Services (PFS): GaDOE prioritizes PFS students (e.g., recent move + academic risk) for supplemental instructional support (tutoring, resources) and other allowable services.
- Coordination with District Programs: TCSS ensures access to Title I-A/ESOL/MTSS and other local supports; GaDOE coordinates Title I-C services. TCSS retains fiscal control of any district funds used.

Records, Data, and Reporting

- COE/MSIX: COEs are maintained by GaDOE Title I-C; records are shared via MSIX as applicable.
- MPR Updates: GaDOE typically requests MPR updates about every three months (grades, credits, assessment data, progress). TCSS provides records promptly.
- Portal Access: If MPRs are not visible, the district technology director should request MEP report access for the FPD and designated staff in the GaDOE portal.

Communication & Parent Engagement

- TCSS and GaDOE provide **language-appropriate** notifications. Interpreters/translation are arranged as needed.

SECTION 20: TITLE II, PART A

TCSS has consolidated FY26 Title II-A funds into Title V-B (RLIS) funding.

SECTION 21: English Learners (ESOL) & Title III, Part A (Status)

Funding status.

TCSS does **not** receive Title III, Part A funds at this time. ESOL services are provided with state/local resources. If TCSS receives Title III in a future year, the district will implement supplemental activities and budgeting consistent with Title III requirements.

What TCSS does regardless of Title III

- **Identification & Screening:** A Home Language Survey (HLS) is included in every registration packet. If responses indicate a language other than English, the student is screened with the state-approved **WIDA ELP screener** and coded appropriately in **Infinite Campus**.
- **Placement & Services:** Eligible English Learners (ELs) receive ESOL services aligned to **Georgia ELD/WIDA standards** and the Georgia Standards of Excellence. Parents receive required program notices in a language they understand; interpretation/translation is provided as practicable.
- **Parent Rights:** Parents may **request information** about teacher qualifications (see Parent Notifications section) and may **waive ESOL services** in writing; students who waive services still participate in annual ELP testing.
- **Assessment & Exit:** ELs participate in the annual ELP assessment (ACCESS). Exit and reclassification follow current **GaDOE procedures**; exited students are **monitored for two years** (with documentation).
- **Data & Records:** HLS, screener results, eligibility/parent notices, service schedules, annual ELP results, exit/monitoring documentation, and required data submissions are maintained per district records policy.
- **Professional Learning:** TCSS provides ESOL-related professional learning (e.g., WIDA/ELD standards, strategies for ELs) as needed through local resources.

If Title III funding is received in a future year

TCSS will: (a) conduct timely/private-school consultation where applicable, (b) budget and track allowable **supplemental** activities (e.g., additional instructional supports, PD, family engagement for ELs), and (c) evaluate program effectiveness in the **ConApp/CLIP**.

SECTION 22: Title IV, Part A — Student Support & Academic Enrichment (SSAE)

Purpose (4101).

Title IV-A is a block grant that supports: (1) well-rounded education, (2) safe/healthy school conditions, and (3) effective use of technology.

TCSS FY26 status.

TCSS transferred its Title IV-A allocation to Title V-B (RLIS) under ESEA Transferability. As a result, Title IV-A shows \$0 in the FY26 budget; allowable activities are budgeted and reported under Title V-B.

What transferability means :

- After transfer, funds must meet the rules/intent of the receiving program (Title V-B).
- Title IV-A set-asides/content-area minimums (e.g., 20% well-rounded, 20% safe/healthy, tech caps) do not apply to transferred dollars.
- TCSS keeps simple documentation: the ConApp transfer line, brief internal note/memo of the decision, and the Title V-B narrative/plan describing uses.

Private schools:

- Title IV-A equitable services apply only to private schools located in the LEA. TCSS has no private schools in-county; after transfer to Title V-B, no IV-A ES is generated.

If TCSS does not transfer in a future year

TCSS will complete the required Title IV-A needs assessment (if applicable), plan for the three content areas, and budget activities accordingly; private school consultation would occur if a private school is located in-county.

SECTION 23: Title V, Part B — Rural Education (RLIS)

Program overview.

Title V, Part B supports rural LEAs in improving instruction and student outcomes. TCSS participates in the Rural and Low-Income Schools (RLIS) program.

Planning & use of funds (programmatic).

- Align RLIS activities with the CLIP, District/School Improvement Plans, and identified student needs.
- Prioritize allowable activities that strengthen instruction, attendance/behavior supports, well-rounded learning, and capacity building (including activities transferred from other titles, if applicable).

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- Coordinate with Principals and program leads to select activities; maintain evidence of need, selection criteria, and impact checks.

Transfers (context).

When TCSS transfers funds from other titles (e.g., Title II-A or Title IV-A) into Title V-B (RLIS), the dollars follow RLIS rules and are budgeted/reported under Title V-B. (See the Funding Note in the Parent Notifications/PQ section.)

Monitoring & documentation (non-fiscal).

- Keep agendas/sign-ins, needs assessments, chosen strategies, and mid-year/end-of-year effectiveness checks.
- Maintain program rosters, schedules, artifacts of services delivered, and brief outcome summaries for CFM.

Fiscal matters (budgeting, requisitions, inventory, drawdowns, coding, asset tagging, records):

Refer to the Treutlen County Federal Programs Procedures Manual (Budget & Fiscal Operations). That manual governs RLIS budgeting, allowability, approvals, purchasing, inventory/equipment, and retention.

Private schools.

RLIS has no equitable services requirement. TCSS has no private schools in-county; maintain annual status documentation.

SECTION 24: CHARTER SCHOOLS/SPECIAL

There are no charter schools in Treutlen County; however, should a charter school open in Treutlen County and qualify for services/resources, planning would occur via discussions with representatives from the charter school. The charter school would be required to submit a plan describing how the funds will be used to support instruction and ensure that all students meet high academic achievement and performance standards. The Federal Programs Director will approve the charter school's plan and maintain the plan and any documentation of the planning process, as well as, any documentation needed for audit purposes. Like private school consultations, the charter schools will be notified regarding the federal funds available and the other provisions of ESSA governing Title I schools such as professionally qualified teachers, choice and supplemental educational services, and unsafe schools impact charter schools as well.

SECTION 25: AUDITS

Refer to the Treutlen County Federal Programs Procedures Manual

SECTION 26: COMPLAINT PROCEDURES

ESSA Complaint Procedures (Federal Programs)

Who may complain & about what

Any person, organization, or agency may file a **written complaint** alleging TCSS violated a federal statute or regulation for an ESSA program (e.g., Titles I, II, III, IV, V, McKinney-Vento). Generally, the alleged violation must have occurred **within the past 1 year** (unless systemic/ongoing).

How to file

Send a signed, written complaint to the **Superintendent** (or designee) that includes:

- The **requirement allegedly violated** (cite statute/regulation if known)
- **Date(s)** of the alleged violation
- **Facts/evidence** supporting the claim (attach documents)
- **Names/contacts** of knowledgeable persons (if any)
- **Your name and mailing address**

What TCSS does next

- **Acknowledgment (≤10 days):** TCSS sends a Letter of Acknowledgment explaining what info is needed and next steps.
- **Review & findings (≤60 days):** After reviewing the complaint and any additional info, TCSS issues a **Letter of Findings** with conclusions and any **corrective actions** and timelines.
- **Extensions:** Timelines may be extended for exceptional circumstances (TCSS will notify the complainant).

Right to appeal

If unresolved, the complainant may **appeal to the Georgia Department of Education (GaDOE) Office of Legal Services**. Include TCSS's decision and the reasons for appeal.

Mail appeals to:

Georgia Department of Education, Office of Legal Services
205 Jesse Hill Jr. Drive SE, 2052 Twin Towers East, Atlanta, GA 30334

TCSS ESSA Complaint Form (short)

Complainant Name & Mailing Address:

Phone/Email:

Program(s) involved (if known):

Date(s) of alleged violation:

Statement of alleged violation (what requirement was violated):

Facts/evidence (attach documents):

People who can provide information (name/phone/email):

Signature & Date:

Submit to: Superintendent, Treutlen County Schools, 5040 South Third Street, Soperton, GA 30457

McKinney-Vento: Dispute Resolution (Enrollment/School Selection)

While a dispute is pending:

- The student is **immediately enrolled** in the school requested (school of origin or local school) and receives **all services**.
- TCSS provides a **written explanation** of the decision and **appeal rights** in a language the parent/youth understands.
- The school **refers** the parent/youth to the **LEA Homeless Liaison** to begin/guide the process.

District-level process

- Aim for an **informal, prompt, impartial** review at the **district** level (not just the school).
- Provide the parent/youth the chance to submit **written or oral** information and to seek **assistance/advocacy**.
- Maintain documentation (decision, timeline, notices).
- If unresolved after the district's second-level appeal, the parent/youth may request **GaDOE review** (through the contacts above). TCSS follows state timelines.

Ethics, Fraud, Waste & Abuse (Reporting)

Annual training

All employees receive annual training on the **Code of Ethics** and **fraud/waste/abuse** expectations (pre-planning + compliance modules).

Reporting channels

- Report suspected fraud related to **federal, state, or local** programs to the **Superintendent** (or designee).
- If the report involves the Superintendent, report directly to the **Board Chair**.
- Reports may be made **confidentially**. Employees must report within **1 business day** of receiving an allegation.

Investigation & confidentiality

- The Superintendent (or Board Chair, if applicable) **initiates/oversees** investigations and takes appropriate **disciplinary/financial/criminal** action as warranted.
- Information is shared **only** with those directly involved. Anonymous reports are accepted; detailed information is encouraged.

Reminders

- Periodic communications will reiterate responsibilities and reporting options.
- Recordkeeping follows TCSS policy and applicable law.

Absolutely—here’s a tight, paste-ready version that keeps the **required elements** while removing repetition. It aligns with the **GaDOE Student Assessment Handbook, Assessment Administration Protocol Manual, Accessibility & Accommodations Manual**, and the **GaPSC Code of Ethics (Standards 4, 7, 9, 11)**.

SECTION 27: Assessment Administration, Procedures, and Security

Purpose & Scope

TCSS administers state assessments with integrity to ensure results are valid, reliable, and accessible (including online delivery where feasible). District procedures follow GaDOE guidance and the GaPSC Code of Ethics.

Roles & Training (every year)

- **System Test Coordinator (STC):** Attends GaDOE training; trains School Test Coordinators (STCs-School).
- **School Test Coordinator / Principals / Examiners / Proctors:** Trained by the STC-School before each administration.
- Training covers: test security and ethics; standard administration; chain-of-custody; accommodations (SWD/EL per GaDOE **Accessibility & Accommodations Manual**); irregularities/security breaches; reporting requirements and consequences.

Materials Security: Chain-of-Custody

- **Receipt/Distribution/Return:**
 - Vendor → **STC (district)** → **STC-School** → **Examiner/Proctor** (just-in-time before testing) → return to **STC-School** immediately after session → return to **STC (district)**.
 - Maintain **Security Logs** at every handoff (date/time, description, counts, serials/security numbers, signatures).
- **Online testing artifacts** (e.g., tickets, scratch paper) are **secure materials** and are collected and returned per log.
- **Storage:** When not in use, secure, locked, limited access (district: STC; school: Principal & STC-School).
- **Disposal/Shipment:** Follow GaDOE/vendor directions for scorable/non-scorable shipments and any required secure destruction.

Administration Standards

- Use the **official Test Administration Manuals** for each program.
- Provide only **authorized accommodations** (documented and consistent with instruction).
- Create an appropriate environment (no instructional aids visible; devices managed).

TREUTLEN COUNTY SCHOOL SYSTEM –FEDERAL PROGRAMS NON-FISCAL OPERATING PROCEDURES

- Follow student identification and login procedures; manage timing, breaks, and seating per manual.

Monitoring & Certifications

- **School level:** Principal + STC-School monitor sessions; submit **Principal's Certification** after each window.
- **District level:** STC conducts random observations/spot checks.
- **Superintendent Certification** is submitted to GaDOE **after Jan 31 and July 31** each year.

Testing Irregularities & Security Breaches

Definitions

- **Irregularity:** Any deviation from standard procedures/security that may affect validity (e.g., visible aids, disruptions, miscoding, minor timing errors).
- **Security Breach:** Any action that compromises security or score validity (e.g., coaching; accessing items; copying/photographing items; making answers available; handling secure materials outside protocol; altering responses; mishandling logins/credentials; failing to account for secure materials).

Immediate Actions (at the school):

1. **Examiner** alerts **STC-School/Principal** immediately.
2. Secure materials/students; continue or pause per guidance.
3. **STC-School** notifies **District STC** right away.

District Reporting/Resolution:

- **Contact GaDOE Assessment Specialist** promptly for direction (continue/retake/invalidate, coding).
- **Document** the event (narratives, logs, times, students affected).
- **Code & report** the event in the **MyGaDOE portal** with required documentation.
- **PSC Referral:** When potential educator misconduct is indicated, STC/Superintendent reports to **GaPSC** (and GaDOE is notified).

Student Misconduct:

- If cheating is suspected, **re-seat/redirect** students immediately; do **not** suspend testing unless directed by GaDOE. Confirmed cheating results in **invalidation**.

Consequences

- Failure to follow procedures may lead to **score invalidation**, district/school corrective action, and **personnel discipline** up to termination.
- Violations of the **GaPSC Code of Ethics** may result in **certificate sanctions**.

Records to Maintain (for each administration)

- Training agendas, sign-ins, slides/materials.
- Security plans, **Security Logs**, shipping/return documentation.
- Seating charts (if required), accommodation rosters/verification, irregularity/invalidation reports, Principal/Superintendent certifications, observation notes.
- Any GaDOE correspondence/approvals related to incidents.

Reference Documents (latest versions):

GaDOE **Student Assessment Handbook**; **Assessment Administration Protocol Manual**; **Accessibility & Accommodations Manual**; program-specific **Test Administration Manuals**; **GaPSC Code of Ethics**.

If you'd like, I can drop this into your FY26 manual now and remove the repetitive language and long GaDOE excerpts you had before—your bases stay covered, and it's much easier to read.

Treutlen County School System –

Homeless, N&D & Foster Procedures

Section 28 Title IX HOMELESS CHILDREN AND YOUTH

The McKinney-Vento Homeless Assistance Act was reauthorized under the Elementary and Secondary Education Act (ESSA) to ensure the educational rights and protections for children and youth experiencing homelessness. ESEA made significant changes in the way TCSS (TCSSs) address the needs of homeless students. Among these changes are requirements for:

- The Georgia Department of Education (GaDOE) and TCSSs to review and revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, and success in school of homeless children and youth.
- TCSSs to use the McKinney-Vento Homeless Assistance Act definition of homeless when identifying and determining which students are eligible for services.
- TCSSs to designate a local liaison to coordinate services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.
- TCSSs to coordinate the local plan required under Title I with the needs of homeless children and youth, including making a mandatory set-aside of funds under Title I, Part A to serve homeless children.
- The McKinney-Vento Homeless Assistance Act guarantees to homeless children the following:
- The right to immediate enrollment in school.

TREUTLEN COUNTY SCHOOL SYSTEM –FEDERAL PROGRAMS NON-FISCAL OPERATING PROCEDURES

- The right to attend school in school of origin or in the attendance area where family currently resides.
- The right to receive transportation to school of origin if requested by parents and is in the best interest of the child.
- The right to comparable services as other schoolmates including transportation and supplemental services.
- The right to attend school along with children not experiencing homelessness.
- The posting of homeless students' rights in all schools and other places around the community that low-income families and high-risk families may visit.

HOMELESS LIAISON RESPONSIBILITIES

The Treutlen County homeless liaison is the heart of the TCSS homeless program. It is important that the homeless liaison have some knowledge and experience in dealing with Federal programs, social worker responsibilities, and counseling responsibilities. It is important that the TCSS homeless liaison has knowledge of the district, understands the community, has great communication skills, and has a commitment to the homeless program.

Treutlen County's homeless liaison meets, at minimum, yearly meets with school personnel to discuss the requirements of the McKinney-Vento Homeless Education Act.

HOMELESS PLAN COMPONENTS

Treutlen County' Homeless plan has the following components addressed,

- The process for the identification and enrollment of homeless children and youth.
- The services to be provided to homeless children and youth.
- Collaborates with Federal Programs Director to reserve Title I, Part A funds to provide comparable services for homeless children and youth.
- Develops, reviews, and revise TCSS policies to remove barriers to the enrollment and retention of children and youth in homeless situations.
- The process for ensuring that transportation is provided to homeless children and youth.
- Ensures that accurate data is collected on enrolled homeless children and youth.
- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have full and equal opportunity to succeed in school.
- Homeless children and youth and their families, including unaccompanied youth receive educational services for which they are eligible, including Head Start, preschool programs administered by the TCSS, referrals to health, mental health, dental, and other appropriate services.
- Parents or guardians of homeless children and youth, and unaccompanied youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.

- Parents or guardians of a homeless child or youth, and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services to their selected school.
- Enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Public notice of the educational rights of homeless students is disseminated in all schools and other places around the community.

PUBLIC NOTICE REQUIREMENTS

Posters, brochures, and other awareness materials explaining educational rights, programs, and other related services for those families experiencing homelessness are required to be posted in the registration area of all schools and other locations that low- income and high risk families receive services.

The homeless liaison supervises and works very closely with the school guidance counselors, social workers, and transportation director to assure students receive the services they need. She provides new or additional posters and assures these are placed where parents can readily see them.

Treutlen County Homeless Procedures

LOCAL EDUCATIONAL AGENCY (TCSS) POLICIES AND PROCEDURES TO IMPLEMENT THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Identification

In collaboration with school personnel and community organizations, Treutlen County's homeless liaison, will identify children and youth experiencing homelessness in the TCSS, both in and out of school.

- Treutlen County's homeless liaison, will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth who are experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison.
- Treutlen County's homeless liaison, will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison.
- Community partners in identification may include: family and youth shelters, motels, campgrounds, drop-in centers, the Divisions of Family and Children Services and other social service agencies, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.
- Treutlen County's homeless liaison, will keep data on the number of children and youth experiencing homelessness in the district, where they are living, their academic achievement (including performance on statewide and district wide assessments), and the reasons for any enrollment delays and/or interruptions in their education or school transfers.

School Selection

Each child or youth experiencing homelessness has the right to:

1. Remain at his or her school of origin, or
2. Attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend.
3. Maintaining a student in his or her school of origin is important for both the student and the TCSS. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.
4. Children and youth experiencing homelessness shall remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes or not in the best interest of the child. Students may remain at their schools of origin the entire time they are experiencing homelessness, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent's or youth's wishes. Potential feasibility considerations include:

- Safety of the student.
- Continuity of instruction.
- Likely area of family's or youth's future housing.
- Time remaining in the academic year.
- Anticipated length of stay in temporary living situation.
- School placement of siblings.
- Whether the student has special needs that would render the commute harmful.

Services that are required to be provided, including transportation to and from the school of origin (see below) and services under Federal and other programs, shall not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency.
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available

can be made based on the student's age and information gathered from the student, parent and previous schools or teachers.)

- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- based or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship.
- Birth certificate.
- Any other document requirements.
- Unpaid school fees.
- Lack of uniforms or clothing that conforms to dress codes.
- Any factor related to the student's living situation.

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or the TCSS homeless liaison.

Procedures for Education of Homeless Children and Youth

In the monitoring process for homeless students enrolling in Treutlen County School System, every consideration will be given to students transferring into the Treutlen County Schools to honor full or partial credits obtained in other TCSS's. Support services will be provided to assist students in successfully completing coursework impacted by the students' homeless living situation. The homeless liaison will assist the school in determining what support services are needed and appropriate.

Treutlen County will implement the following procedures for awarding full or partial coursework credit for students enrolling in grades 9-12 to ensure that all students who are identified as homeless are treated much like any other student who enrolls at Treutlen County High School.

- We request records and make every attempt to piece together an academic history for the student.
- Students are placed in their appropriate grade level based on TCHS graduation requirements.
- Only credits posted on an official high school transcript can be awarded on a Treutlen County High School transcript.
- Students who are credit deficient, for whatever reason, are given opportunities to earn additional credit through the credit recovery program or summer school.
- In cases where students are identified as homeless, the homeless liaison is notified, and the homeless liaison offers appropriate services that are afforded through the McKinney-Vento Act.

Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness.

Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Schools and the homeless liaison shall use the district transportation form to process transportation requests. Requests shall be processed and transportation arranged without delay. If the student experiencing homelessness is living and attending school in Treutlen County, the homeless liaison shall arrange transportation. If the student experiencing homelessness is living in Treutlen County but attending school or attending school in Treutlen County but living in another, the TCSS will follow the McKinney-Vento Homeless Assistance Act statute to determine who must arrange transportation. It is Treutlen County's policy that inter-district disputes shall not result in a student experiencing homelessness missing school. If such a dispute arises, Treutlen County will arrange transportation and immediately implement the procedures for the dispute resolution.

In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to house students.

Services

- Transportation
- Title I, Part A
- Title I, Part C
- Title III, Part A
- Special education
- Programs for English learners.
- Vocational and technical education programs.
- Gifted and talented programs.
- School nutrition programs.
- Before-school and after-school programs.

Treutlen County recognizes that children and youth experiencing homelessness suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth experiencing homelessness suspected of having a

disability shall be given priority and coordinated with students' prior and subsequent schools as necessary, to ensure timely completion of a full evaluation. When necessary, Treutlen County shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any Treutlen County policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation shall be excused. Treutlen County will follow state procedures to ensure that youth experiencing homelessness and youth who are out of school are identified and accorded equal access to appropriate education and support services. School personnel shall refer children and youth experiencing homelessness to appropriate health care services, including dental and mental health services. The homeless liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education.

Free meals

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth experiencing homelessness are ready to learn, the U.S. Department of Agriculture (USDA) has determined that all children and youth experiencing homelessness are automatically eligible for free meals on the first day of enrollment. The USDA guidance is available at http://www.naehcy.org/dl/usda_04_04_02.pdf Hunger and poor nutrition are obvious barriers to learning.

Disputes

If a dispute arises over any issue covered in this policy –

- The child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute.
- The parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision
- The child, youth, parent, or guardian shall refer to the local educational agency liaison designated under paragraph (1) (J) (ii), who shall carry out the dispute resolution process as described in paragraph (1) © as expeditiously as possible after receiving notice of the dispute; and
- In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute. The school selected in

accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. Separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local and school policies.

- The student shall also have the rights of a student experiencing homelessness to all appropriate educational services, transportation, free meals, and Title I services while the dispute is pending.

Training

In monitoring the policies and procedures to implement the McKinney-Vento Homeless Assistance Act, Treutlen County's homeless liaison will train school counselors, enrollment personnel, including but not limited to administrators, registrars, teachers, social workers, counselors, bus drivers, custodians, community service providers, and social service personnel at the beginning of each school year on possible indicators of homelessness, sensitivity in identifying families and youth who are experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with McKinney-Vento law, and increase sensitivity to the unique needs of homeless children and youth.

Documentation of training agendas, copies of training materials, and sign in sheets of each training will be collected by the homeless liaison.

Title I, Part A

Children and youth experiencing homelessness are automatically eligible for Title I, Part A services, regardless of the school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support.

Coordination

Homeless students and their families often need housing assistance, social services, and health care. Linking families with community resources can have a positive impact on the education of children.

Title I, Part A, requires targeted assistance programs to coordinate with Federal, state, and local service programs, including programs for housing, nutrition, violence

prevention, Head Start, adult education, vocational and technical education, and job training. [20 UCS 63159(c)(1)(H)]

Preschool

Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to preschools. Treutlen County should ensure that children experiencing homelessness receive priority enrollment in preschool programs operated by Treutlen County, including exempting children experiencing homelessness from waiting lists. Children experiencing homelessness with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children experiencing homelessness under age three will be referred for at-risk services under Title VI, Part C of IDEA and screened to determine if referrals for additional Title VI, Part C of IDEA services are appropriate. The TCSS homeless liaison will collaborate with Head Start and other preschool programs to ensure that children experiencing homelessness have access to those programs.

References

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11431 – 11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. §§6311 – 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. §§1400 et seq
- April 6, 2002 Policy of the Child Nutrition District of the U.S. Department of Agriculture
- June 5, 1992 Policy of the Administration for Children and Families Department of Health and Human Services

Section 29: SERVICES FOR FOSTER CARE CHILDREN

The Treutlen County School System (TCSS) ensures educational stability and continuity for students in foster care, in compliance with the Every Student Succeeds Act (ESSA, Section 1111(g)(1)(E)) and state guidance from the Georgia Department of Education (GaDOE) and the Division of Family and Children Services (DFCS).

Educational Stability Requirements

In coordination with DFCS and other child welfare partners, TCSS will ensure that:

School of Origin Placement

- Students in foster care will remain in their school of origin unless a best-interest determination concludes that attendance at another school is more appropriate.
- The best-interest determination will be made collaboratively between TCSS and DFCS, considering factors such as educational continuity, safety, and the student's social and emotional needs.

Immediate Enrollment

TREUTLEN COUNTY SCHOOL SYSTEM –FEDERAL PROGRAMS NON-FISCAL OPERATING PROCEDURES

- When a change in school placement is determined to be in the student’s best interest, TCSS will immediately enroll the student in the new school, even if required records (such as immunizations or transcripts) are unavailable at the time of enrollment.
- The receiving school will promptly request records from the prior school.

Transportation

- TCSS, in collaboration with DFCS, will ensure that transportation is arranged for students who remain in their school of origin when in their best interest.
- Transportation costs and responsibilities will be shared in accordance with GaDOE and DFCS guidance.

Confidentiality and FERPA Compliance

- The educational status and placement of students in foster care are confidential. TCSS will comply fully with the Family Educational Rights and Privacy Act (FERPA) and GaDOE privacy protocols when handling information about children in care.

Identification and Notification

- DFCS provides the GaDOE with periodic lists of children in foster care, which are then shared with local districts.
- TCSS may also receive notifications directly from foster parents, Court Appointed Special Advocates (CASA), DFCS case managers, or Educational Support Monitors (ESM) within the DFCS Educational Programming, Assessment, and Consultation (EPAC) unit.
- Upon notification, the TCSS Foster Care Point of Contact (POC) will verify the student’s status and initiate required educational stability procedures.

Roles and Responsibilities

- The District Foster Care Point of Contact serves as the liaison between TCSS, DFCS, and the GaDOE Foster Care Education Program.
- The POC ensures staff are trained annually on foster care procedures, record confidentiality, and collaboration protocols with DFCS.
- Principals and counselors will assist in implementing supports for academic success and ensuring that foster care students have equal access to all educational programs and services.

Monitoring and Compliance

- TCSS will participate in GaDOE monitoring to ensure implementation fidelity with all foster care provisions.
- Documentation of best-interest determinations, transportation agreements, and training attendance will be maintained for monitoring purposes.

Foster Care Transportation Procedures

The Treutlen County School System (TCSS) ensures that children in foster care have access to transportation to remain in their school of origin when it is determined to be in their best interest. These procedures are developed in accordance with the Every Student Succeeds Act (ESSA §1112(c)(5)(B)) and guidance from the Georgia Department of Education (GaDOE) and the Department of Family and Children Services (DFCS).

Transportation Coordination

- When a child in foster care is determined to remain in their school of origin, the DFCS Director or Case Manager will notify the TCSS Foster Care Point of Contact (POC)
- The POC will immediately coordinate with the Superintendent, Director of Transportation, and Federal Programs Director to arrange transportation services.
- The Court Appointed Special Advocate (CASA), Educational Support Monitor (ESM) from the DFCS Educational Programming, Assessment, and Consultation (EPAC) unit, and any Juvenile Court representatives will be included in coordination discussions when relevant.

Funding and Cost Sharing

- Transportation costs will be shared equally between DFCS and TCSS unless another agreement is reached.
- If additional costs arise, TCSS may use Title I or general operating funds to ensure uninterrupted services while cost agreements are finalized.
- All financial arrangements will be documented through written communication between DFCS and TCSS.

Immediate Provision of Transportation

- DFCS will notify TCSS within 48 hours of a child's placement in foster care when transportation to the school of origin may be required.
- TCSS will ensure that transportation is provided immediately, even if funding agreements are pending.
- DFCS has agreed to reimburse TCSS for additional costs as necessary to maintain educational stability.

No delay in transportation services shall occur due to cost-sharing discussions.

Dispute Resolution

- If a dispute arises regarding transportation responsibility or cost, the TCSS Foster Care POC and Superintendent will initiate the local dispute resolution process.
- Students will continue to receive transportation to their school of origin during the dispute process.

Foster Care Point of Contact

- The Treutlen County School Social Worker/Attendance Clerk serves as the Foster Care Point of Contact.
- The POC is responsible for coordinating transportation logistics, facilitating best-interest determinations, managing cost-sharing communications, resolving transportation disputes, and maintaining documentation.
- The POC serves as liaison among DFCS, EPAC, school administrators, and transportation staff, and provides annual training for district and school personnel on foster care requirements.

Cost-Sharing Agreement

- Because TCSS operates a single K–12 campus, students placed within the district's attendance area typically incur no additional transportation costs.

TREUTLEN COUNTY SCHOOL SYSTEM –FEDERAL PROGRAMS NON-FISCAL OPERATING PROCEDURES

- If special circumstances require travel outside the normal attendance zone, TCSS and DFCS will determine the most practical, cost-effective method of transportation and share costs equitably when necessary.

Transportation Services

- TCSS currently provides transportation that meets all federal and state requirements for children in foster care to remain in their schools of origin.
- In the event of unique circumstances requiring additional resources, TCSS will utilize existing routes, contracted drivers, or DFCS partnerships to ensure full compliance with ESSA and GaDOE guidance.

Section 30: MONITORING OF NEGLECTED & DELINQUENT FACILITY

There are currently no Neglected & Delinquent facilities located in Treutlen County.