



District Improvement Plan 2025 - 2026



Randolph County

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Randolph County
Team Lead	Donna Drakeford
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title IV, Part E L4GA Title V, Part B
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver? No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student proficiency in all content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Many content teachers have been teaching less than five (to 7) years, which can mean they are still building strong content knowledge and developing their instructional skills.
Root Cause # 2	Students lack prerequisite skills needed to access grade-level curriculum; whether it is a reading deficiency or a lack of fundamentals in the area of math
Goal	By spring 2026, each school in the district will increase 3% from the previous year in the areas of Content Mastery and Readiness, according to the College and Career Ready Performance Index (CCRPI).

Equity Gap

Equity Gap	Teacher Retention
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Core content teachers and CTAE teachers will participate in monthly professional learning activities with their content coach or facilitator.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-in sheets, focus walk summary data and, formal and informal observation feedback forms
Method for Monitoring Effectiveness	Formative and summative data; feedback forms; focus walks
Position/Role Responsible	Academic coaches, Director of PL and Curriculum
Evidence Based Indicator	Strong

Timeline for Implementation Monthly

Does this action step support the selected equity intervention? Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE School Effectiveness Specialists, RESA Content Specialists and School Improvement Specialists, External Content Facilitators
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Action Step # 2

Action Step	Conduct bi-weekly CIT (Continuous Improvement Team) Meetings to focus on data analysis of demographic and performance data
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation	Accountability Reports (CIT Agenda using data analysis protocol
Method for Monitoring Effectiveness	Completed CIT Agenda submitted; Performance and discipline data
Position/Role Responsible	Principals, AP, Academic coaches, MTSS/SIS, Asst. Superintendent, Dir. of PL
Evidence Based Indicator	Strong

Timeline for Implementation Others : Bi-weekly

Does this action step support the selected equity intervention? Yes

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?

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3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase positive culture and climate throughout the district
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	PBIS often doesn't work well in many schools because it is implemented inconsistently or without full staff buy-in, which leads to unclear expectations and uneven enforcement.
Root Cause # 2	Schools often lack adequate training. PBIS can fail when it is applied as a reward system only rather than paired with strong instruction, relationships, and meaningful consequences.
Goal	By the end of the 2025–2026 school year, each school will earn a climate rating of at least 4 stars as reported in the Georgia Insights platform (1 star = lowest; 5 stars = highest).

Equity Gap

Equity Gap	CCRPI Star climate rating
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Content Area(s)	ELA Mathematics Science Social Studies Other : N/A
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Equity Gap

Subgroup(s)	Economically Disadvantaged
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	All teachers will complete quarterly PBIS trainings.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS training agendas, minutes, sign in sheets, PL sign-in sheets
Method for Monitoring Effectiveness	Observation data, discipline referrals, and feedback data from RESA Climate Specialist
Position/Role Responsible	PBIS District Coordinator, MTSS Coordinators, Dir. of PL
Evidence Based Indicator	Strong

Timeline for Implementation Quarterly

Does this action step support the selected equity intervention? Yes

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA PBIS Climate Specialist
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Action Step # 2

Action Step	Provide professional learning and monitor the implementation of the PBIS token economy system district-wide.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets and agendas from PL and Total Rewards Summary Sheets
Method for Monitoring Effectiveness	Analysis of SWIS reports; CIT Data Reports showing celebrations and recognitions
Position/Role Responsible	Principals, MTSS Coordinators, Dir. of PL, School Climate Specialist
Evidence Based Indicator	Strong

Timeline for Implementation Others : Ongoing

Does this action step support the selected equity intervention? Yes

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	RESA PBIS Climate Specialist; PBIS Total Reward Area Representative
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4. REQUIRED QUESTIONS

4.1 Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

<p>Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).</p>	<p>RCSS encourages input, feedback, and participation from both internal and external stakeholders on all federally funded programs and initiatives. The district aims to schedule these opportunities alongside and coordinated with community events. RCSS is a Charter System with three governance teams that include parents, school staff, local business leaders, members of the faith-based community, and various other community members. The district hosts two Title I Annual Meetings. They are held in the fall and spring. Two district leadership teams meet monthly: Curriculum & Instruction (Superintendent, Asst. Superintendent, Principals and Directors) and Operations (Superintendent and all other departments). Both teams, as well as school governance teams; business partners and civic organizations are involved in the CNA process. The C & I Leadership Team works with their school leadership teams to solicit feedback from all teachers and other stakeholders. Representatives from all school levels are included in the team meetings. In addition, personnel from other departments including school nutrition, technology, maintenance, transportation, and parent groups are also included in order to form an inclusive group with varied perspectives. Input from stakeholders was gathered through surveys. Upon completion, the documents will be posted on the district website and communicated to the board members at an upcoming board meeting.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)</p>	<p>To the maximum extent possible, RCSS ensures that low income and minority students are not taught by ineffective, inexperienced, and/or out-of field teachers more frequently (or at a disproportionate rate) than other students. Because we are a small district, there is often only one teacher per grade/content area at the middle and high schools. 1. Ineffective Teachers: Effective and ineffective teachers are identified by studying teacher classroom data, formative and summative assessment data (universal screeners, benchmarks, Milestones, student growth), TKES and focus walk data. Before the beginning of each school year, principals and assistant principals at each school will review data to assist with classroom assignments. When all classroom assignments are made, principals will evaluate the school-wide teacher experience/low-achieving students. If an imbalance exists, the principal will revise the assignments to make sure all students have teachers</p>
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Serving Low Income and Minority Children

	<p>with teaching experience and/or additional instructional support.</p> <p>2. Out-of-field Teachers: RCSS seeks to hire only in-field teachers who meet the system's professional qualifications. When out of field teachers are hired, school administration reviews student rosters to ensure the low-achieving students are not assigned to the teacher at a disproportionate rate.</p> <p>3. Inexperienced teachers: Each school in RCSS works to spread new or inexperienced teachers across grade levels or content areas, to the maximum extent possible. Again, being a small district plays a big part in how effectively this action can be done. School administration examines roster data to ensure that low-achieving students are not assigned to multiple inexperienced teachers in one year or for 2 consecutive years.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:</p>	<p>Professional learning activities are determined by completing a comprehensive needs assessment and analyzing data (teacher prep programs, surveys, TKES, etc). This data is necessary to complete both district and school improvement plans, professional learning plans, and the equity plan. In addition, throughout the year, the district focus walk team identifies next steps (to include PL) at the end of each monthly focus walk. Federal, state, and local funds are coordinated to provide the needed learning opportunities. Recognizing the need to sustain and offer on-going, job-embedded PL, Randolph County Schools employ several instructional coaches. These individuals meet with teachers regularly providing them PL on instructional practices and curriculum planning. They also model classroom expectations, observe teachers, and coach them for continued improvement.</p> <p>In an effort to build leadership capacity, each school operates a school leadership team in which the individuals make important decisions for the school, lead grade levels and/or content areas, and lead PL. Many of these teachers also serve as mentors for new teachers in their school. In addition to the school leadership team, there are two district leadership teams: Curriculum & Instruction (Superintendent, Asst. Superintendent, Principals and Directors) and Operations (Superintendent and all other departments). The two district leadership teams meet monthly. Opportunities exist for teachers and leaders to take additional coursework to enhance their skill sets to include LAPP.</p>
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PQ – Intent to Waive Certification

<p>For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Yes</p>
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4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education and Gifted service areas in alignment with the student's IEP), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</p> <p>[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	<p>Randolph County Schools waives certification for all teachers except those not allowed by Georgia State Board of Education Rules.</p>
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PQ – Minimum Qualification

<p>If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]</p>	<p>1. Teacher certification in another state and GA PSC Clearance Certificate OR 2. Teacher certification in Georgia in another content/service area, including IN4T certification and GA PSC Clearance Certificate OR 3. Bachelor's degree from an Accredited College or University and GA PSC Clearance Certificate</p> <p>For CTAE courses or those courses that are considered "specials" or "connections" in elementary and middle school, the following are the minimum requirements RCSS adheres to when hiring teachers:</p> <ul style="list-style-type: none"> • Clearance Certificate
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State and Federally Identified Schools

<p>Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.</p>	<p>RCSS currently has no schools receiving support. In the event there are federally identified schools in the future, the LEA will agree to:</p> <ol style="list-style-type: none"> 1. Work collaboratively with GaDOE and RESA personnel concerning all aspects of the school improvement process at the school; 2. Assign a point of contact for GaDOE personnel; 3. Provide ongoing leadership and support to the school, including the assignment of the principal's immediate supervisor to (1) monitor the implementation of the SIP and STAP and (2) attend the School's required monitoring meetings; 4. Establish (at a minimum) monthly opportunities for collaboration with District Leadership Teams and GaDOE personnel to support and monitor the implementation of supports provided to the school; 5. Develop and implement a district plan of support for the identified School(s) that includes strategies, action steps, timelines, individuals responsible, evidence/artifacts, progress monitoring, and performance goals; 6. Support the School in providing a curriculum that is aligned to the Georgia Standards of Excellence and includes essential content and skills necessary for all students to learn in specific courses and grade levels that can be taught in the available time. 7. Allocate financial and other resources to enable the School to make progress. Title I, Part A, 1003 School Improvement funds awarded to the LEA on behalf of the School shall be made available for exclusive use by the School and/or the LEA on behalf of the School to provide evidence-based interventions (identified as level 1, 2, or 3) to address needs identified in the CNA and SIP; these funds will be prioritized according to need. 8. Support the School's implementation of expectations from GaDOE's professional learning provided to administrators and instructional staff; 9. Provide and/or ensure the school administers benchmark assessments aligned to the intent and rigor of the standards and analyzes the results to guide instruction; 10. Actively participate in required professional learning provided by GaDOE; 11. Select, hire, and place highly effective LEA and school personnel to enable the School to meet the goals described in the SIP; 12. Ensure that policies and practices are in place to support hiring effective teachers and leaders for the School; 13. Collaborate with the GaDOE District Effectiveness Specialist to provide a mid- and end -of-year status update on the progress of the School to the LEA's board of education; and 14. Participate in and cooperate with any federal or state audit.
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>The students at the elementary school have the opportunity to explore various careers through Ag Day (sponsored by 4-H). The Career Planning standards, with built in follow up activities, guide the work of the counselor in helping students develop their goals and career choices. At RCES, the Career Planning standards are evaluated based on students' follow-up activities. Students in 4-H have the opportunity to compete with their peers on self-selected topics.</p> <p>At Randolph-Clay Middle School, students (with the guidance of their counselor), complete a career plan using My Career Plan, a component of YouScience. My Career Plan helps middle school students have easy access to career assessments, the Individual Graduation Plan (IGP), and other academic and career planning tools. In Grade 6, students take an Interest Inventory. In Grades 7 and 8 students take an Interest and Aptitude Inventory. Students in Grade 8 will use their interest and career aptitude inventory results to complete an Individual Graduation Plan and to guide registration for 9th grade courses. These students also receive information about the Georgia Dual Enrollment programs that are available at the high school.</p> <p>GaFutures is implemented at Randolph-Clay High School through classroom guidance lessons. Students can check their HOPE eligibility for scholarships, apply for financial aid, request transcripts, apply to colleges, search for scholarships and create an application for dual enrollment funding.</p> <p>CTAE</p> <p>Career clusters are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career related courses usually commencing in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond. Career, Technical and Agricultural Education (CTAE) provides all Georgia students with the opportunity to select at least three sequenced electives in a career pathway, along with recommended academic course work, to prepare them to continue their education at any level or to enter the world of work. Selection of a pathway will be based on self-awareness and the investigation of occupations plus related educational levels aligned with the pathway. Most high-demand, high-skilled, high-wage occupations in all concentrations still require education beyond high school. Implementation of career pathways is a collaborative effort between the local school system, the Technical College System of Georgia and the University System of Georgia. The Career Pathways offered at Randolph Clay High School are:</p> <ul style="list-style-type: none"> ● Plant and Landscape Systems: Basic Agriculture, General Horticulture and Plant Science, and Nursery and Landscape ● Forestry/Natural Resource Management: Basic Agricultural Science, Forest Science, Natural Resources Management ● Graphic Communications: Introduction to Graphics and Design, Graphic Design and Production, Advanced Graphic Output Processes
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CTAE Coordination

	<ul style="list-style-type: none"> ● Business and Technology: Introduction to Business and Technology, Business and Technology, Business Communications ● Marketing and Management: Marketing Principles, Marketing and Entrepreneurship, Marketing Management <p>CTAE students also have the opportunity to participate in the professional organization of their respective pathway: FBLA, DECA, FFA, FCCLA, SkillsUSA</p> <p>Eligible students will have the opportunity to participate in Work-Based Learning (WBL) programs. Students enrolled in these programs use the workplace to gain knowledge and skills that help them connect school experiences to real-life work activities. Due to the limited businesses and economic development in our rural county, implementing an effective WBL program continues to be a challenge. The CTAE is working with the state director and local partner to address these concerns.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>RCSS acknowledges that removing students from the classroom for disciplinary purposes results in lower academic achievement. Therefore, the district has made a conscious effort to focus on behavior interventions and alternatives to office referrals/out of classroom assignments. In FY18, RCSS began PBIS implementation training. Stakeholders agreed to implement PBIS in an effort to improve student behavior, school climate, and attendance, which ultimately leads to increased academic achievement. Classroom-level PBIS implementation is ongoing and will continue in FY 26.</p> <p>The district PBIS Coordinator meets with school PBIS Teams to review school discipline data and plan strategies/incentives to help reduce the number of students missing time in the classroom. School teams will meet monthly to review discipline data. The district has two MTSS Coordinators/school improvement specialists to assist with interventions and monitoring.</p>
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4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Educational Program

Required Questions

Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; and increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</p>	<p>Randolph County Schools host at least one Open House a year. This Open House is scheduled before school start and gives parents the opportunity to meet their child's teachers and take a tour of the school. Randolph County Middle School allows fifth graders and their parents to visit the middle school at the end of the school year to prepare students for their transition. To effectively facilitate transitions from middle school to high school, RCMS initiates a Ninth Grade Bridge Program for all 8th grade students and their teachers. The program consists of a meet and greet session to divert any apprehension about moving from middle school environment to the high school environment. Eighth graders are encouraged to take the COMPASS exam which will make them eligible to take dual-enrollment electives their 9th grade year. Also, the middle school counselor collaborates with the high school counselor regularly to provide insight and support. Traditionally Randolph Clay High School offers a 9th grade summer academy to allow for a smooth transition from middle school to high school. RCHS also offers 4 different parent nights at the beginning of school (one per class). Randolph Clay High School offers many parent events and activities including Credit Audit Night and FAFSA Night. The high school counselor works with students and families to identify interests, build class schedules, schedule placement tests, and apply for college. Transition plans are developed for SWDs that are grade level appropriate to assist in transitioning to post-secondary training or employment.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>To ensure successful transitions from early childhood programs to local elementary schools, Early Childhood Education (ECE) program staff and Elementary staff meet bi-annually to discuss expectations and goals for students transitioning into programs. To accompany the accountability talks, the staff of early childhood programs are included in training that target the specified goals or expectations for students. Therefore, rituals and routines, teaching strategies, and academic language will be mirrored from program to program and student transition and success will be easily attainable.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>N/A</p>
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Title I, Part A – Educational Programs

<p>Provide a general description of the instructional program in the following: Title I schoolwide schools; Targeted Assistance Schools; and schools for children living in local institutions for neglected or delinquent children.</p>	<p>All RCSS schools are Title I schoolwide schools. Randolph County Schools employs personnel to support instruction (class-size reduction teachers, interventionists, paraprofessionals, and instructional coordinators/coaches). Professional learning is provided to all staff members in an effort to improve instruction. In addition, individual students assessed as needing help in meeting the state's challenging academic standards are offered additional support through extended learning opportunities, RTI, after-school tutoring, summer school, bootcamps, and Saturday school programs. Technology labs (classroom and mobile) are utilized to provide computer-based, supplemental instruction to students using self-pacing, instructional software such as iReady, Illuminate DNA, NWEA MAP, Writescore, Stemscope, e2020, and USA Test Prep. Title I supplemental reading, math, science, and social studies materials are also used to engage, differentiate, and enhance instruction. Services and materials are coordinated and integrated through several federal programs, which are consolidated.</p> <p>There are no Targeted Assistance Schools in Randolph County Schools.</p> <p>There are no institutions for neglected or delinquent children in the Randolph County School district</p>
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4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed. Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.</p>	<p>Currently there are no migrant students in the district. Randolph County School district uses the Occupational survey provided by the MEP coordinator to identify migrant students. The Occupational Survey is given to each student as part of the registration package for new enrollees and back-to-school registration for all returning students. A system liaison (counselor, social worker, EL Para-professional, ESOL endorsed teachers, Family and Community Engagement Specialist) will makes contact with each migrant family to determine case-by case needs. Migrant students will be evaluated academically like other students in the school system to determine academic needs. All migrant students will be eligible for Title I services and receive appropriate Title I services. Specific activities to address the needs of migratory families will be provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants, including preschool children, out-of- school youth and drop-outs and their families. The MEP Consortium Region 2 Office is located in Tifton, Georgia.</p> <p>Parent outreach is provided in a language that is understood by the family if at all possible. DOE consultants are utilized when needed. Families will be provided information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved. The district coordinator will work closely with the MEP Program Specialist to identify and meet the needs of migratory preschool children, out-of-school youth, school drop-outs and their families.</p>
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Title I, Part C – Migrant Supplemental Support Services

Title I, Part C – Migrant Supplemental Support Services

<p>1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC).</p> <p>2. Direct-funded LEAs describe:</p> <p>3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer.</p> <p>4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.</p>	<p>Currently there are no migrant students in the district. Randolph County School district uses the Occupational survey provided by the MEP coordinator to identify migrant students. The Occupational Survey is given to each student as part of the registration package for new enrollees and back-to-school registration for all returning students. A system liaison (counselor, social worker, EL Para-professional, ESOL endorsed teachers, Family and Community Engagement Specialist) will makes contact with each migrant family to determine case-by case needs. Migrant students will be evaluated academically like other students in the school system to determine academic needs. All migrant students will be eligible for Title I services and receive appropriate Title I services. Specific activities to address the needs of migratory families will be provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition, and social services. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants, including preschool children, out-of- school youth and drop-outs and their families. The MEP Consortium Region 2 Office is located in Tifton, Georgia.</p> <p>Parent outreach is provided in a language that is understood by the family if at all possible. DOE consultants are utilized when needed. Families will be provided information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the migrant education agency. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved. The district coordinator will work closely with the MEP Program Specialist to identify and meet the needs of migratory preschool children, out-of-school youth, school drop-outs and their families.</p>
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4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates? Include: Description of your district's procedures Specific professional learning activities Plan to monitor implementation with fidelity</p>	<p>The Randolph County School System (RCSS) is committed to improving graduation outcomes for Students with Disabilities (SWDs) through a structured, data-driven approach that includes targeted interventions, ongoing monitoring, and collaborative support. One of the district's key strategies is the facilitation of monthly Core Team meetings focused on monitoring Academic, Behavioral, and Connection to Content (ABC) data. These meetings include district and school-level stakeholders such as principals, improvement specialists, lead teachers, and general educators. The team uses graduation rate trends and ABC progress data to inform evidence-based instructional practices, identify professional development needs, and coordinate technical assistance. The Special Education leadership staff oversee this process through monthly check-ins and planning sessions with the Director of Special Education.</p> <p>To support academic achievement, RCSS provides SWDs with research-based instructional programs in reading and math, including tools such as Vizzle and Brain Child. Students also have access to instructional recovery opportunities throughout the year. Special education and general education teachers participate in ongoing professional learning to ensure the effective implementation of these programs. Case managers and grade-level teams at Randolph Clay High School meet regularly to identify students at risk of failing classes, demonstrating poor attendance, or facing behavior challenges. These students are paired with mentors often a combination of case managers, general educators, administrators, or support staff who provide weekly support. These interventions are documented and reviewed by the Director of Special Education to ensure proper implementation and resource alignment.</p> <p>RCSS has developed written procedures that comply with federal laws and are reviewed and updated annually. Ongoing training ensures that all teachers and administrators remain informed of expectations and compliance requirements. The Special Education Department conducts monthly audits of Individualized Education Programs (IEPs), focusing especially on transition plans for students aged 16 and older. Case managers are responsible for quarterly progress reviews and must document conferences with parents when students are at risk of failing. A Special Education Conference/Missing Assignment form is submitted to the Director of Special Education, with verification provided by school administrators.</p> <p>To address dropout prevention, RCSS has established a formal process at Randolph Clay High School. When a student considers leaving school, a team meeting is held that includes the Director of Special Education, school counselor, administrator, case manager, and</p>
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IDEA Performance Goals:

	<p>parent(s). The student receives information about the consequences of dropping out, including potential long-term impacts on employment and financial stability. If needed, referrals are made to the Social Services Coordinator. All such cases are documented, and adjustments to services are made as necessary.</p> <p>Transition planning is an essential component of graduation readiness for SWDs. During the 2025–2026 school year, students will meet with school counselors to review and update their Individual Graduation Plans. Special education case managers, trained annually on transition plan compliance using GaDOE tools, conduct activities throughout the year to help students meet their post-secondary goals. The district partners with the Georgia Vocational Rehabilitation Agency (GVRA) to provide services that support the transition from school to work or further education. RCSS participates in its RESA's regional transition fair, providing transportation for students and families. The Director of Special Education follows up with students one year after graduation to evaluate post-secondary success.</p> <p>In alignment with IDEA, RCSS has established "The SPED Academy," a yearlong professional learning initiative focused on the six major principles of special education law. The Academy is designed to enhance the skills of all stakeholders and is aligned with systemwide goals for increasing graduation rates. In FY26, the district will continue providing monthly professional learning opportunities focused on data disaggregation, transition planning, and instructional strategies. SPED lead teachers will attend monthly meetings and redeliver information to their school-based teams. Technical assistance will be available upon request or when data reveal instructional gaps or compliance concerns. To expand post-secondary opportunities, Randolph Clay High School partners with local colleges and businesses to offer courses in Graphic Design, Business, Agriculture, Music Appreciation, and Teaching as a Profession. These courses include both classroom instruction and hands-on training. Students will also participate in job shadowing and mock interviews through CTAE programs. The Special Education Department ensures that transportation and other support services are available, funded through the IDEA budget.</p> <p>Monitoring remains a critical component of this work. The Director of Special Education hosts monthly district team meetings to assess implementation fidelity, review student progress, and address concerns. Special education teachers document progress report reviews every nine weeks, indicating areas of concern and strategies in place. Transition plans will undergo random review, with feedback shared with school administrators. Staff who fall below performance expectations will participate in targeted technical assistance sessions, with sign-in sheets and agendas submitted for oversight. Additionally, all high school transcripts are reviewed at least twice yearly to ensure students are on track for graduation.</p> <p>The district recognizes that graduation readiness begins early. As such, data monitoring for SWDs starts at the Pre-K level and continues through high school. Students are referred to the counselor if absent for three consecutive days, and families are engaged through increased</p>
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IDEA Performance Goals:

	<p>communication and resource sharing. RCSS will continue to ensure access to the general education curriculum, offer skills review and credit recovery classes, and provide targeted support to students and teachers alike. In FY26, "Greet and Get" Nights will offer families information on post-secondary planning, and the district will maintain partnerships with GLRS, GVRA, and the GaDOE to deliver robust training and services for students with disabilities.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities. What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include: LEA procedures Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms) Staff that will be designated to support the 3-5 population Collaboration with outside agencies, including any trainings conducted by the LEA Parent trainings</p>	<p>The Randolph County School System (RCSS) is committed to identifying and supporting young children with disabilities through a comprehensive set of practices designed to improve services, outcomes, and transitions for children ages 3–5. A foundational component of this effort is our robust Child Find procedure, which includes annual postings of notices in local daycares, doctors' offices, the Georgia Division of Family and Children Services (DFCS), the Health Department, Head Start, libraries, all district schools, local newspapers, and the district website. These notices provide contact information and outline available services.</p> <p>RCSS maintains a strong partnership with Babies Can't Wait (BCW) to ensure smooth transitions for children entering the school system by their third birthday. The Preschool BCW Liaison attends all transition meetings, and BCW timelines are monitored monthly by the Director of Special Education. Additional weekly monitoring is conducted by the Preschool Special Education Coordinator through the Georgia Online IEP (GO-IEP) dashboard. Any timeline concerns trigger immediate technical assistance from the Director of Special Education.</p> <p>Referrals are not limited to BCW. RCSS also receives referrals from parents, healthcare professionals, community members, and daycare providers. Once a referral is received, the preschool coordinator initiates a screening process, after which a multidisciplinary team determines if an evaluation is warranted. The district strictly adheres to the 60-day evaluation timeline and ensures that eligible children begin services on or before their third birthday. IEPs and eligibility determinations are reviewed monthly for compliance, completeness, and timeliness.</p> <p>Young children with disabilities are supported in various settings across the district, including Head Start, Pre-K classrooms, church daycares, and homes. This inclusive service model is coordinated by the SPED Preschool Coordinator, who collaborates monthly with these community providers and documents support efforts in reports submitted to the Director of Special Education. Instructional consultation and technical assistance are provided to teachers on a student-by-student basis.</p> <p>To enhance family engagement, RCSS offers parent training sessions throughout the year. For the 2025–2026 school year, four trainings will be hosted covering IEPs, FAPE, and external services. These sessions are open to all preschool families and documented through sign-in sheets and agendas. In addition, Lunch and Learn</p>
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IDEA Performance Goals:

	<p>events provide opportunities for stakeholders to learn about curriculum, data, nutrition, transition, and the referral process. Fidelity checks are conducted monthly to monitor the implementation of these supports. RCSS continues to implement a school-based model for children who were previously served at home, allowing for increased access to supports and services. The district also maintains strong partnerships with community agencies to meet Child Find obligations and provide early intervention services. Ongoing staff training is provided through collaborations with GLRS, RESA, and GaDOE. The district actively participates in interagency council meetings and the Head Start Social Advisory Committee, promoting shared learning and communication. Positive Behavioral Interventions and Supports (PBIS) is implemented at the preschool level to support social-emotional development. Professional learning for preschool staff is offered monthly, and technical assistance is provided as needed. The Preschool Leadership Team also distributes annual resources, such as a Transition PowerPoint and Head Start Recruitment Flyers, to clarify procedures and support families through the transition from BCW services to school-based supports.</p> <p>Staffing for the 3–5 population includes certified special education teachers and paraprofessionals in compliance with federal class size guidelines. The Pre-K Coordinator, Pre-K Director, and Director of Special Education work together to ensure cohesive instructional planning and service delivery. Teachers have access to technology such as Smart Boards and iPads, and they receive regular professional development from organizations including Bright from the Start, DECAL, and GaDOE.</p> <p>During the 2025–2026 school year, embedded professional development will focus on topics such as writing measurable IEP goals and classroom management. Preschool teachers will also join district-wide SPED staff in training related to progress monitoring. West GA GLRS will provide additional training on co-teaching, assistive technology, and paraprofessional roles, all documented by sign-in sheets and agendas.</p> <p>To further support social-emotional and behavioral development, therapeutic services will be provided to Head Start and Pre-K faculty and staff, including training on Mindset for De-escalation. Pre-planning sessions at the start of each school year include training on the Babies Can't Wait process, ensuring new staff understand how students are identified and tracked.</p> <p>All Pre-K students are screened within the first 30 days of school using the PELI and Peabody Picture Vocabulary Test (PPVT) assessments, administered by the Pre-K Director. These assessments provide baseline data to guide interventions. If progress is insufficient after 3–4 weeks of interventions, the student is referred for a special education evaluation. The PPVT is administered twice a year, while the PELI is administered three times annually.</p> <p>The level and type of support provided to young children with disabilities is based on each student's IEP. Some children remain in their general education Pre-K setting and receive inclusion services,</p>
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IDEA Performance Goals:

	<p>while others attend one of the district's two small group preschool classrooms. Services may include speech/language therapy, occupational or physical therapy, paraprofessional assistance, preschool intervention, and transportation. These services are available across multiple locations, including Head Start, church daycares, and home-based environments as needed.</p> <p>Implementation fidelity is monitored through regular classroom observations, conducted at least twice annually by the Director of Special Education. These observations help identify needs for mentoring, professional development, or targeted technical assistance. Observation documentation is reviewed monthly to ensure accountability and follow-up.</p> <p>To ensure accurate data collection and outcome reporting, the Director of Special Education and Preschool Coordinator lead annual Preschool Outcome Training for special education teachers and administrators. Data is reviewed monthly, and technical assistance is deployed if necessary. These efforts are key to tracking student growth and informing continuous improvement.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include: How teachers are trained on IEP/eligibility procedures and instructional practices How LRE is ensured The continuum of service options for all SWDs How IEP accommodations/modifications are shared with teachers who are working with SWDs Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided</p>	<p>The Randolph County School System works to ensure the provision of FAPE by training all special education teachers on IEP and Eligibility procedures. The Department of Special Education has reviewed and revised its procedural manual for the 2025 – 2026 school year. All teachers will receive specific training on IEP and eligibility procedures. This training continues throughout the year as the Director of Special Education meets monthly with special education lead teachers from each school. Specific procedural information is provided to the Lead Teacher for Special Education who redeliver the information to their school staff. Leadership meetings and school special education staff meetings are documented through agendas and sign-in sheets that are provided to the Office of Special Education monthly. The district staff ensures that Least Restrictive Environment (LRE) is discussed at each IEP meeting through the Due Process Checklist that has to be turned in with each IEP. Teachers are trained to use GOIEP and to discuss LRE by discussing the continuing of services starting at the least restrictive environment (consultation) and to proceed down the list to more restrictive options until the IEP Team reaches consensus that the Least Restrictive Environment has been determined.</p> <p>RCSS also offers a continuum of services to students ages 6 through 21 years old. In RCSS, the student's IEP team discusses the individual student's needs and determines the services, supports, and environment(s) that are appropriate to address those needs. RCSS provides special education services to students in the following settings: general education, special education, community, home, hospital, separate school, and residential facilities. Special education services are rendered using various service delivery models and separate school options based upon student need. Additionally,</p>
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IDEA Performance Goals:

	<p>teachers are trained to only move one step on the continuum of services whenever possible so that the team is not moving from one extreme to another. The teachers are also trained that whatever the team determines is appropriate for the student, the district will work to provide that environment. This is monitored in the Office of Special Education three times using reports from GOIEP during the year to ensure that most students are served in the general education environment with their peers of the same age. This documentation is maintained by the Director of Special Education.</p> <p>Technical assistance (TA) is provided to school teams or individual teachers who demonstrate difficulty with determining LRE. This technical assistance will include training and monitoring (attending) IEP meetings by the Director of Special Education until the skill deficit is remediated. IEP accommodations and modifications are shared with teachers who are working with SWDs at the beginning of each semester or when schedule changes create the necessity to share with other teachers. Case managers are responsible for ensuring that ALL teachers who work with a student have access to the accommodations and modifications for each student and case managers monitor the implementation for both state and local testing. The testing coordinator for each school also receives a list of students whose IEPs provide them with accommodations or modifications for high stakes testing. Teachers provide documentation of notification of the accommodations and modifications to the special education lead teacher at the school who checks the list for accuracy and makes additions or corrections as needed. Lead Teachers maintain that documentation at the school level which is checked at random by the Director of Special Education. Any skill deficit in this area will trigger technical assistance in the form of mentoring and monitoring until the deficit is deemed remediated. The TA will be provided by the Director of Special Education and West Ga GLRS Team. Student IEPs are monitored at the school and district level through reports in GOIEP and compared to student schedules in PowerSchool each semester to ensure fidelity in the scheduling process. The following reports are utilized in GOIEP monthly to ensure Fidelity: IEPs overdue, IEPs due in one month, Eligibility overdue and Eligibility due in 4 weeks. The Director of Special Education and Lead Teacher meet monthly to ensure areas are monitored with fidelity. The district continues to provide a full continuum of services that address all areas of need. The district will provide teachers of young children with professional learning and curriculum on methods and strategies for diversity awareness, problem solving and conflict resolutions, classroom management techniques. The district will also provide professional development for developing social emotional skills. Additional professional development opportunities will be provided for addressing the least restrictive environment for young children, classroom management, nature and characteristics of students with disabilities. We will also increase child find efforts throughout the district in order to ensure that we are meeting and addressing the needs of students. Teachers will collect data and provide on-going progress monitoring to assess students' progress. The district continues LRE</p>
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IDEA Performance Goals:

	<p>efforts in order to ensure access to the general education setting. When students are pulled from the general curriculum scientific research-based materials will be used as well as the curriculum in the general education setting. All students will receive instruction that is aligned to the standards. Staff will participate in standards-based instruction/classroom and DI training. Performance of students with disabilities who participate in the general education setting will be monitored to ensure that appropriate support including the use of assistive technology (AT) have been considered and provided. Class observations will be conducted frequently to monitor instructional strategies and practices in order to ensure that instructional practices in all settings are being effectively implemented and that the needs of students are being met. Additional multi-tiered systems of support and training provided through RESA and GLRS will be utilized to support staff through professional development.</p> <p>The district has written policies and procedures to facilitate compliance with federal laws and regulations. This procedure is annually and ongoing training is provided to all teachers and administrators. The district has a process and tools for monitoring practices in the area of transition plans by auditing IEPs monthly. Student's data is annually reviewed to determine the most appropriate educational support for each student with a disability. The Director of Special Education and Compliance Team trains and monitors the implementation of the special education program from the district level. They conduct monthly audits using the IEP and eligibility audit forms approved by the DOE. They also monitor the implementation of service models such as co-teaching and small group instruction by conducting at least five observations monthly and documenting their feedback on the informal observation forms developed by the Special Education Director and approved by the DOE. Also, the Director of Special Education holds monthly meetings with individual principals and with teacher groups to provide ongoing training to address areas of opportunity and updates about the progress the department is making. Professional learning on Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) is provided each year. This training is conducted through our SPED Academy and this professional learning includes a review of the law, the placement options available to students, and how to address the issue in annual IEP review meetings. In addition, teachers are trained on IEPs and eligibility procedures through ongoing discussion with the school psychologist, Director of Special Education, and SPED Department Chair of each school. Adjustments are made based on progress data and classroom performance. The continuum of services for students with disabilities include inclusion, co-teaching, and supportive services with paraprofessional support, resource, modified day/schedule, separate school and provision of related services (Speech, OT, PT, and transportation). Data talk meetings are held weekly with a multidisciplinary team to discuss the performance of students with disabilities.</p> <p>During the 2025 – 2026 school year, a sensory active room will be utilized to provide therapeutic services to students at Randolph County</p>
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IDEA Performance Goals:

	<p>Elementary School. The sensory room will focus on providing the best sensory input for the specific needs of each student. By using the therapeutic equipment, the students will learn how to self-regulate their behaviors and improve focus as a whole.</p> <p>When students are pulled from the general curriculum scientific research-based materials will be used as well as the curriculum in the general education setting. Efforts to maintain and improve policies and practices will continue. The district provides additional training on due process procedures and accurate data collection and coding for administrators. The current efforts include professional learning at all levels on disciplining students with disabilities, conducting manifestation determination meetings, conducting Functional Behavioral Assessment (FBAs), developing Behavior Intervention Plan (BIPs), classroom management, progress monitoring, data collection and differentiation of instruction. The district will also work collaboratively with Human Resources on continued efforts for recruiting and retaining highly qualified and effective staff and to provide additional resources/support from community partners.</p> <p>Each case manager submits a monthly slip suspension for in school suspension (ISS) and out school suspension (OSS) to the Office of Special Education to be reviewed by the Director of Special Education. Schools that demonstrate high out of school suspension (OSS) rates will be targeted for additional support and will attend the appropriate professional learning opportunities: Writing Measurable IEP Goals/Objectives and Progress Monitoring, FBA/BIP—Name That Function, Co-Teaching, Advanced Co-Teaching, MTSS, GAA, AT Accessing Curriculum in Today's Classroom, Mindset Communication, Classroom Management, The Data Connection, Assistive and Instructional Technology: Blending Tools to Meet the Needs of Diverse Learners and IDEAS conference. PBIS overall performance through the TFI for the school district increased due to effective implementation through all schools. Each school will be able to embed a school wide culture of positive behavior and support by working with School Climate Specialists for the 2025 – 2026 school year.</p> <p>In order to identify training needs related to FAPE, current district practices require special education teachers to submit a draft IEP with present levels of performance, proposed goals, and proposed accommodations and support to the Lead Teacher for Special Education five days prior to a scheduled meeting. Teachers are required to complete an IEP Compliance Checklist along with this draft IEP. Using the checklist, teachers ensure that required parts of the IEP are being completed. The Lead Teacher for Special Education reviews the draft IEP and IEP Compliance Checklist and provides feedback related to content and compliance. Once the IEP meeting is held, the teacher completes the same IEP Checklist. The IEP and the IEP Compliance Checklist are again reviewed by the Lead Teacher for Special Education to ensure compliance and sound decision-making have occurred. Amendment meetings are scheduled as needed after this review. The IEP Compliance Checklist asks a series of questions for each section of the IEP to ensure that all required items within that</p>
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IDEA Performance Goals:

	<p>section are included and/or considered and that the IEP sections all build upon each other to determine appropriate services. The checklist includes present levels of performance, impact of disability, special factors, transition planning, goals and objectives, student supports and accommodations, continuum of services, extended school year, and parent participation.</p> <p>All Professional learning opportunities offered by the special education department include specific guidance related to FAPE obligations. Special education staff are required to participate in annual Professional learning in areas, such as confidentiality, comprehensive IEP training (development and implementation), progress monitoring and data collection, and evaluation and eligibility procedures and practices. Additionally, special education staff collaborate with the district's office to provide training on the various components of IDEA to new school administrators. The special education professional learning leadership team monitors the completion of training activities by compiling the PD artifacts (agenda, sign in sheet, deliverables). Completion results are shared with the Director of Special Education during monthly meetings and updates are made to the department's master calendar.</p> <p>Also, FAPE is provided for Students with Disabilities, special education leadership staff review and monitor IEP audit data, achievement data, instructional software usage and achievement data, attendance, behavior and course completion and classroom observation data to inform our practices and determine ongoing training needs.</p>
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<p>Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include: LEA procedures to address timely and accurate data submission LEA procedures to address correction of noncompliance (IEPs, Transition Plans) Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance Supervision and monitoring procedures that are being implemented to ensure compliance</p>	<p>The Randolph County School System (RCSS) has established written policies and procedures to ensure compliance with federal and state laws and regulations under IDEA. These procedures are updated annually, and continuous training is provided to both teachers and administrators. Weekly compliance checks are conducted, and monthly meetings with individual principals to support accountability. Expectations for special education teachers regarding compliance are clearly outlined in the RCSS Special Education Manual. The Director of Special Education monitors compliance using GOIEP reports. Ten-day meeting notice reminders are sent via email to teachers and administrators to ensure timely IEP scheduling. If a teacher fails to comply after this reminder, a second notification is sent to the school administrator and the SPED Lead Teacher. Continued noncompliance results in direct intervention by the Director of Special Education, including an in-person meeting, documentation, and targeted professional learning to address the area of concern. The Director of Special Education attends all GaDOE-required trainings—including webinars and workshops—and redelivers this information to special education faculty and staff during monthly meetings. Lead teachers at each school are responsible for sharing this</p>
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IDEA Performance Goals:

	<p>information with their building-level special education staff and administrators. Documentation of this process is maintained through sign-in sheets and meeting agendas submitted to the Office of Special Education. For the 2025–2026 school year, RCSS will continue providing additional training on state and federal regulations during monthly special education team meetings. SPED Lead Teachers are responsible for reviewing and finalizing IEPs in GOIEP and identifying teachers who demonstrate skill deficits in compliance areas. Those teachers receive individualized technical assistance in the form of mentoring, monitoring, and follow-up until the issue is resolved. These interventions are documented and reviewed monthly by the Office of Special Education. If the issue persists, the Director of Special Education collaborates with the school principal to provide further technical support. Technical assistance sessions will also be held monthly by the Director of Special Education to address overall compliance, particularly in areas such as timely and accurate reporting of initial evaluations and eligibility. Topics such as FTE reporting, delivery models, and special education events are also reviewed during these sessions, which are recorded and made available through Google Meet for ongoing reference.</p> <p>The district remains committed to maintaining strong compliance practices. Ongoing professional development at all levels ensures clarity of roles and responsibilities in meeting IDEA expectations. Staff responsible for supervising students with disabilities (SWD) receive specialized training on procedures and policies. Any non-compliance issues are addressed as quickly as possible and no later than one year after identification. RCSS ensures that all required reports are submitted accurately and by the established deadlines. The district will continue to use the Facilitated IEP Process provided by GaDOE and leverage the GOIEP platform, which includes built-in compliance features to support the timely completion of IEPs and evaluations. GOIEP usage is monitored weekly by the Director of Special Education, with support from the SPED Lead Teachers who review progress reporting. Classroom observations by both school and district administrators also ensure fidelity to IEP services. Disciplinary tracking sheets are utilized to monitor in-school and out-of-school suspensions (ISS/OSS) for students with disabilities, ensuring compliance with discipline requirements. The Director of Special Education also attends IEP meetings throughout the year to monitor procedures and compliance before, during, and after meetings.</p> <p>Timely and accurate data reporting is monitored closely by the Director of Special Education with assistance from the Administrative Assistant. The Special Education Compliance Calendar is regularly reviewed to ensure deadlines are met. The district also monitors instructional effectiveness to ensure that students with disabilities are served in the least restrictive environment (LRE). Support is provided to school-based staff to assist with organizing curriculum, implementing effective instructional strategies, and improving classroom management. These efforts are aligned with the RCSS Supervision and Monitoring Manual.</p>
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IDEA Performance Goals:

	<p>RCSS uses GOIEP as the official IEP system, which includes automatic safeguards to support compliance with state and federal requirements. During the 2025–2026 school year, process alerts will be used to notify case managers of critical deadlines, including annual reviews, reevaluations, and reevaluation dates for students with the SDD (Significant Developmental Delay) eligibility approaching their ninth birthday. These timelines are tracked through the Office of Special Education in coordination with RESA, and progress is reviewed monthly using detailed tracking sheets to ensure ongoing compliance.</p>
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4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and Programming LEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

<p>A. Well-Rounded Activities (WR)—Instruction Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>
<p>B. Safe and Healthy (SH)—Climate/Culture Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>
<p>C. Effective Use of Technology (ET)—Professional Learning Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>
<p>D. Effective Use of Technology 15% (ET15)—Infrastructure Provide: Overarching Need number/Action Step number(s) New or Continuing Name/Description of Activity Measurable Goal/Intended Outcome</p>	<p>100% transfer of FY26 Title IV, Part A funds</p>

Title IV, Part A – Ongoing Consultation and Progress Monitoring

<p>Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.</p>	<p>100% transfer of FY26 Title IV, Part A funds br clear="all"</p>
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4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Equity Gap 1 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective --Adjust Activities/Strategies Data Variable: Teacher Retention Equity Intervention: Support the retention of effective teachers and effective school leaders Data Source: District Retention Rate</p> <p>2022--2203 Attrition Rates Randolph County Elementary—53% Randolph County Middle—0% Randolph Clay High—53&</p> <p>2023-2024 Attrition Rates Randolph County Elementary- 14% Randolph County Middle - 18% Randolph Clay High-- 30%</p> <p>2024-2025 Attrition Rates Randolph County Elementary-- 8% *one staff member on medical leave Randolph County Middle -- 0% Randolph Clay High --18%</p> <p>The attrition rate has decreased in every school in the district. This directly relates to the effectiveness of the intervention. We will keep the intervention in place and monitor the effectiveness for the upcoming year.</p>
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<p>Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.</p>	<p>Offering Signing and Retention Bonuses to content teachers and leaders who met performance criteria in years past has been very effective because it helped us retain the new hires from the previous year. Often, no matter what you do, other variables contribute to shifts that do not directly relate to the effectiveness of the intervention. At this time, we will keep the intervention in place and monitor the effectiveness for the upcoming year.</p> <p>-The New Teacher Roundtable was very successful according to the Dir. of Professional Learning. In the restructured New Teachers Roundtable Forum, new teachers meet monthly to discuss concerns and hear information on predetermined topics related to areas that</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	<p>prove challenging to most teachers. The teachers responded very positively and were very open with their feedback and input. We will continue this activity for the upcoming year.</p>
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<p>Equity Gap 2 Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year? Intervention Effective – Equity Gap Eliminated Intervention Effective – Maintain Activities/Strategies Intervention Effective – Adjust Activities/Strategies Intervention Not Effective – Adjust Activities/Strategies Intervention Not Effective – Abandon Activities/Strategies</p>	<p>Intervention Effective – Maintain Activities/Strategies Data Variable: CCRPI Star Climate Rating Equity Intervention: Provide targeted teacher development on content, pedagogy and student supports and interventions Data Source: SLDS Discipline Data Randolph County Elementary 2022-23 Total # of Students with 0-1 State Reportable ODRs --242 Total % of Students with 0-1 State Reportable ODRs—97%</p> <p>2023-24 Total # of Students with 0-1 State Reportable ODRs--206 Total % of Students with 0-1 State Reportable ODRs—85%</p> <p>2024-25 Total # of students with 0-1 State Reportable ODR's 305 Total % of students with 0-1 State Reportable ODR's 95%</p> <p>Randolph County Middle 2022-23 Total # of Students with 0-1 State Reportable ODRs --144 Total % of Students with 0-1 State Reportable ODRs—100%</p> <p>2023-24 Total # of Students with 0-1 State Reportable ODRs--111 Total % of Students with 0-1 State Reportable ODRs—77%</p> <p>2024-25 Total # of students with 0-1 State Reportable ODR's 145 Total % of students with 0-1 State Reportable ODR's 98%</p> <p>Randolph Clay High 2022-23 Total # of Students with 0-1 State Reportable ODRs--172 Total % of Students with 0-1 State Reportable ODRs—73%</p> <p>2023-24 Total # of Students with 0-1 State Reportable ODRs--189 Total % of Students with 0-1 State Reportable ODRs—82%</p> <p>2024-25 Total # of students with 0-1 State Reportable ODR's 207</p>
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Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

	Total % of students with 0-1 State Reportable ODR's 97%
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Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	The discipline data shows double digit increases in ODR's at each school in the district. There is a need to revisit basic PBIS implementation, conduct annual classroom management trainings (even with veteran teachers) and ensure the token economy system is being used consistently and with fidelity.
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4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
Title II, Part A	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
Title III, Part A	N/A
Title IV, Part A	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
Title IV, Part B	There are two private schools in our area: Terrell Academy and Southwest Georgia Academy. Neither school participated in the traditional federal programs consultation meetings.
Title I, Part C	N/A
IDEA 611 and 619	N/A