

Terrell County Schools

Coordination of Services

FY 16

Terrell County School System works with multiple agencies to ensure coordination efforts on behalf of migrant students, homeless students, immigrants, ELL students, neglected and delinquent students, at-risk students, and early childhood students. The following information outlines procedures for identifying and serving the previously named groups.

Migrant: Terrell County School System collaborates with Georgia Department of Education Migrant Education Program, Region 2 (GaDOE MEP 2) at ABAC, DFACS, Terrell County Family Connections, and Social Workers to monitor mobility/identification and needs of the migrant population. Currently, the system has no students identified as migrant. All students are given an Occupational Survey to determine if they might qualify for the Migrant Education Program. As these students enter the school system, registrars ask a series of questions in conjunction with the Occupational Survey to determine if migrant services may be needed. The Occupational Surveys are sent to ABAC and we are thus notified of the Migrant student roster. This roster is updated monthly with a report from GaDOE Migrant Ed Program of student age migrants that have moved to the area. Among the educational services offered to these students are regular education setting, EIP services (K-5), Remedial Education Services (6-12), Intervention Services, Gifted services, SST Services, Special Education services, ESOL services, after school tutoring at all grade levels, FLP (Flexible Learning Program) at grades 3-8, Increased Learning Time (9-12) and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Additional services are provided through the GaDOE MEP 2 and personnel are provided to assist us in helping to determine student/family needs.

Homeless: Terrell County School System collaborates with DFCS, Terrell County Family Connection, and social workers to monitor mobility/identification and needs of the homeless population. At the end of the 2014-2015 school year, 14 students had been identified as homeless (representing 3 different families). When students register for school, they are asked to complete a Student Housing Questionnaire. Depending on the answers to the questionnaire, registrars ask a series of questions to access the status of students. These families/students are then sent to the Homeless Liaison for an interview. Following the initial interview, Homeless Liaison and social worker meets with the student(s) and families and DFCS (if needed) to determine student/family needs as well as barriers that may impede the academic success of the student. Among the educational services offered to these students are regular education setting, EIP services (K-5), Remedial Education Services (6-12), Intervention Services, Gifted services, SST Services, Special Education services, ESOL services, after school tutoring at all grade levels, FLP (Flexible Learning Program) at grades 3-8, Increased Learning Time (9-12) and mentoring and counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Title I will set aside funds to satisfy any

un-met academic needs of the homeless population of students after collaborating with the homeless liaison and community agencies including DFCS, Terrell County Family Connections, and Social Workers. Additional needs may be addressed with regular Title I funds. Additional needs may consist of tutoring, school supplies and whatever un-met needs from the collaboration with the Homeless liaison and community agencies. All students in Terrell County are eligible for transportation to and from school. The consolidated application will be amended to allocate additional funds to support the additional needs of homeless students or other groups identified within this narrative as needed.

Immigrant: Terrell County School System collaborates with Terrell County Chamber of Commerce, DFCS, Terrell County Family Connections, and social workers to monitor the mobility/identification and needs of the immigrant population. As part of the registration process, students are asked a series of questions that assist in the identification of Immigrant students. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status and needs of students. Following the initial interview, the social worker meets with the students and families to determine student/family needs. Currently the Terrell County School system has no students that have been identified as immigrant students. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Among the educational services offered to these students are regular education setting, EIP services (K-5), Remedial Education Services (6-12), Intervention Services, Gifted services, SST Services, Special Education services, ESOL services, after school tutoring at all grade levels, FLP (Flexible Learning Program) at grades 3-8, Increased Learning Time (9-12) and mentoring and counseling services. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

Limited English Proficient: Terrell County School System collaborates with Terrell County Chamber of Commerce, GaDOE MEP 2, DFACS, Terrell County Family Connections, and social workers to monitor mobility/identification and needs of the ELL population. During the 2014-15 school year, 15 students were served or monitored as ESOL. Currently, the system has 12 students who are either served by ESOL (5) or monitored (7) with the majority of those students in the Primary and elementary grades. Three students withdrew. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the social worker meets with the students and families to determine student/family needs. Students are administered the appropriate screening tests and surveyed to determine needs. Those eligible qualify for LEP services and are served through the ESOL program. The ESOL program follows the Pull-Out/Push-In method. Since we have such a small population, students are served by an ESOL endorsed teacher for a total of 120 minutes per week. At the Primary and Elementary level, this will be 2 days of 60 minute periods. A third day is designated for monitoring. Middle and High School students who are served will receive services 2 days of 60 minutes. Parents may sign a waiver of services if they do not want ESOL services. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Among the educational services offered to these students are regular education setting, EIP services (K-5), Remedial Education Services (6-12), Intervention Services, Gifted services, SST Services, Special Education services, ESOL services, after school tutoring at all grade levels, FLP (Flexible Learning Program) at grades 3-8,

Increased Learning Time (9-12) and mentoring and counseling services. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year. Title III funds are used for supplies, materials, and services in addition to those previously named.

Neglected and Delinquent: Terrell County School System collaborates with DFCS, Terrell County Family Connections, Department of Juvenile Justice, and social workers to monitor mobility/identification and needs of the neglected and delinquent population. Currently, there is no delinquent home within Terrell County School System district. As these students enter the school system, registrars ask a series of to access the status of students. Following the initial interview, the social worker meets with the students and families, DFCS, and foster parents to determine student/family needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

At-Risk: *Sec. 1432. Of Ed. Gov.-U.S. Department of Education* defines at risk as “when used with respect to a child, youth, or student, means a school aged individual who is at risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.” Students in Terrell County Schools who are placed in the Alternative School setting for any period of time, are designated as At Risk. Terrell County School System collaborates with Department of Juvenile Justice, and social workers to monitor needs of the at-risk population which could be academic or social-emotional. “At risk” students are referred on an ongoing basis by principals, counselors and teachers at each school to the system social worker. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.

Early Childhood: HeadStart and Pre-K disabled students are housed at another site in the County however, Terrell County Schools provides services for those early childhood students determined to have special needs. Terrell County Schools provide a Pre-K program at its Primary School site, too. Terrell County School System collaborates with Georgia Department of Education Migrant Education Program Region 2 at ABAC, DFACS, Terrell County Family Connections, Terrell County Chamber of Commerce, DJJ, and social workers to monitor mobility/identification and needs of the at-risk population. Students are administered the appropriate screening tests and interviewed to determine needs. Among the educational services offered to these students are SST Services, Special Education services, ELL services, mentoring and counseling services. Counselors and DFCS and social workers to the special needs director refer students on an ongoing basis. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports the status to other necessary agencies throughout the school year.