

**PAULDING COUNTY SCHOOL DISTRICT
LEA PLAN – TITLE I
2016-2017**



PAULDING COUNTY SCHOOL DISTRICT LEA PLAN – TITLE I 2016-2017

The Comprehensive LEA Improvement Plan (CLIP) includes 3 parts:

1. ESEA/IDEA Plan Descriptors

This section includes the descriptors required in Federal and State legislation that LEA (Local School Agencies) must address in order to receive funding. This plan is designed to cover the requirements of all programs in one document. The comprehensive plan will eliminate the need to have multiple plans.

Some programs have unique components that require the completion of surveys, etc. The LEA will submit surveys and unique information through the Consolidated Application in a special section labeled Attachment Tab (documentation of rezoning and opening/closing of schools and District wide Parent Activity Project Assurance are examples).

2. System Profile

This section includes data elements that LEAs should review in order to determine the needs of its student population. The profile consists of student data and demographics. LEAs must review the profile for accuracy.

3. LEA Implementation Plan

This section includes the LEA's goals, action/strategies and other components of an action plan.

During the spring of every year, all parents are invited and encouraged to participate in the review and revision of the Comprehensive LEA Improvement Plan (CLIP). This invitation is distributed through flyers, the "Blackboard Notification" communication system, and article in the newspaper, and on the district website. The CLIP is presented at a Parent and Community Stakeholder meeting in the spring and feedback is requested.

The district also seeks feedback on the CLIP from school and district level stakeholders. The CLIP is presented to teacher groups, administrators and a student group. We collect feedback from all groups and appropriate revisions are made. The revisions made based on feedback are then presented to stakeholders at another parent and community meeting and an administrators meeting take place in the summer for final approval.

Parents/Guardians of all students attending Paulding County School District Title I Schools are invited to an additional plan development/revision meeting with the following agenda:

OVERVIEW

Title I

Parent Involvement

PCSD Current Plans and Policies

School Parental Involvement Plan

Schoolwide School Improvement Plan

Title I Plan (CLIP)

LEA Parent Involvement Plan

Parent Involvement Budget

How are we doing?

Evaluation and Assessment

THE FOLLOWING INCLUDES EXCERPTS OF INFORMATION INCLUDED IN THE PAULDING COUNTY SCHOOL DISTRICT'S CLIP

Title I Program services at designated Title I schools – The Title I Program employs Title I teachers to provide supplemental reading and math instruction to assist at risk students in meeting the state academic achievement standards. Title I Instructional Lead Teachers (ILTs) are also employed to provide professional learning support to core content area teachers and ensure that all program resources support the needs of Title I students. The Director of Title I and the Title I Parent Involvement Specialist meet monthly with the Title I ILTs to support and ensure compliance with Title I requirements.

Improve the academic performance of students in the Paulding County School District.

Paulding County School District and its schools will use high-quality student assessment in determining the academic needs of students, including:

- The Georgia Milestones Assessment
- The Georgia Milestones End of Course test (EOC)
- The Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- The state checklist for eligibility in the Early Intervention Program (EIP)
- The universal screening will be used for monitoring students in EIP
- Universal screener for Math and Reading, and multi-criteria check list results will be used to determine Title I eligibility for students
- An initial assessment is used to identify students with special needs by the ESEP (Exceptional Students Education Program) department followed by a comprehensive psychological assessment. The school system evaluates this assessment every three years and, if needed, repeats it.
- The LEA will analyze and disaggregate assessment data of all students and by the subgroups of poverty level, race and ethnicity, gender, disability and limited English proficiency to determine progress toward proficiency levels as established by the Georgia Department of Education.
- Results will be shared with staff at the local school levels, and are used for assessment evaluation, and instructional planning for both individual and group needs. A primary goal of the Curriculum Department is the effective use of assessment results in instruction. In pursuit of this goal, the Curriculum Department will schedule workshops and meeting to help staff members examine and use test results in student instruction.
- Review the literature to identify appropriate strategies to assist in academic needs based teaching and learning that accelerate learning for all students, including student with disabilities, ethnic subgroups, gender, low income, migrant and LEP (Limited English Proficient) students.

- Implement strategies to assist in diagnosis, teaching, and learning in the classroom in order to accelerate learning for all students, including students with disabilities, ethnic subgroups, gender, low income, migrant and LEP students.
- Establish specific annual measurable objectives for continuous and substantial progress by each group of students as they progress toward proficiency and meeting annual yearly progress goals.
- Annually review and revise the Title I LEA Plan to ensure that students meet the established annual yearly progress goals.
- Annually review and revise the Title I LEA plan to ensure that students meet the established annual yearly progress goals.
- Provide assistance to schools in reviewing and revising the Title LEA Plan.

Paulding County School District will implement a number of high quality academic assessments in addition to those identified by the state to determine student achievement, teacher made tests, rubrics, internet based programs, the Home Language Survey for the purpose of:

- Determining success on standards and progress being made toward meeting standards, and to inform teachers, parents, and students
- Assisting in diagnosis, teaching and learning in the classroom
- Identifying students who have difficulty reading (e.g., state required assessments, standardized and other commercially prepared screening and diagnostic instruments, computerized assessments – stand alone, program integrated, and internet based, classroom-based instruction reading assessments and rubrics)
- Monitoring and measuring the success of the effectiveness of the Homeless Education Program
- Researching and implement current, research based strategies to assist in diagnosis, teaching and learning classrooms in order to accelerate learning

- for all students, including all students with disabilities, ethnic subgroups, gender and low-income, migrant, and LEP students
- If selected, Paulding County Schools (grades 4 and 8) will participate in the National Assessment of Educational Progress, which will provide data to be used in making decisions for improving instructional practices and procedures

Paulding County School District will use technology to share information, communicate, and provide learning opportunities for all stakeholders. This includes the provision of:

- School District website
- School Intranet for staff
- School Websites
- Classroom Websites
- School Newsletters
- Classroom Newsletters
- School programs
- Infinite Campus provides Parent Portal; a program which allows parents to access their student's schedule, attendance and grades
- Teacher web pages
- The availability of computers to parents in Title I school Parent Resource Centers
- Providing links for parents to access resources and information to support their child's learning
- Use of Blackboard Communication Notification System, an automated phone system
- Use of email
- CANVAS – Learning Management System

Paulding County School District will provide additional educational assistance to individual students identified as needing help in meeting state standards by:

- Planning and implementing ongoing quality professional development for teachers and paraprofessionals based on research based strategies to address identified instructional needs, such as research based strategies, differentiated instruction, standard-based instruction, formative and summative assessments, co-teaching/inclusion settings, Title I program provisions, EIP, Special Education, ESOL(English Speakers Other Languages), mentoring programs, RTI(Response to Intervention), SST(Student Support Team), consultation, supportive instruction, collaboration and small group instruction
- Educating parents in how they can support their child's academic achievement

Paulding County School District will coordinate all federal programs and provide targeted professional learning on the integration of technology by:

- Planning and implementing ongoing quality professional development for teachers and paraprofessionals to address identified instructional needs that can be met through use of technology which can be applied in all programs, programs include Infinite Campus and GOFAR (Georgia Online Formative Assessment Resource).
- Coordinating professional learning to include all departments and programs.

Paulding County School District will ensure that funds are spent on scientifically and/or evidence-based practices and products and services by:

- Ensuring that all expenditures are related to meeting the school and LEA goals identified in the Comprehensive Needs Assessment and included in Improvement Plans; Schoolwide School Improvement Plans require research-based information to justify all action steps stated, and accompany spending intentions.

Paulding County School District will coordinate and Integrate services by:

- Providing professional learning that includes Title I, Title II, ESOL, Title IV and Title V staff with the common goal of student achievement
- Title I funded Instructional Lead Teachers, who are in each schoolwide Title I school will work with the whole school's instructional program; the schoolwide model will enable coordination and integration of programs.
- Title I funded Instructional Lead Teachers, who are in each targeted assistance school will work with a targeted population of students and parents: the targeted assistance model will enable coordination with integration of programs.
- Collaborating with various agencies to ensure coordination of efforts on behalf of migrant, homeless, immigrant, EL, neglected and delinquent, at-risk and early childhood students.

Paulding County School District will identify attendance areas or schools eligible for Title I funding for School Wide and Targeted Assistance Programs by:

- Using free and reduced priced lunch data, annually rank school attendance areas from highest concentration of children from low-income families to lowest concentration.
- Select school attendance areas in rank order from highest concentration of low-income families, to lowest concentration.
- Allocate funds to selected school attendance areas in rank order from highest concentration of low-income families to lowest concentration.

Paulding County School District will identify eligible children most in need of services in Title I by:

- Utilizing a multiple selection criteria to identify and rank order eligible students which includes:

- Teacher recommendation criteria; eligibility rubrics reference the state standards and is specific to the standards, skills, and expectations for grade levels K-5
- Local Universal Screeners for Math and Reading for K-3 and State Assessments for 4-5
- Needs Based Instruction through Additional Academic Services
- Parent Input

Paulding County School District will provide support to students on eligible homes and institutions servicing neglected and delinquent children by:

- Addressing the needs of children through collaboration with the Neglected Institution to provide tutoring services and materials necessary to their specific needs.
- Assist children in making successful transitions to further schooling, and to prevent students from dropping out of the educational process.

Paulding County School District will provide support to students who are homeless by:

- Working with the homeless liaison and school counselors to identify qualifying students
- Providing students with (tutoring, transportation, free meals and school supplies)

Paulding County School District will implement strategies to promote effective parent engagement.

The LEA Parent and Family Engagement Plan is developed in support of Paulding County School District's efforts to support student academic excellence. It establishes the district's expectations for quality family-school engagement and guides the strategies and resources that will build school and parent partnerships in the district's Title I schools. The purpose of the plan is to outline actions that will

be implemented that are necessary to continue to build the capacity of parents and school staffs to be engaged in helping students to achieve high academic standards. This plan describes the districts' commitment to engage families in the education of their children and to strengthen the ability to implement family engagement strategies and activities designed to achieve the district student academic achievement goals.

Schools and the school district will provide opportunities for parents to provide input in the development of school improvement plans, compacts, the PCSD and school parent and family engagement plans and budgets, and the CLIP as they are developed. All parents of students attending Title I schools will be provided with the following opportunities to provide input:

- *Annual Evaluation:* Each Title I school will make available, in multiple ways (on-line, paper copies distributed to all families, and paper copies available in parent resource centers), a parent survey in late winter of 2017. The survey will allow for responses that provide an opportunity for parents to evaluate the existing program and provide input that will be applied in the development of school improvement plans, compacts, the CLIP, the district and school parent and family engagement plans and budget.
- *Parent Feedback:* Throughout the school year, at planned parental engagement meetings and family academic-focus events, opportunity for parents to provide feedback and make suggestions on the offerings and activities in place will be made. Parents will also have the opportunity to offer suggestions on future meeting topics, resources, and academic family events and other support as may be required. Parent feedback provides information to be considered when planning to work with, and provide for parents throughout the school year. The Title I Director and/or Parent Involvement Specialist will review the feedback throughout the year.
- *Annual LEA Spring Planning Meeting:* Invitation will be made to all parents of students attending Title I schools to attend a planning meeting taking place in April, 2017. Results of the Annual Title I Parent Survey will be

shared and the 2016-2017 LEA Parent & Family Engagement Plan will be available for revisions, in addition to the family engagement budget and the CLIP. Parents will collaborate with one another and school ILTs and/or principals to create recommendations/changes as needed. The LEA Parent & Family Engagement Plan will remain available for input on development until the end of July, 2017. Each school will also host opportunities for input on the development of school Parent & Family Engagement Plans, the family-school compact, the School Improvement Plan, the family engagement budget, and the CLIP.

- *Yearlong Input:* Parents are welcome to provide suggestions and comments throughout the year by contacting the Title I Director, the Parent Involvement Specialist and the schools' principal and Instructional Lead Teacher at any time. Contact information is provided on school and district websites, in newsletters, and on all specific event/activity notifications. A suggestion box is available in school parent resource centers.

For FY17, an assessment of the results of the Annual Program Evaluation (Title I Parent Survey), created by parents and school staffs, was made available, and the 2016-2017 Parent Involvement Policy was open for review and revisions. Input was included in developing the draft 2016-2017 policy, and opportunity for further input on the draft plan was available before final revision was made. In additions, parents were provided opportunity to provide input in the developing of the parental engagement budget and the Comprehensive LEA Improvement Plan (CLIP). The opportunities took place through district meetings, school meetings, and district & school websites. When final revisions are complete, the policy is incorporated into the CLIP which is submitted to the state. Comments and feedback regarding the policy are welcome at all times.

Opportunity to participate in all offerings for parents with limited English proficiency, disabilities, and parents of migratory children will be provided, to the extent practicable. In effort to provide families information in a format and

language that parents can understand, the PCSD website provides the option for parents to translate general content into numerous language options. Translation services will be accessed through the PCSD ESOL department and through various community support systems such as the Ser Familiar organization.

The PCSD Title I Parent Involvement Specialist (PIS) and the Title I director will support the planning and carrying out of programs in all Title I schools, in partnership with the Title I instructional lead teacher and principal at each Title I school, by providing activities, resources and procedures to support opportunity for family-school engagement. The district will ensure that all parental requirements of Title I Part A are met and that parent engagement initiatives are being implemented through regular school visits and monitoring of documentation. This includes the provision of opportunity for input for parents in the development of school-level parent and family engagement involvement plans and budgets, school improvement plans, and the development and distribution of family-school compacts. Parents will be consistently consulted and provided with opportunity for input in the planning and implementation of plans guiding school provisions, at numerous times throughout the year. In addition to frequent communication and school visits, support will be offered to schools by providing:

- monthly meetings with school ILTS, offering guidance, support, resources and opportunity for collaboration for school staffs
- periodic meetings with principals throughout the year to share current information, solicit feedback, and to review guidelines
- a manual which includes timelines, current GaDOE information and requirements, checklists, samples, meeting resources, etc.
- a monthly parent newsletter template that includes required information for parents, to be distributed to all families
- support and opportunity to participate in professional learning related to parent engagement) -- conference attendance, regional meetings, APTT model training, etc.

- a full-time district-level parent engagement coordinator who will provide guidance, monitoring, and support for the implementation of meaningful parent engagement practices and ensuring effective compliance
- information regarding available resources and initiatives offered by the DOE, including webinars, parent engagement toolkits, the Family Friendly Schools initiatives, PIC training and PIC Network opportunities
- community resources to be accessed in supporting parents, including ESOL opportunities, GED information, parenting support, public library services, etc.
- sharing of GADOE Parent Engagement publications
- provision and use of checklists and templates offered by the GaDOE to ensure effective, meaningful compliance
- support of school-based academic parent/family events
- access to Title I Admin resources
- frequent school visits in support of compliance.

PCSD will reserve 1 percent of Title I funds received for 2016-2017 to implement family engagement requirements and intentions listed in this policy and as described in Section 1118 of the ESEA.

Ninety-five percent of this amount will be distributed amongst each Title I school to support school-level family programs and activities. This money will be spent in a way that is in accordance with parent and family engagement budget plans developed at each school, which are based on parent input, the schools' needs assessment, and Title I spending guidelines. The district will provide clear guidance to assist schools in developing a compliant budget.¹ Parents will be

¹General categories for 2016-2017 Parent & Family Engagement budget allocations, developed with parent input include: materials, resources, interpreter/translator costs, travel costs, equipment and supplies related to implementation of parent & family engagement requirements and initiatives; resources, equipment, supplies for parent resource centers; materials, resources, supplies, (including light snacks for meetings taking place during meal times) for parent and family meetings and academic events; school and district staff professional learning related to family-parent engagement; parent involvement specialist.

informed of the spending guidelines and will be provided opportunities to participate in planning the budget through meetings, on-line opportunities, and surveys.

LEA Parent Involvement Policy Content Summary

PCSD will promote partnership among Title I schools, parents, and the community with the goal of improving student academic achievement. The district will provide the support needed to build the schools' and parents' capacity for significant and meaningful family-school engagement, including addressing barriers that may prevent students and families from full participation in education. The PIS will provide information for families to link with the Paulding County Family Connection, which provides a wide range of connections to community services and resources. As needs and barriers are identified, the services of this department will be accessed.

The Title I Director and PIS will work with Title I Instructional Lead Teacher at each school to build school and parent capacity for meaningful parental engagement. Support will take place through providing professional learning, resources, and guidance to the ILTs, who will share and implement the same with school staffs.

PCSD will continue to support the District Title I Parent Leadership Team, which was established in school year 2015-2016. The purpose of the team, whose motto is "Linking Home and School for Student Achievement" is for parents from each school to come together to collaborate and provide support and ideas for one another in taking a leadership role at their school to work with parents and school staffs in efforts to strengthen family-school partnerships. The role of district Title I staff is to provide opportunities for quarterly meetings, sharing current research and resources in support of family-school engagement, and to receive recommendations and advice from the group to understand what the district can provide to schools to help nurture family-school engagement. Team members will actively participate in taking action at their school, by sharing information with schools staffs, reaching out to encourage and include parents in school-based

opportunities that are offered, and work with school Instructional Lead Teachers and principals as key planners and decision makers in “growing” parent and school staff capacity to be effectively engaged for student success.

PCSD schools conduct an annual Title I teacher survey which serves to identify specific areas of support needed to build teacher capacity in family-school engagement at individual schools. In addition, the information provided through the annual Title I parent survey will be shared with school staffs and used to identify additional focus areas and needs. At each monthly meeting with the ILTs, opportunity will be provided for feedback and for requests for support. A Title I department survey provided to ILTs at the end of the school year serves to provide information on “next-steps” for central office staff in providing effective support to schools.

There are currently many effective practices in place in Title I schools in PCSD, such as parent-teacher communication agendas, the participation of teachers in parent and family academic events, weekly grade-level parent newsletters, open-house events, scheduled parent-teacher conferences, effective communication in varied ways, monthly parent meetings, academic family events and helpful teacher websites. Focus for 2016-2017 will include increasing the quality of these established practices, and for them to be implemented in a consistent and pervasive manner. The school district will continue to promote the APTT (Academic Parent Teacher Teams) program in the hopes of implementing the program in one school in the district.

The district PIS will visit all schools regularly, to review, monitor and discuss family engagement requirements and initiatives, and to provide needed support. PCSD will assist Title I schools in providing opportunities, information and resources to parents in a timely manner. Each school will receive support, including meeting resources and the opportunity to collaborate in order to provide, at a minimum, the following to parents:

- Opportunity to be involved in jointly planning, reviewing, and improving Title I programs, including the school and LEA Parent & Family Engagement Plans and budget, School Improvement Plans, the CLIP, and family-school

- compacts, which describe jointly developed responsibilities and actions the school, families and students will take to support academic success and increased student achievement
- Copies of the LEA Title I Parent & Family Engagement Plan to distribute to families of all students attending Title I schools
 - Annual Title I Parent Involvement Meetings: Information about the school's participation in Title I programs, the right of parents to be involved, the requirements of Title I Part A, and the components of a targeted assistance or schoolwide program, as applicable
 - Information concerning:
 - Description and explanation of the school's curriculum
 - Individual student assessment results and interpretation of those results
 - Assessments used to measure student progress and the proficiency levels the students are expected to meet, including state, local, and alternate assessments
 - The state's academic content standards, student performance standards and student academic achievement standards
 - Ways parents can monitor their children's progress: accessing student information and communicating with the school to know their child's academic progress
 - Ways parents can work with educators to improve the academic achievement of their children
 - Opportunities available for literacy training (parent)
 - Using technology
 - Ways parents can support math and reading skill-building at home, and the importance of parent support in these areas
 - Regular meetings, in various formats (open-house, family nights, traditional meetings) to receive suggestions, and to participate in decisions relating to the education of their children
 - Access to a helpful, resourceful website

- Building academic-centered volunteer opportunities
- Prompt response to suggestions (as practicable)
- Assistance in providing information to parents in a language they can understand, as practicable
- An annual survey which will provide an evaluation of the parental involvement policy in improving the academic quality of each school, including
 - Identifying barriers parents may be experiencing, which may be preventing participation in activities offered
 - Using the findings of the survey to create strategies for effective involvement and for creating revisions to Parent & Family Engagement Plans
- Effective parent and family engagement activities and specific material and/or resources to improve student academic achievement and school performance, specific to what has been identified in each school's needs assessment and school improvement plan, and parent requests
- Connection with community based organizations and others to offer parents opportunities to enhance their capacity (public libraries, KSU, Comcast Cable, AmeriGroup, Ser Familiar, Family Support Services, health and wellness institutes, and others as requested or as they become available)
- Notification of
 - School designation under the ESEA Flexibility Waiver
 - Their child's attendance at a Title I school
 - Intradistrict Transfer Option notification
 - FLP notification (if applicable)
 - Right to request teacher and paraprofessional qualifications and teacher status professional qualifications
 - Complaint procedures
- Promotion of, and access to the school-based parent resource center

- Timely notification of events and opportunities in multiple ways:
 - Website postings
 - Printed invitation/RSVP, distributed to each family
 - Blackboard Notification System phone communication
 - Email
 - Newsletters

PCSD will work toward the integration of programs such as Head Start and other state-funded preschool programs and other preschool programs by inviting faculty and staff from those schools to plan together with focus on parent engagement opportunities. PCSD will share information with families in those programs who have children who will be transitioning to PCSD schools in regards to what they may access at schools, including materials in Parent Resource Centers, attending parent and family engagement opportunities, website information, tips and information to support their child's learning, and other offerings as requested or as they are available. In addition, in spring, Title I schools will present specific opportunities for parents who are registering children for kindergarten in PCSD Title I schools, such as school tours, sharing of Kindergarten readiness tips, providing information on accessing supporting resources, math and reading readiness activities, and other information as parents may request.

All Title I A schools in the county will make available, in multiple ways (on-line, paper copies distributed to all parents of students, and copies available in each school's Parent Resource Center) a Parent Survey in late winter. Items to be evaluated by parents through the survey are selected in accordance with and in consideration of the requirements of Title I, current parent engagement programs and initiatives, student academic data, parental involvement trends, and information needed to evaluate staff capacity in the area of parental engagement. The district will utilize an electronic system that provides the platform for survey creation, and will generate a variety of reports including participation frequency,

disaggregated data, and a variety of formal report presentations to be shared with parent, the community, and school staffs.

Encouragement for parents to participate in the survey will include announcements in Title I Newsletters distributed to all parents, distribution of the survey (paper copy) to all families, invitation and links to participation on school and district websites, bulletins/newsletters, One-Call (telephone) announcements, availability of computers in schools for parents to access the survey, and posters in the school. The survey will be open for taking for a minimum of a two -week period.

The district will distribute district-wide and individual school results to all schools. Results will be presented to all staff in schools by the ILT and/or principal. An assessment of the survey findings will be available to all parents and the community through school and district websites and in meetings to which all parents of students are invited. Parental feedback, trends, strengths, and areas for improvement will be noted and will provide input in the development of the PCSD and school Parent & Family Engagement Plans and budget, school improvement plans, and the CLIP.

Parents will be offered the opportunity to provide additional evaluation and input on specific activities and practices made available throughout the school year through feedback forms and the availability of suggestion boxes in each school's Parent Resource Center.

Coordinate programs under Title I A with other programs and provide appropriate professional development.

- Title I personnel will meet on a regular basis with the departments of professional learning, curriculum and instruction, special education and other areas to coordinate programs and professional development activities. All curriculum personnel will work with schools and teachers in areas of need, etc.

- Design and offer professional development opportunities to address specific needs for all appropriate staff members, regardless of program.
- Solicit input regarding needs from other areas, such as ESOL, special education, instructional leaders and parents.
- Work through the budgeting process to assure funds are allocated to meet the professional development needs of all programs and personnel.

Coordinate programs under Title I A with other services, such as LEP, special education, etc to increase program effectiveness, eliminate duplication and reduce fragmentation if the instructional program.

- Support will be provided through parental involvement activities. Funds will be spent as required in this area.
- Workshops and meetings will be planned and conducted for parents that provide information on available programs and services.
- Technical assistance and support will be provided to schools for any related federal programs for which they wish to apply.
- Funds will be reserved to provide services and materials for homeless children, as applicable.
- Provide technical assistance in meeting state and federal guidelines, removing barriers for program implementation, and supporting efforts to meet annual yearly progress goals.

Actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools if applicable.

- All guidance provided to schools will be based on scientific research
- Guidance for revising and developing school improvement plans and Flexible Learning Program Plans (FLP) will involve meeting with principals to provide information regarding the required process and plans.

- District personnel will participate in school level meetings, the Title I Director will coordinate technical assistance from the State Department of Education, and other appropriate agencies
- Professional learning activities that address the specific area(s) for improvement will be provided for district and school leadership and school staff
- Monitoring the implementation of the school improvement plan and Flexible Learning Plan will involve Title I Instructional Lead Teachers, local school administrations, and Title I Director FLP through classroom observations, monitoring of student progress, and surveys, content focus walks, analysis of observation data, Feedback from DOE and RESA Personnel, surveys, Formative and summative data.
- Technical assistance will be provided by the Title I Director

Actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.

- Technical assistance will be provided by the Title I Director regarding the Flexible Learning Program through written communication, meetings, email and phone calls to the Focus School principal, assistant principal, and the Title I ILT
- GaDOE trainings will be attended by the Title I Director and Title I ILT of the focus school
- Notification letters will be send home by the LEA to notify parents of the Focus School status, and provide details of the ESEA /ESA Waiver; parent notifications of planning meetings will be provided through flyers, calling systems, newspaper announcements and the school website; planning sessions will be conducted involving the school principal, Title I ILT, school staff and parents to develop the final plan,

a website will be established to keep parents up to date on the progress of FLP

- The LEA will monitor and assist with the Implementation of the FLP by managing the budget process and expenditure approvals, conducting quarterly visits to the school to monitor the fidelity, efficiency, and effectiveness of the program which will include budget review, FLP classroom observation, and data review.

Provide Professional Qualifications of Teachers and Paraprofessionals at each Title I School

- All parents will receive a notice delivered by their student in addition to a Parent and Student Information Guide which will notify them of their “Right to Know” the qualifications of their children’s teachers
- The information will advise parents to their right to request information about their teacher’s professional qualifications status as well as other qualifications including degrees and experience in the teaching field
- Parents will sign and return the acknowledgement form to confirm receipt of the information
- Schools will file copies of acknowledgement form

Complaint Procedures for Federal Program Grounds for a Complaint

Any individual, organization or agency may file a complaint with the Paulding County School District if that individual, organization or agency believes and alleges that the PCSD is violating a Federal Statute or regulation that applies to a program under the Elementary and Secondary Education Act of 1965 (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered ongoing.

Filing a Complaint

Complaints and grievances shall be handled and resolved as close to their origin as possible and through the proper channels using the following procedures:

A complaint must be made in writing and signed by the complainant. The complaint must include the following:

- A statement that the PCSD has violated a requirement of a Federal statute or regulation that applies to an applicable program;
- The date on which the violation occurred;
- The facts on which the statement is based and the specific requirement allegedly violated;
- A list of the names and telephone numbers of individuals who can provide additional information;
- Whether a complaint has been filed with any other government agency, and if so, which agency;
- Copies of all applicable documents supporting the complainant's position; and
- The address of the complainant.

The complaint must be addressed to:

Federal Programs Coordinator (for program in which the complaint is filed against)

Paulding County School District

3236 Atlanta Highway

Dallas, GA 30132

Director of Title I – Cassandra Dobbs 770-443-8003 cdobbs@paulding.k12.ga.us

Investigation of the Complaint:

1. Any complaints or grievances shall be forwarded to the appropriate Federal Program Coordinator. The Coordinator or his or her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

- The date the complaint was received;
- How the complainant may provide additional information;

- A statement of the ways in which the Federal Programs Coordinator may investigate or address the complaint; and
- Any other pertinent information

Federal Programs for Which Complaints Can Be Filed

- a. Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
 - b. Title I, Part C - Education of Migratory Children
 - c. Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
 - d. Title II, Part A - Teacher and Principal Training and Recruiting Fund
 - e. Title II, Part D - Enhancing Education Through Technology
 - f. Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement
 - g. Title IV, Part B - 21st Century Community Learning Centers
 - h. Title VI, Part A, Subpart I: Section 6111: State Assessment Program
 - i. Title VI, Part A, Subpart I, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
 - j. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
 - k. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children
 - l. (Title X, Part C - McKinney-Vento Homeless Assistance Act-Education for Homeless Children and Youth
2. The decision of the Federal Program Coordinator may be appealed to the Superintendent in writing.
 3. The decision of the Superintendent may be appealed to the Paulding County Board of Education in writing.
 4. All decisions and appeals shall be submitted in writing.

5. Complaints will be tracked by the appropriate Federal Program Coordinator by maintaining documentation of written complaints and other supporting information.
6. Reports will be maintained with letters of complaint and the final resolutions.

Paulding County School District
Complaint Form for Federal Programs under the
Elementary and Secondary Education Act of 1965 (ESEA)

Please Print:

| | |
|---|----------------------|
| Name (Complainant): | |
| Mailing Address: | |
| Phone Number (home): | Phone Number (work): |
| Program complaint is being filed against: | |

| | |
|--|-------|
| Date on which violation occurred: | |
| Statement that the Paulding County School District has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) | |
| The facts on which the statement is based and the specific requirement allegedly violated: (Attach additional sheets if necessary.) | |
| List the names and telephone numbers of individuals who can provide additional information: | |
| Has a complaint been filed with any other government agency? If so, provide the name of the agency. | |
| Please attach/enclose copies of all applicable documents supporting your position. | |
| Signature of Complainant: | Date: |
| Mail this form to: Federal Programs Coordinator (for program in which the complaint is filed against) Paulding County School District 3236 Atlanta Highway Dallas, GA 30132 | |