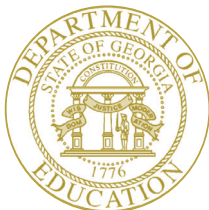


2013-2014 STATE SCHOOLS DISTRICT

Title I Parental Notifications & Informational Handbook

SECOND EDITION

REVISED NOVEMBER 2013



“Making Education Work for All Georgians”

Dr. John D. Barge, State School Superintendent

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Save The Date!

**Saturday, May 3, 2014
Georgia Academy for the Blind, Macon, Ga.**

State Schools Title I Conference 2014



**"Moving From Reflection
to Involvement"**

For Families and Professionals

MORE INFORMATION COMING SOON!

Georgia's State Schools are partnering with Georgia PINES and Georgia Hands & Voices to provide you a day of resources and learning!

Please detach this form and return it signed to your home school.

Title I Parental Notifications & Informational Handbook Signature Sheet

I, _____, acknowledge that I have received a copy of the State Schools District "Title I Parental Notifications & Informational Handbook." I recognize that it is my responsibility to read and review the information contained within, and I know that if I have any questions, I can contact my home school (AASD, GAB, GSD) for further explanation.

Student Name

School

Parent/Guardian Name

Parent/Guardian Signature

Date

This form should be delivered to the following State Schools representatives:

Andrea Johnson, Atlanta Area School for the Deaf

Christina Davis, Georgia Academy for the Blind

Katherine Kennedy, Georgia School for the Deaf



Dr. Kenney Moore

Director, Division of State Schools
Georgia Department of Education

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Greetings!

I am extremely pleased to provide you with this handbook entitled “Title I Parental Notifications & Informational Handbook.”

This handbook is designed specifically for State Schools and is intended to be user-friendly, practical, and serve as a resource guide. The purpose of this handbook is to explain and clarify the requirements of the parental involvement provisions of Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA).

It is my sincere hope that this handbook will be used to help inform parents/guardians about state/federal guidance and notifications as they relate to parental involvement compliance requirements in Section 1118 as the three State Schools implement programs and activities to increase the academic achievement of our amazing students.

In addition, the handbook includes research-based strategies to help strengthen parental involvement in our schools which is of paramount importance.


I do hope you find this handbook useful. Please feel free to contact my office with any questions or feedback you might have.

Sincerely,

Kenney Moore



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The State Schools District

The Georgia Department of Education (GaDOE) operates three state schools, two for the deaf and one for the blind: the Atlanta Area School for the Deaf in Clarkston, the Georgia School for the Deaf in Cave Spring, and the Georgia Academy for the Blind in Macon.

ATLANTA AREA SCHOOL FOR THE DEAF (AASD) is a state-operated day school established for children who are deaf and hard of hearing. All students attending AASD are referred from approximately 30 different local school systems. Consequently, AASD has a varied student body, including students aged 3-21 coming from a large area of both rural and urban (all of metropolitan Atlanta) districts. Currently, AASD has five buildings with 190 students in preschool through high school. AASD specializes in providing appropriate educational programs for students with hearing impairments, including students with multiple disabilities. The AASD also serves as a resource center on deafness and offers training and technical assistance to parents, school programs, community groups, and other agencies.



GEORGIA ACADEMY FOR THE BLIND (GAB), established in 1852, is the only residential school in Georgia serving students who may have only visual impairments and students with visual impairments in addition to other disabilities. Approximately 64 percent are residential with the remaining students commuting daily from area school systems. The campus program offers a safe and stimulating learning environment, providing high quality instruction for students in pre-kindergarten through 12th grade in the Common Core Georgia Performance Standards, as well as the Expanded Core Curriculum for Students with Visual Impairments (ECC). Low vision evaluations, assistive technology assessments, onsite follow-up support, professional learning classes for vision educators, and a technology loan program are offered through the Smokey Powell Assistive Technology Center of the Georgia Academy for the Blind. Additional outreach services are offered through Short Course Weekends and Summer Programs, focusing on the ECC and available to students throughout the state. The GAB is also home to the Georgia Instructional Materials Center, the DOE agency that provides textbooks and core instructional materials in accessible formats for students who are blind or have physical or specified print related disability.



GEORGIA SCHOOL FOR THE DEAF (GSD) is the state's only residential school for deaf and hard of hearing students. All students attending GSD are referred from school systems throughout the state of Georgia, including students ages 3-21 from very diversified backgrounds including ethnicity, religion, and socio-economic factors. GSD specializes in providing appropriate educational programs for students with hearing impairments both in the regular and the special needs setting. Students at the GSD are also provided the unique opportunity for socialization with their peers and deaf adults in the residential setting. This opportunity to be immersed in an ASL-rich environment provides benefits that cannot be duplicated outside of GSD. GSD also serves as a community center for resources on deafness and American Sign Language (ASL) and participates in the community through work opportunities as well as service projects.



Georgia Department of Education

State Schools Organizational Chart



**Dr. John D.
Barge**
State School
Superintendent



**Dr. Mike
Buck**
Chief Academic
Officer



**Dr. Kenney
Moore**
Director, Division
of State Schools



**Vanessa
Robisch**
Principal,
AASD



**Dr. Cindy
Gibson**
Principal,
GAB



**Leslie
Jackson**
Principal,
GSD

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**“Para interpretaciones en
español puede llamar a Nella
Ginocchio al 404-298-4927.”**

Glossary of Acronyms

ARRA	American Recovery and Reinvestment Act
CCGPS	Common Core Georgia Performance Standards
CCRPI	College and Career Ready Performance Index
CHOICE	Intradistrict Transfer Option—House BUI 251 CLIP Comprehensive
FLP	Flexible Learning Program
IEP	Individualized Education Program
LEA	Local Education Agency
PARCC	Partnership for Assessment of Readiness of College and Careers
PI	Parental Involvement
PIC	Parent Involvement Coordinator
PIRC	Parental Involvement and Resource Center
SEA	State Education Agency
SIG	School Improvement Grant (1003a)
SWP	Schoolwide Plan
SIP	School Improvement Plan
TA	Targeted Assistance Programs



District Responsibilities

The Division of State Schools will, with the assistance of its Title 1, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- ◆ the State's academic content standards;
- ◆ the State's student academic achievement standards;
- ◆ the State and local academic assessments, including alternate assessments;
- ◆ the requirements of Part A;
- ◆ how to monitor their child's progress; and
- ◆ how to work with educators.

■ Notices will be sent to explain the College and Career Readiness Performance Index (CCRPI).

■ Notices will be "in understandable and uniform format and, to the extent practicable, in a language the parents can understand."

■ The district and/or prospective school will provide parents with the following information at the beginning of each school year:

- ◆ Professional qualifications of their child's teacher
- ◆ Parents Right to Know
- ◆ District complaint procedures
- ◆ McKinney-Vento Homeless Assistance Policy

■ Educate teachers, principals, and other staff, with the assistance of parents, in the value of parent contributions, how to reach out, communicate, and work with parents as equal partners.

■ Implement and coordinate parent programs and build ties between parents and their child's school.

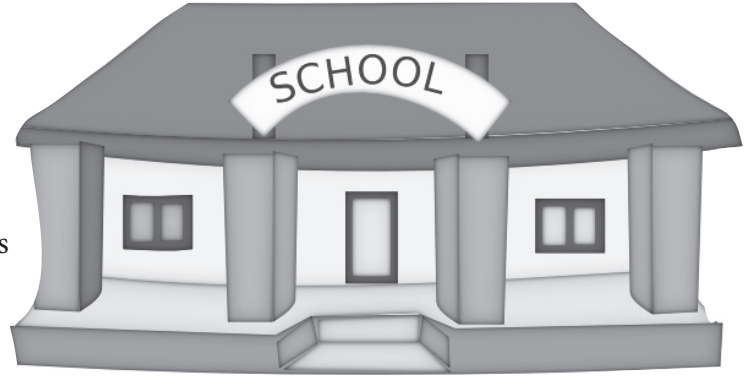
■ The District, with the assistance of its schools, will have a meeting(s) convened to involve parents in decisions regarding how Title I funds are to be spent. Funds for parent activities will be included in the Title I budget and may provide for academic workshops, home visits, transportation, incentives, resources, and childcare when needed. Additional consultation shall be on-going and continue throughout the fiscal year. The Division of State Schools and the local Parent Involvement Program, to the extent feasible and applicable, will provide materials and trainings such as, but not limited to, the coordination of parent trainings to help parents work with their children to improve academic achievement.



What Is Title I?

What is Title I?

Title I, Part A is a part of the Elementary and Secondary Act of 1965 (ESEA). This act provides federal funds through the GaDOE local educational agencies (LEAs) and public schools with high percentages of students who meet eligible requirements for federal funding support. This support is to ensure that all children meet challenging State academic content and student academic achievement standards.



What is the Purpose of Title I?

The purpose of Title 1 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

We reach this goal by:

- ★ Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- ★ Targeting and distributing our resources sufficiently to make a difference where needs are greatest;
- ★ Significantly elevating the quality of instruction by providing staff with substantial opportunities for professional development; and
- ★ Affording parents substantial and meaningful opportunities to participate in the education of their children.

To learn more about Title I, visit the Georgia Department of Education website (www.gadoe.org). Type “Title I” in the search tool in the top right-hand corner for the quickest results.

Frequently Asked Questions ???

1. How does the Title I program use standards?

Any school that receives Title I money must use the same standards for all students, both those served by Title I programs and all others in the school. This means that Title I programs must be designed to give students the help they need to reach the same high

standards that are set for everyone else.

2. What is a school profile?

A school profile is a report card on the school. It gives some basic facts about the school and students. It also tells how each child is performing and what the school is doing to achieve high standards for all children.



What Information Must Be Provided To Parents Under Title I?

☐ **Annual Title I Meeting**

Schools must convene a yearly meeting and discuss their participation in Title I, Part A programs and explain the Title I requirements and the rights of parents to be involved in those programs.

☐ **Written Parent Involvement Policy**

Describes how schools and/or school systems will support the important role of parents in the education of their children.

☐ **School-Parent-Student Compact**

A written statement of what schools, parents, and students are supposed to do to help students achieve academic success.

☐ **Right to Request Teacher Qualifications**

Notice to parents that they may request information about their child's teacher's professional qualifications.

☐ **Highly Qualified Staff**

Information must be provided regarding the district's hiring of qualified staff.

☐ **Non-Highly Qualified Status**

Notification to parents if their child has been assigned, or has been taught for at least four consecutive weeks, by a teacher who does not meet the highly qualified definition.

☐ **Student Progress and Achievement**

Documentation provided to parents showing the level of achievement of their child in each area of the state assessment.

☐ **School Performance**

Notification of the status of your child's school.

☐ **Joint Development and Decision Making Process**

Notification that parents are to be involved in the planning and implementation of parent involvement programs and documentation at the school and district levels.

☐ **Annual Parent Satisfaction Survey**

Distributed to parents yearly to solicit feedback on parenting programs and initiatives.

Parent Involvement Coordinators (PIC)

The Georgia Parent Involvement Coordinator Network is divided into five regions and there are approximately 900 Parent Involvement Coordinators throughout the state.

Their focus is to advocate for the parents in their schools, offer a variety of informative workshops, link parents to resources in the community, and assist parents with navigating the school system so their children can obtain the resources required to help them achieve their maximum academic potential.

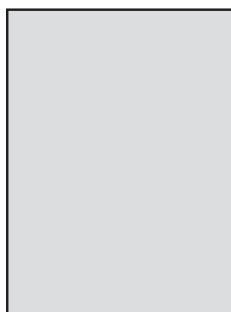
Parent Involvement Coordinators participate in professional development meetings that are held semi-annually within their region during odd numbered years and a statewide family engagement conference during the even numbered years. Each state school has its own Parent Involvement Coordinator on staff.



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To Be Announced

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Katherine Kennedy

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Georgia
Parent Mentor
Partnership

To learn more about this program or find your Parent Mentor, visit parentmentors.org.

Parent Mentors

The GaDOE initiated the Georgia Parent Mentor Partnership in 2002 as a response to the national dialogue on the importance of family engagement to student learning. A synthesis of research by Anne Henderson and Karen Mapp identified a positive link between family engagement and improved academic achievement. Further research by Mapp found this connection to be true across socioeconomic, racial/ethnic and educational backgrounds for students of all ages. It is as simple and profound as this mission statement for the Georgia Parent Mentor Partnership:

"Building collaboration and communication between families and educators ultimately lead to greater success for children with disabilities."

The Georgia Parent Mentor Partnership promotes family training and engagement as an integral strategy in almost every state performance goal in Georgia. The common denominator is to provide training, support, and leadership opportunities to the parents of students being targeted for improvement.

Parent Mentors:

- 1) facilitate a bridge uniting administrators, teachers, and families to help students succeed in school;
- 2) provide resources and ideas such as student enrichment programs to help parents guide their children with their academic studies and transitioning into post graduation preparation; and
- 3) assist families with learning how to partner with their community to create jobs and recreational opportunities.



Parent Involvement

By taking an active role in school, parents show their children that they are valued and that education is important. Children learn that parents and the school are a team, working together to help them succeed.

How Can Parents Participate?

- ◆ Attend Open House/Annual Title Meeting
- ◆ Participate in workshops/informational meeting
- ◆ Join any school-wide committee, such as, Parent Action Team, School Council, and PTO
- ◆ Participate in field trips, class activities/projects, or volunteer programs
- ◆ Complete Annual Parent Surveys
- ◆ Review county and school handbooks

The Focus of Our Schools

In keeping with the requirements for Title I, the State Schools District Title I schools focus on these areas:

1. Building a school's capacity for strong parental involvement by:
 - ◆ Helping parents understand the state academic content standards and state assessments
 - ◆ Providing materials and training to help parents work with their students at home
 - ◆ Involving parents in activities, especially academic ones
2. Educate teachers and staff about:
 - ◆ Recognizing the value and usefulness of parents' contributions
 - ◆ Reaching out to, communicating with, and working with parents as partners
3. Provide opportunities for full participation to parents with limited English proficiency, parents of migrant children, and parents with disabilities
4. Providing resources via Parent Resource Centers and the GA-PIRC



Parent Involvement Frequently Asked Questions ? . ?

1. Is an LEA required to reserve any funds to implement the parent involvement requirements?

ESEA requires an LEA with a Title I, Part A allocation greater than \$500,000 must reserve at least one percent of its allocation for planning and implementing effective parental involvement activities to ensure that parents are provided opportunities and experiences that enable them to promote high student academic achievement and be involved in an effective partnership with the school.

Parents of children who receive Title I, Part A services must be involved in the decisions regarding how these funds are allotted for parental involvement activities. Not less than 95 percent (of the 1 percent reservation) of the funds for parental involvement must be distributed to Title I, Part A schools, and must be in addition to the school's regular Title I, Part A school allocation.

2. May an LEA use funds from other sources to satisfy the requirements of the 1 percent for parent involvement?

No. The law does not say "an amount equal to" it specifically states that an LEA must reserve at least one percent of its allocation greater than \$500,000.

3. Since the schools must get 95 percent of the 1 percent that is reserved for parental involvement may these monies be reflected in the schools' allocations instead of part of the administrative funds on the consolidated application?

No. All reserved funds must be reflected on the consolidated application under Section III (B) "Determination of Amounts for Allocation."

4. Are parent notification documents required to be provided in languages other than English?

Notification and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

5. Have the new Parent Involvement requirements under Title I, Part A empowered parents?

Yes. The new ESEA statute has greatly strengthened parents' right-to-know and to be informed on several topics, including the following:

- ◆ Achievement level of their child in each of the state's academic assessments;
- ◆ Professional qualifications of their child's teachers; and
- ◆ Timely notice that their child has been assigned to or has been taught for four or more consecutive weeks by a teacher who is not highly qualified as defined by ESEA.

In addition to these three areas, parents must be included in the planning processes for Title I, Part A Schoolwide and Targeted Assistance programs, the LEA's and school's written parental involvement policies, and



school parent compacts.

LEAs that have Title I, Part A schools identified for School Improvement must also provide parents with an explanation of what the identification means, why the school was so identified, what the school and LEA are doing to address the problem of low achievement, and what the parents' options are related to school choice and transportation, and, if applicable, supplemental educational services.

6. What is the best way to handle parent involvement?

Research indicates that what seems to work best is for parents to be involved in several different, roles over time. Joyce L. Epstein, Ph.D.* lists six categories of parental involvement. They are:

- ◆ Parenting
- ◆ Communications
- ◆ Parent Volunteering
- ◆ Learning at Home
- ◆ Decision-making and Governance
- ◆ Collaboration and Exchanges in the Community

7. What is needed for a successful school-family community partnership program?

The National Network of Partnership Schools reported research that indicates five ingredients that are important for a successful partnership program.

These elements are an active and supportive action team for school, family and community partnerships, adequate funding, time, guidance, and leadership.

**Dr. Joyce L. Epstein, Ph.D. Center on School, Family, and Community Partnerships. www.csos.jhu.edu/p2000/center.htm*



District Parent Involvement Plan 2013-14

Created Dec. 30, 2013

The State Schools District agrees to implement the following statutory requirements:

The school district will put into operation programs, activities and procedures for the involvement of parents in all of its three state schools, Atlanta Area School for the Deaf, Georgia Academy for the Blind and Georgia School for the Deaf with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents.

Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

Description of How The District Will Implement the Required District Parental Involvement Program

The State Schools District will take the following actions to involve parents in the joint development of its district parental involvement plan under section 1112 of the ESEA:

Parents of Title I students will be asked to complete a survey each Spring. The survey will be available electronically and in paper format. Results from this survey will be used to develop a draft of a district parent involvement plan during the summer for the upcoming school year. This draft will be shared with parents and parents will be encouraged to provide feedback regarding the plan and suggestions for improving it.

The State Schools District will provide the necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The State Schools District will take actions to conduct, with the involvement of parents, at the State Schools Title I Parent Conference an evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The State Schools District will build the schools' and parents' capacity for strong parental involvement, in

Continued ...



order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- Parent Mentoring Program
- Parent Engagement-360 degrees
- Individual School's Improvement Goals
- Decision Making via stakeholder involvement with Federal Programs budget
- the mandatory Parent Notifications of Title I, Part A
- how to monitor their child's progress, and
- how to work with educators:

Training sessions and workshops for parents will be held at Title I schools on these topics in addition to other Parent Involvement topics deemed necessary through Parent Survey. Schools also have printed materials on many of these topics that are available to parents.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: each school has resources available for parents including brochures on pertinent topics as well as books, CDs, and DVDs that parents can check out and take home. Parents can also get instructional materials such as learning games, school supplies, reading material, and math manipulatives to use with their children at home.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by utilizing Parent Involvement Coordinators as a resource and a trainer. The school PIC will advise school teachers and staff on the best methods of communication and importance of such communication. Parent survey results will be utilized to shape the content of trainings.

D. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in language the parents can understand.

Communications to parents are presented in a language that they can understand, free of educational jargon. Documents are translated into Spanish and will be translated into other languages as necessary. Face-to-face and over-the-phone interpretation is available in many languages for parents with limited English.

F. Provide other reasonable support for parental involvement activities under section 1118 as parents may request.



Atlanta Area School for the Deaf Parental Involvement Plan

Last Revised: 10/23/12

Atlanta Area School for the Deaf believes that parent involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

Parent Involvement Plan

Involvement of Parents in Development of Plan

- a) Administrative staff will support efforts to provide opportunities for parents to attend a school-based, annual meeting to review assessment data.
- b) Parents will be given the opportunity through surveys and conferences to contribute recommendations for consideration by AASD.
- c) Parents will be invited to attend school improvement council meetings to review and make recommendations to the Plan, which is developed in conjunction with the School Improvement Plan.
- d) Ensure that information related to school and parent program activities is sent home in a language that parents can understand.
- e) Provide other reasonable support for parent involvement activities as parents may request.
- f) Provide literacy and technology training on how to help parents work with their children to improve academic achievement.

Identify and Implement into goals:

Educate teachers, personnel and staff on how to reach out to communicate with and work with parents as equal partners. Parents will identify specific partnership practices/activities to support identified school improvement goals by incorporating one or more of the six categories below.

1. Parenting- workshops, training, support services
2. Communication- conferences, telephone, email, website, newsletters
3. Volunteerism-
4. Collaborating with community
5. Decision Making
6. Increased Student Academic Achievement

Building the School's Capacity for Strong Parental Involvement

- a) Hold an annual orientation for parents at the school to explain the joint development of the Title 1 and School Improvement Plan for parent involvement.
- b) Coordinate and collaborate parent involvement activities with all departments throughout the school.
- c) Offer assistance and support school to staff and parent representatives in their effort to promote involvement activities and outreach.
- d) Provide materials for checkout, training, and resources for parent involvement activities to help improve their child's achievement.
- e) Enhance regular communication with parents through phone/video phone calls, e-mails, journals, conferences and home visits.
- f) Provide assistance to parents in understanding such topics as the state's Performance Standards and achievement standards, the assessments being used, the requirements of Title I, Part A, the process of school review and improvement, and how to monitor their child's progress and work with educators to improve achievement.
- g) Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand using the Panther Pouch.
- h) The sharing of student performance and assessment results will be accomplished through school report cards, student report cards, AASD's website, test results reports, progress reports, and conferences.
- i) Make all efforts to insure parent participation in the initial Individual Education Plan (IEP), the annual Individual Education Plan (IEP), and Behavior Intervention Plans (BIPs).

GEORGIA ACADEMY FOR THE BLIND

School Parent Involvement Plan SY 2013-14

A successful partnership between parents and the school is critical to student achievement in terms of academic instruction and the expanded core curriculum. Parent involvement is a key element in the academic success of students. The purpose of the Parent Involvement Plan is two-fold. The first is to establish the Title I guidelines and the second is to outline programs for enhancing parental involvement. Georgia Academy for the Blind is committed to adhering to the rights of parents and teachers of children being served in activities funded by the Elementary & Secondary Education Assistance Act of 1965 (ESEA) as follows:

GAB's Parent Involvement Plan will be written and updated according to parent survey data and input from the faculty and staff. The updated plan will then be approved by Parents of the Students (POTS) Organization, the School Council, and our Better Seeking Team. A copy will be provided at our Registration and Open House, included in the GAB Student Handbook, and posted on our website.

Parent Involvement activities in the school will include opportunities for:

- Parents to volunteer and be involved in school activities.
- Parents to provide home support for their student's education.
- Parents to participate in school decision-making (Parents of the Students (POTS) Organization, Better Seeking Team, and School Council, etc.)
- Effective communication between the school and parents.
- Participation in the development of the school improvement plan.
- Registration Open House and Annual Title I Parent Meeting at the beginning of each year.
- Providing input in surveys and through the weekly parent newsletter.
- Visiting our Parent Resource Room
- Attend training that is offered to teachers but might also benefit parents.

Responsibilities

In order to foster a positive relationship between parents and schools the school will:

- Inform parents about the guidelines, purpose, goals and expectations of the Title I Program.
- Inform parents of their important role in their child's success.
- Survey parents to evaluate the effectiveness of our parent involvement program. All suggestions for improvement and identified barriers to parent involvement shall be noted.
- Inform parents of school, grade level and individual teacher policies and procedures.

- Provide communication “in an understandable and uniform format and, to the extent practicable, in a language parents can understand”.
- To the extent possible, we will provide information to Limited English Proficient (LEP) parents in a language the parents understand and provide opportunities for these parents to participate by: Providing an interpreter for meetings; Providing a resource person to contact parents; Providing written communication in the language parents can understand.
- Inform parents of the state’s content standards and student performance standards.
- Inform parents if their child is being taught by a teacher who is not highly qualified for four or more consecutive weeks.
- Involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, plans and policies.
- Invite parents to participate in the development of the Schoolwide Plan, School Improvement Plan (SIP), Parent Involvement Plan, and other policy documents.
- Make the School Parent Involvement Plan available to the community at Open House, online through the school website, the media center, the parent resource room as well as in the school office.
- Provide materials/resources to assist parental participation in homework.
- Communicate regularly with parents through a variety of media/methods, including but not limited to: Individual Educational Plans (IEP) conferences, parent-teacher conferences, Parent Resource Center, weekly newsletters, phone messaging system, Facebook, school website, and other recommended websites.
- Offer a school-parent compact.
- Develop programs with community based organizations to provide transition opportunities for students as well as job skills.

Parents are notified of:

- 1) GAB’s status under College and Career Ready Performance Index (CCRPI).
- 2) The Highly Qualified status of GAB’s teachers each year.
- 3) Information pertaining to Title I.
- 4) Weekly school newsletters as well as newsletters from individual teachers.
- 5) Home activities to reinforce learning.
- 6) GAB’s School-Parent Compact.
- 7) General information at annual Individual Educational Plan (IEP) meetings.
- 8) How the school will expend Title I parent involvement funds.
- 9) Student progress reports and report cards.
- 10) State Assessment results.
- 11) Informative materials available for check out in the Parent Resource Room.

Title I Parent Involvement Plan

Revised Sunday, August 4, 2013



Georgia School for the Deaf believes that parents are a key member of the school community and values their participation in making decisions that will impact upon their child's education.

Title I is a federally-funded program designed to improve achievement at schools with a percentage of students eligible for free and reduced lunch prices. Georgia School for the Deaf qualifies as a targeted assistance program for Title I because 100 percent of our students receive free/reduced lunch.

Title I funds are intended to benefit all children who qualify by providing funding for personnel and supplies that will be utilized to serve our students either directly or indirectly.

To help improve and increase parental involvement, GSD has developed a Parent Involvement Policy. The Parent Involvement Policy of GSD includes the following components:

I. Annual Parent Meeting

An annual meeting will take place in August (the Sunday before the first day of school) to explain our Title I Program, school curriculum, state and local assessments, and GSD's performance profile showing our school's progress toward meeting the learning goals of Georgia Department of Education. Parents will be notified about this meeting at least three months in advance via an announcement in the Registration Packet mailed home to parents in April of the prior school year, the school website, mailings, the weekly newsletter, Facebook, Twitter and Remind101.

II. School-Parent Compact

A School-Parent Compact will be developed utilizing feedback from GSD student, faculty & staff, GSD families as well as community stakeholders, detailing the responsibility of parents, students, and schools for improving student achievement. The school will hold events that encourage feedback on this document, such as Region Meetings, Community Days and School Council meetings. The school PIC will work with school faculty and staff to develop School-Parent Compacts appropriate for their grade levels. A survey for feedback will be posted on the school website. GSD's School-Parent Compact will be distributed to families on Registration Day, where parents, students and school administrators will sign the agreement. The School-Parent Compact shall be posted throughout the school and posted on the school website.

III. Assessing the Parent Involvement Component

Opportunities will be provided for parents to share their concerns and needs, to be involved, and share in appropriate decision making. Parent notifications are made and received via the GSD

Continued ...

Title I Parent Involvement Plan

Revised Sunday, August 4, 2013



Continued

website, U.S. Mail, Facebook, telephone, Twitter, Remind101, weekly newsletters and through our Parent Involvement Coordinator (PIC). GSD will survey parents annually to measure the effectiveness of the Parent Involvement Plan. Areas to be evaluated include increasing parent participation and identifying barriers to parent participation such as low income, location and limited English proficiency. The findings of this evaluation will be used to design strategies for school improvement.

IV. Expectations of Parent Involvement

Effective parent involvement is not an occasional event, but rather an ongoing process that may include attending parent conferences and other meetings, supporting homework and study, coaching a child with academics at home, providing a home environment that encourages learning, developing a positive approach to discipline and encouragement, volunteering at school and being involved in decisions that affect one's children. Parents are included as part of the site-based decision making committee at GSD. GSD parents are invited to help make decisions for their children as well as the school. GSD parents are viewed as a crucial component of the decision-making team.

V. Volunteer Opportunities

GSD will provide a list of volunteer opportunities at GSD and share them with parents and the community via the weekly newsletter, the school website, the Family Handbook and the school Facebook page. Procedures for volunteering will be shared with parents and community members, and the list of opportunities will be updated on a regular basis. Community members and outside agencies will be encouraged to volunteer at GSD on Volunteer Weekends, which will be developed and implemented throughout the school year. When available, GSD will provide Housing for our parents that wish to participate in one of our dormitories.

VI. Parent/Community Input

GSD will offer opportunities for parents and community members to provide feedback on the Parent Involvement Plan and other essential school documents, such as the School Improvement Plan, the Schoolwide Plan, the Consolidated LEA Improvement Plan, and the Flexible Learning Plan. Parents are informed of opportunities for feedback at the annual Title I Parent Meeting, via the school website, the weekly newsletter, mailings and Facebook. The school will use the following events to provide opportunities for parent and community feedback: Region Meetings, Volunteer Weekends and other campus events. Articles requesting feedback are posted on the "Tiger News"

Title I Parent Involvement Plan

Revised Sunday, August 4, 2013



Continued

portion of the GSD website.

VII. Providing Opportunities for Training Parents

Opportunities will be provided for parents to inform them of our programs and to share ideas of how to help the child/children. GSD will provide assistance and services to all parents of Title I students as appropriate. These services include understanding of the Common Core Georgia Performance Standards, state and local academic assessments, and how to monitor a child's progress and how to work with teachers to improve student achievement. Resources will be shared continually via the school website, the weekly newsletter and Facebook page. The school will also hold a Family Learning Week during the month of June, which will include an ASL immersion program as well as parent classes. A calendar of opportunities are provided in the Family Handbook that is distributed to all GSD families on Registration Day and posted to our school website. When available, GSD will provide housing in our dorms for our parents that wish to participate in on-campus events.

VIII. Annual Review Meeting

The School Leadership Team will analyze the results of our annual parental surveys to determine our goals, needs, and direction for the 2014-15 school year.

IX. Parents Right to Know

According to Title I of ESEA, all parents of students enrolled at Georgia School for the Deaf have the right to request information about qualifications of your child's teachers and paraprofessionals. This information will be provided to you the first ten calendar days of the school year. Also, parents and guardians of students at Georgia School for the Deaf have the right to be included in the educational process of their child. Parents are also presented the Parents Right To Know at each IEP meeting. These rights are also posted on the GSD website.

X. Coordination with Other Programs

GSD will work with school-business partners to provide information about opportunities for organizations and businesses to work together with parents. GSD will describe appropriate roles for community-based organizations and businesses in parent involvement activities.

School-Parent Compacts

Frequently Asked Questions



1. What is a School-Parent Compact?

A compact is a written statement of what schools, students and parents are supposed to do to help students achieve. Each school that receives Title I money must have a compact.

2. What is the purpose of a School-Parent Compact?

The purpose of a compact is to list the specific duties of school staff, students, and parents in student learning. With a compact, everybody knows what everyone is to do. The compact also includes how the school and parents will communicate with each other.

3. How does the Compact describe the responsibilities of schools and parents?

The Compact is based on the school's standards of learning. It is also like a plan of action that says what everyone will do to help students achieve the standards set for their grade level.

For teachers, the Compact says what they should do to teach the content standards. For example, a compact might say something such as:

- Teachers will develop lesson plans that cover their grade level's content standards.

For other school staff, the Compact says what they should do to support the teaching of the content standards and students' ability to learn. For example, a compact might say:

- The principal will make sure that the school is safe and secure so that students can focus on learning, free of disturbance and fear.

For parents, the Compact says what they could do to support their children's achievement of the standards. For example, a Compact might say:

- Parents will provide the child a supportive environment in which to do their homework.
- Parents will review and discuss each report card with the child, then sign the card and return it to school.

For students, the compact says what the students themselves need to do in order to reach the standards.

- Students will attend school every day or, students will complete and return homework assignments.

The Compact also will describe how teachers and parents communicate with each other. For example, a compact might say: Teachers will schedule conferences and schedule times for parents to explain the reading content standards and what parents can do at home to support this learning.

4. Who is covered by the Compact?

The Compact covers all Title I students, parents, and school staff that targeted assistance schools and school-wide school programs.

5. How might teachers use the Compact?

Teachers could use the Compact as a plan of action that tells them what to teach and what to do to help their



students achieve the school's standards. It also tells them what support to expect from other school support staff and parents.

6. What are parents supposed to do with their copy of the Compact?

Parents are to use their signed Compact as a description of what they are to do to support their child's school progress. They can also use it as a starting point for conferences and a tool to continuously assess how the school is doing in teaching the standards.

7. How is a Compact developed?

The compact is part of the parental involvement plan; therefore, the parents must be involved in the development process.

NOTE

The **School-Parent Compacts** for the three State Schools can be found on the following pages. These documents are in effect for the 2013-14 school year. Development of the School-Parent Compacts for the following school year are currently under way. If you would like to offer feedback on these documents, contact your school.





SCHOOL PARENT COMPACT 2013 -2014

School Responsibilities

The Atlanta Area School for the Deaf will:

- Provide the curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement standards.
- Provide parents with frequent reports on their children's progress.
- AASD students will receive progress reports every four weeks if the student is in danger of failing a course and report cards every nine weeks.
- Provide parents reasonable access to staff. Parents may request to have a meeting with a teacher by phone or in person.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom when possible.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

School

Date

Parent

Date

Student

Date

"Making Education Work for All Georgians"

Georgia Academy for the Blind
School/Parent/Student Compact 2013-14

Student Name: _____

School Agreement: School personnel will encourage and support student learning by the following:

- Provide a safe, positive, healthy learning environment.
- Communicate clear expectations for performance to both students and parents.
- Provide feedback on each child's progress
- Treat each child with dignity and respect.
- Ensure that all students have access to the state curriculum and the Expanded Core Curriculum.
- Provide differentiation of instruction, accommodations, and assistive technology to address the individual needs of each student.
- Demonstrate professional behavior and a positive attitude.

_____	_____	_____	_____
Teacher	Date	Principal	Date
_____	_____	_____	_____
Student Services Coordinator	Date	Coord. Designated Programs	Date

Parent/Guardian Agreement: I believe that my child can be successful. I will:

- Monitor attendance and promptness.
- Make sure that homework is completed.
- Participate, as appropriate, in decisions related to my child's education and health needs.
- Provide information to the school that is pertinent to my child's needs.
- Stay informed about my child's education by promptly reading all notices from the school either received by my child, by mail, or by phone and responding, as appropriate.
- Attend IEP meetings and communicate frequently with my child's teacher, through notes and conversations, about my child's progress.

_____	_____
Parent's Signature	Date

Student Agreement: I believe that I can be successful. I will:

- Listen . . . to adults and teachers.
- Complete all assignments.
- Be responsible and do the best work possible.
- Be respectful and follow all of GAB's rules and policies.

_____	_____
Student's Signature	Date

Georgia School for the Deaf: School-Parent Compact 2013-14

Title I School • Principal: Leslie Jackson 232 Perry Farm Road SW • Cave Spring, GA 30124
www.gsdweb.org • Toll Free: 800-497-3371 • Phone: 706-777-2200 • Videophone: 866-761-5762

Revised August 2, 2013



School-Parent Compact What Is It?

The School-Parent Compact is a written agreement between teachers and parents that defines the roles of each in promoting student achievement. The compact should serve as a reminder that each party has responsibilities in a child's education and is key to student success.

Teamwork!

The Georgia School for the Deaf recognizes that teacher, parent and student feedback is necessary to develop a successful School-Parent Compact. Meetings that introduce the School-Parent Compact take place every year, and the school urges families to consider these documents and offer feedback throughout the year.

Parents and students are invited to offer feedback at anytime. Please contact your Parent Involvement Coordinator Katherine Kennedy via phone/text at 912-486-0923 or by e-mail at kakennedy@doe.k12.ga.us to share ideas about the compact. A comment form is also available on our website on the Family & Community Engagement page under Parent on the top navigation bar.

Building Partnerships

Partnerships between school, families and communities benefit students as well as the parties involved.

To build and maintain our partnerships, GSD will reach out to our families and community members through different planned events (region meetings, volunteer days, academic activities, Family Learning Week) that will take place on and off-campus. A

tentative schedule for these events can be found in your Family Handbook and on the Community & Family Engagement webpage.

The school will also communicate with families (and community) on a regular basis and share important resources that can benefit the family and student, guiding all parties as we strive to help our students realize their full potential.

Communicating about Student Learning

Two-way communication is necessary to build and maintain any relationship. GSD utilizes several methods to communicate academic achievement and classroom activity to you, the parent:

- Progress reports (mailed four times a year)
- Report cards (mailed every nine weeks)
- Parent-Teacher conferences in Nov. 2013
- Infinite Campus, beginning in Fall 2013
- Classroom webpages at www.gsdweb.org
- IEP meetings
- Schoolwide weekly newsletter (presented to students on Friday, posted to school website).

Teachers utilize different means to communicate with their classes and their families about academic achievement and classroom learning. Some of the methods that are used are:

- Weekly classroom newsletters

- Mass/Individual e-mail correspondence,
- Classroom webpage updates/Edmodo,
- Text messaging,
- Phone or videophone calls
- Mailed letters,
- Letters sent home with your child.

The school encourages you to communicate regularly with your child's teacher.

If there is a method that is more convenient for you, please communicate your needs to the school and/or your child's teacher.

Also, remember that up-to-date contact information is needed for the school to maintain contact with you. If your contact information changes, please contact Cheryl Suddeth in Student Services by phone at 706-777-2252 or by e-mail at csuddeth@doe.k12.ga.us.

If you have questions about your child's progress, contact your teacher by phone at 706-777-2200 or by e-mail. Teacher e-mail addresses can be found in the school's Family Handbook or on the website at www.gsdweb.org.

Goals For Student Achievement

DISTRICT GOALS

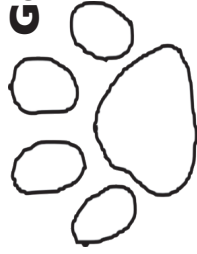
IEP, state assessment, and transition results are reviewed to determine areas of academic and transition needs of students. We as a district will focus on literacy, math, and transition program initiatives.

SCHOOL GOALS

We will increase:

- the percentage of students in grades 3-8 who meet or exceed standards on the Reading/ELA CRCT by at least 10 percent over the 2013 passing rate.
- the percentage of students in grades 3-8 who meet or exceed standards on the Math CRCT by at least 10 percent over the 2013 passing rate.
- the percentage of students passing the Math EOCTs by at least 5 percent over the 2013 passing rate.
- the percentage of students passing ELA EOCTs by at least 5 percent over the 2013 passing rate.
- the number of graduates earning a regular high school diploma by at least 10 percent.

Our goals can be achieved when we ALL work together!



Georgia School for the Deaf Mission Statement

All GSD students will graduate with a positive Deaf identity as bilinguals in American Sign Language and English, and will be prepared to make successful life choices.

TEACHERS + PARENTS + STUDENTS = SUCCESS!

In Our Classrooms

GSD's teachers and staff will work with students and their families to support student success in the 2013-14 school year. In an effort to actively engage the students and families in learning, we will:

- Provide students at least one homework assignment a night (elementary, middle school & high school).
- Contact our students' parents on a regular basis to share student successes and concerns.
- Share with parents and students resources that can be utilized outside of the classroom and explain the benefits of their use.
- Provide students feedback on assignments in a timely manner.
- Maintain a bilingual environment, offering instruction in American Sign Language and written English, to all students.

In Your Home

As a parent of a GSD student, I realize that my support and participation is vital my child's academic performance. I will support my child's learning at school and in our home by:

- Setting aside a time and a place in my home explicitly for homework, studying and/or reading.
- Identifying an American Sign Language resource and engage in improving my signing skills.
- Engaging in two-way, meaningful communication with my student's teachers.
- Display a positive attitude about learning and education everyday.
- Providing my child with all the supplies necessary for him/her to engage in active learning at school and at home.

Our Tigers

As a GSD student, I recognize that a quality and well-rounded education is vital in making successful life choices. I realize that my teachers and parents play significant roles in my academic success, and I know that the following efforts on my part will aid in my achievement:

- Come to class with all supplies needed, homework completed and a positive attitude.
- Actively engaging in classroom activities and homework by asking questions, completing assignments in a timely fashion.
- Actively work on ASL and written English.
- Communicate with my parents what I am learning in school.
- Work on improving my vocabulary during the school day and at home through reading.
- Utilize American Sign Language at all times.

Title I Schoolwide Programs

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need.

This purpose is achieved through:

- High quality instruction;
- Comprehensive reform strategies and methods that are based on the use of scientifically based research;
- Strategies and methods to improve teacher quality and professional development; and
- Consolidated use of funds.

Core Elements of Schoolwide Programs

- A school operating a Schoolwide Program must conduct a comprehensive needs assessment that identifies the school's strengths and challenges in key areas that affect student achievement.
- The school must develop a comprehensive Schoolwide Program plan that describes how it will achieve the goals it has identified as a result of its needs assessment.
- The school must evaluate annually the outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Annual Evaluation & Planning Process

A Schoolwide school must annually develop a Schoolwide Plan and evaluate the impact of services on student achievement. The planning process must involve all staff, parents and community members in the implementation and evaluation of the Title I Schoolwide program.

For more information, visit Title I-Schoolwide Federal Guidance at <http://www2.ed.gov/admins/lead/account/swp.html>.

Effective Title I Schoolwide Programs Share Common Characteristics

- | | |
|--|---|
| • Clear Focus | • High-Quality Professional Development |
| • High Expectations for Students and Staff | • A Collaborative Spirit and Collaborative Structures |
| • An Environment Focused on Learning | • Meaningful Parental Involvement |
| • Strong Leadership | • A Commitment to Continuous Review and Improvement |
| • Curriculum, Instruction and Assessments Aligned with Standards | |

To view a copy of your school's Schoolwide Plan, visit the school website, School Parent Resource room, or call to request a copy to be mailed to you. Also check your school newsletter and/or calendar announcements for the invitation to the annual review. We are happy to have you as part of the team!

Atlanta Area School for the Deaf

Vanessa Robisch, Principal
Phone: 404-298-3998
www.aasdweb.com

Georgia Academy for the Blind

Dr. Cindy Gibson, Principal
Phone: 478-751-6083
www.gabmacon.org/

Georgia School for the Deaf

Leslie Jackson, Principal
Phone: 706-777-2200
www.gsdweb.org/



Consolidated LEA Improvement Plan

The Consolidated LEA Improvement Plan (CLIP) is a comprehensive application for all federal and state grants applied for each fiscal year. It is an integrated on line planning process that eliminates the need for the district to submit separate plans for each grant. Each district school superintendent is required to signoff on the plan. This signifies that all federal and state program assurances have been accepted.

The district must submit all components of the CLIP in order to receive funding.

The major components:

- Plan Descriptors
- Implementation Plan

Each Local Educational Agency (LEA) must submit all components of the CLIP in order to receive funding from state and federal programs such as:

- Title I, Part A - Programs for Disadvantaged Children
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Programs for Neglected and Delinquent Children
- Title II, Part A - Teacher Quality
- Title II, Part D - Enhancing Education Through Technology
- Title III, Part A - Language Instruction for Limited English Proficient (LEP) and Immigrant Students
- Title VI, Part B - Rural Education Achievement Programs (REAP)
- School Improvement 1003a
- School Improvement 1003g
- Individuals with Disabilities Education Act (IDEA) - Programs for Exceptional Students
- Carl D. Perkins Vocational and Applied Technology Act - Vocational Education Programs
- Title X, Part C McKinney-Vento Education of Homeless Children and Youth (EHCY)
- State Professional Learning

Timeline

Availability of Funds: July 1, 2013 to September 30, 2014 – 15 months

July 1- July 31: Consolidated LEA Improvement Plan (CLIP) submittal

August 1 – October 31: Once the CLIP is approved, budgets can be loaded into the Con App.

Grants Coordinator may submit budget for review/approval to Grants Program Manager.

NOTE

To receive a copy of the CLIP application for review or to join the annual School Improvement Leadership Change team for annual review of the plan, please contact **Andrea L. Johnson** by e-mail at **ajohnson@doe.k12.ga.us** or phone at **404-298-4866**. You may also find this document posted on any of the three State Schools websites under Title I.



Flexible Learning Plan (FLP)

The Flexible Learning Program (FLP) is an alternative supplemental academic intervention that is required for Priority and Focus Schools. Title I Alert Schools may implement an alternative supplemental academic intervention FLP plan if the LEA chooses to do so. FLP allows local educational agencies (LEAs) greater flexibility in designing an extended learning program tailored to meet the needs of the school to serve students requiring additional academic intervention. FLP delivery modes may include tutoring, remediation and other educational interventions designed to increase the academic achievement of students in low-performing schools. Supplemental FLP services may be provided during the school day using extended learning time or before/after school, on Saturdays, during intercessions, or during the summer.

Summary of FLP at AASD

Over the next three years, AASD will have all students participate in a Flexible Learning Program (FLP). The FLP will use differentiated instruction by identifying student needs through the use of common assessments. Frequent assessments allows for re-grouping based on student needs as identified through diagnostic testing and the flexibility with the small group setting. Using frequent assessments allow for each student to become an engaged learner, enabling the teacher to give feedback so that adjustments can be made. Diagnostic testing allows for the targeting of specific strengths and weaknesses in student needs and to plan for instruction to meet those needs. The goal of the FLP program is to raise the students' reading and math levels, thus raising the scores of the high-stakes tests.

Regular school hours are from 7:40 a.m. – 2:40 p.m. Students exit the buses at 7:35 a.m. and go to their classrooms after picking up a Grab and Go breakfast. Instruction begins at 7:45 a.m. In considering the number of counties served and transportation issues with extending the school day, the weekly schedule will be adjusted for FLP time. Elementary students currently have more seat time than middle school and high school. Their FLP will occur daily from 1:30-2 p.m. for a total of 2 ½ hours per week. Students will be regrouped quarterly after data is analyzed by the data teams and the RTI committee.

The schedule for middle school and high school was changed. The schedule below is an example for how FLP will be above and beyond the regular instruction. While middle school and high school students have different schedules, the changes in the schedule involve 1st and 2nd period.

Monday, Wednesday, and Friday, 1st period will be extended 15 minutes. Tuesday and Thursday the schedule will have 1st period for 40 minutes. Weekly time in each period will be equivalent since 1st period has been extended.

Mon., Wed., Fri.:

7:45-8:50 a.m. – 1st period (extra 15 minutes)

8:50-9:40 a.m. – 2nd period

9:42-10:32 a.m. – 3rd period

Tu, Th:

7:45-8:25 a.m. – 1st period (40 minutes)

8:25-8:50 a.m. – FLP (45 minutes)

8:50-9:40 a.m. – 2nd period

9:42-10:32 – 3rd period

Students who fall into the First Priority group will have intensive mathematics and reading as determined by the ranking system. Second priority group students will have Response to Intervention provided in similar ability



groups. Third priority group students will receive additional academic support in subject area involving language and literacy planning.

Additionally, the student/teacher ratio will be comparable to our current ratios, maximum of 8 students. Students who fall into the first priority group will have a lower student/teacher ratio than students in the second and third priority groups. All teachers will be involved in working with one of the priority groups. Groups will be regrouped every quarter based on the data.

Summary of FLP at GSD

Georgia School for the Deaf examined the Criterion-Reference Competency Test (CRCT), the Criterion-Referenced Competency Test-Modified (CRCT-M) and the End-of-Course Test (EOCT) for SY 2012 and SY 2013 to determine needs and structure for our FLP. Based on the data analysis, reading and math were identified as areas of weaknesses. To address these areas, GSD has created a system or support that includes the following:

Students are assigned to an additional reading period (1 hour) Monday-Thursday and will be placed based on their performance on the STAR reading test. Teachers have received training in a protocol that includes vocabulary study using Fairview strategies and guided reading using comprehension strategies. Learning center activities for vocabulary practice will follow while the teacher engages in 1on1 reading with individual students. In addition to the reading period, tier 3 students who struggle with reading and/or math will receive an additional 30 minute intervention period. Students are identified by their performance on the STAR reading and math assessments. Groups of no more than 5 will receive more intensive support using research-based programs. Four times a year, students will be assessed using the STAR assessments and the data will enable teachers to determine if any adjustments in placement are needed.

NOTE

To learn more about the Flexible Learning Program, visit the Georgia Department of Education website, **www.gadoe.org**. To find Flexible Learning Program, enter this program name in the search bar in the top right corner for the quickest results.

Copies of your school's FLP can be found on your school's website. Parent and stakeholder input on the school's FLP is welcome at any time. To offer feedback, first, review the current school year's document. Then, contact your school to learn how they accept feedback. Feedback typically can be submitted via written letter, e-mail, phone call, parent meetings, the annual Title I meeting, the upcoming State Schools conference and other school activities.





NOTIFICATION OF ENROLLMENT IN PRIORITY SCHOOL FLEXIBLE LEARNING PROGRAM (FLP)

2013-2014

December 10, 2013

Dear Parent(s)/Guardian(s):

Your child attends Atlanta Area School for the Deaf, which receives federal Title I funds to assist students in meeting state academic achievement standards. Despite the progress made by our students, our school has been designated as a Priority School under Georgia's Elementary and Secondary Education Act (ESEA) Flexibility Waiver for the 2013-2014 school year. This designation was based on 2011 state test data and, as a result, our school will be served for three years with additional supports and interventions beginning in July of 2012.

Priority Schools are Title I schools that are among the lowest 5% of Title I schools in the state based on the achievement of the *All Students* group in terms of proficiency on the statewide assessments and have demonstrated a lack of progress on those assessments over a number of years in the *All Students* group; are a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or, are a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention models.

In reviewing the data, all students struggle with reading and/or math. Data reviewed included Criteria Referenced Competency Test (CRCT), Criteria Referenced Competency Test-Modified (CRCT-M), Georgia Alternate Assessment (GAA), End of Course Test (EOCT) and Measures of Academic Progress (MAP). With regards to the CRCT and CRCT-M, very few students have a non-standard administration. Students who take the CRCT as opposed to the CRCT-M in the areas of Reading, Language Arts, and Math are very low. In school year 2012-2013, 23 students in grades 3rd - 5th took the CRCT and CRCT-M. The percentages of students who **met or exceeded** are provided in the chart below:

Grades 3-5		2012-2013
	CRCT	CRCT-M
Reading	33.3% *6 students	37.5% *17 students
ELA	50% *6 students	18.7% *17 students
Math	42.8% *7 students	31% *16 students
Science	13% *22 students	N/A
Social Studies	13% *23 students	N/A

Middle school students compared the same. 32 students took the CRCT and CRCT-M. The percentages of students who **met or exceeded** are in the chart below:

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Grades 6-8

2012-2013

	CRCT	CRCT-M
Reading	100% * 2 students	36.6% *30 students
ELA	50% * 2 students	30% *30 students
Math	50% * 4 students	39% *28 students
Science	0% *32 students	N/A
Social Studies	18.7% *32 students	N/A

High school students who take the End of Course Tests have similar struggles with meeting expectations. During the school year 2012-2013, 10 EOCT's were administered to a total of 111 test takers. The percentage of students who met or exceeded equals 9% (10 students).

Students in grades 3-8 and 11th assessed with the Georgia Alternate Assessment (portfolio based assessment) fared better with a 92% - 96% of students scoring in the Established and Extending ranges.

Students are administered Measures of Academic Progress up to three times a year as a universal screener and as progress monitoring. Out of the 160 students who took MAP during the 2012-2013 school year read at or above the 2nd grade level. If students are reading below 2nd grade level, any assessment becomes a reading test instead of testing the content. However, MAP scores can be used to monitor progress when evaluating growth from year to year along developmental curriculum scales.

While all of the data may look bleak, AASD is fortunate to have the ability to be flexible with student schedules, provide small classes, individualized instruction, and ongoing professional learning for our staff and teachers.

As a Priority School, we will work collaboratively with parents/guardians, our community, and our school district office to develop a school turnaround plan which will implement interventions to respond to the specific needs of the students in our school. One of the interventions we will provide throughout the three years is a Flexible Learning Program (FLP).

A FLP offers academic assistance such as tutoring, remediation and other educational interventions designed to increase the academic achievement of students within our school. Therefore, as part of our efforts to improve student achievement and implement ESEA, **your child is eligible to receive FLP services.** FLP services will begin at began on August 6, 2013.

To provide additional support for all of the students in the areas of reading and/or math, students will be grouped based on the data. This flexible learning program will use differentiated instruction by identifying student needs through the use of common assessments. Frequent assessments allows for re-grouping based on student needs as identified through diagnostic testing and the flexibility with the small group setting. Using frequent assessments allow for each student to become an engaged learner, enabling the teacher to give feedback so that adjustments can be made. Diagnostic testing allows for the targeting of specific strengths and weaknesses in student needs and to plan for instruction to meet those needs.

During the FLP, students will use Classworks, V-Math, Dolch word work, AIMS web, and Fairview Literacy Program for students who are Deaf. Student progress will be monitored quarterly and the students will be regrouped based on the data. All students will have instruction in reading and math during the school year.

To opt out of the FLP program, please complete the enrollment form. If this form is not returned, your child will be served by the school's FLP until the attached form is returned.

This year, parent meetings will be held to provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to view first-hand the FLP services being provided to your child as well as provide you with a copy of our school district's written FLP plan. Please plan to attend the next meeting on December 10, 2013 at 6:00 PM.

For questions or additional information, please contact Helen Malone by phone 404-299-4517 or by email at hmalone@doe.k12.ga.us. We want to ensure that our parents/guardians continue to be informed about the educational interventions we offering to our students to increase student academic achievement.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vanessa Robisch', with a stylized, flowing script.

Vanessa Robisch
Principal



**NOTIFICACIÓN DE INSCRIPCIÓN EN LA ESCUELA DE PRIORIDADES DEL
PROGRAMA DE APRENDIZAJE FLEXIBLE (FLP)
2013-2014**

Desembre 10, 2013

Estimado Padre/Tutor:

Su hijo asiste a la Escuela del Área de Atlanta para Sordos que recibe fondos federales del Título I para ayudar a los alumnos a alcanzar los estándares de rendimiento estatales. A pesar del progreso de nuestros alumnos, nuestra escuela fue designada como una Escuela de Prioridad en virtud de la Renuncia de Flexibilidad de la Ley de Educación Primaria y Secundaria de Georgia (ESEA, por sus siglas en inglés) para el ciclo lectivo 2013-2014. Esta designación se basó en los datos de la evaluación estatal del 2011 y, como resultado, nuestra escuela recibirá apoyo e intervenciones adicionales durante tres años, a partir de julio de 2012.

Las Escuelas de Prioridad son escuelas del Título I que se encuentran entre las escuelas del Título I con el 5% más bajo del estado sobre la base del rendimiento del grupo *All Students* (Todos los alumnos) en cuanto a sus competencias en las evaluaciones estatales y que han demostrado una falta de progreso en esas evaluaciones durante varios años en el grupo *All Students*; son escuelas secundarias del Título I-participantes o del Título I- elegibles con un índice de graduación por debajo del 60 por ciento durante varios años o, son escuelas de la Categoría I o Categoría II conforme al programa de Becas de Mejora Escolar (SIG, por sus siglas en inglés) que está empleando los fondos SIG para implementar un modelo de intervención escolar.

Al revisar los datos, todos los alumnos que tienen dificultades con la lectura y / o matemáticas. Los datos revisados incluyeron las Pruebas de Competencia de Criterio de Georgia (CRCT) (CRCT), Pruebas de Competencia de Criterio de Georgia (CRCT) -Modificado (CRCT-M), Evaluación Alternativa de Georgia (GAA), Examen de Fin de Curso (EOCT) y Medidas de Progreso Académico (MAP). En cuanto al CRCT y CRCT-M, son muy pocos los Pruebas de Competencia de Criterio de Georgia (CRCT) que tienen una administración no estándar. Los alumnos que toman el CRCT en comparación con el CRCT-M en las áreas de lectura, lenguaje y matemáticas son muy bajos. En el año escolar 2012-2013, 23 los alumnos del tercero hasta quinto grado tomaron el CRCT y CRCT-M. Los porcentajes de alumnos que **cumplieron o excedieron** se proporcionan en la siguiente tabla:

Grados 3-5

2012-2013

	CRCT	CRCT-M
Lectura	33.3% * 6 alumnos	37,5% * 17 alumnos
ELA	50% * 6 alumnos	18,7% * 17 alumnos
Matemáticas	42.8% * 7 alumnos	31% * 16 alumnos

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Ciencia	13% * 22 alumnos	N / A
Estudios Sociales	13% * 23 alumnos	N / A

Los alumnos de secundaria en comparación al mismo. 32 alumnos tomaron el CRCT y CRCT-M. Los porcentajes de alumnos que **cumplieron o excedieron** están en el siguiente gráfico

Grados 6-8

	2012-2013	
	CRCT	CRCT-M
Lectura	100% * 2 estudiantes	36,6% * 30 estudiantes
ELA	50% * 2 estudiantes	30% * 30 estudiantes
Matemáticas	50% * 4 estudiantes	39% * 28 estudiantes
Ciencias	0% * 32 estudiantes	N / A
Estudios Sociales	18,7% * 32 estudiantes	N / A

Los alumnos de secundaria que toman las Pruebas de Fin de curso tienen luchas en cumplir con las expectativas de la reunión. Durante el año escolar 2012-2013, a 10 de EOCT se les administró a un total de 111 tomadores de la prueba. El porcentaje de alumnos que alcanzaron o superaron el valor de 9% (10 alumnos).

Los alumnos en los grados 3-8 y 11 evaluados con la Evaluación Alternativa de Georgia (evaluación del portafolio basado) les fue mejor con un 92% - 96% de los estudiantes con calificaciones dentro de los rangos establecidos y extensibles.

Los alumnos son administrados Medidas de Progreso Académico hasta tres veces al año como un evaluador universal y como seguimiento de los avances. De los 160 alumnos que tomaron MAPA durante el año escolar 2012-2013 leer en o por encima del nivel de segundo grado. Si los alumnos están leyendo por debajo del nivel de 2° grado, cualquier evaluación se convierte en una prueba de lectura en lugar de probar el contenido. Sin embargo, las puntuaciones del MAP se pueden utilizar para supervisar el progreso en la evaluación de crecimiento de un año a lo largo de escalas de desarrollo del plan de estudios. Si bien todos los datos pueden parecer sombríos, ASD tiene la suerte de tener la capacidad de ser flexibles con los horarios de los alumnos, y proporcionar clases pequeñas, instrucción individualizada y aprendizaje profesional para nuestro personal y profesores.

Como Escuela de Prioridad, trabajaremos en forma conjunta con padres/tutores, nuestra comunidad y nuestra oficina del distrito escolar para desarrollar un plan de cambio escolar que implementará intervenciones para responder a las necesidades específicas de los alumnos de nuestra escuela. Una de las intervenciones que ofreceremos a lo largo de los tres años es un Programa de Aprendizaje Flexible (FLP, por sus siglas en inglés).

Un FLP ofrece asistencia académica tal como una tutoría, clases de apoyo y otras intervenciones educativas diseñadas para incrementar el logro académico de los alumnos de nuestra escuela. Por lo tanto, como parte de nuestros esfuerzos por mejorar los logros de los alumnos e implementar la ley ESEA, **su hijo es elegible para recibir los servicios del FLP**. Los servicios del FLP comenzarán en nuestra escuela el Agosto 6 del 2013.

Para proporcionar apoyo adicional a todos los alumnos en las áreas de lectura y / o matemáticas, los alumnos serán agrupados basado en los datos. Este programa de aprendizaje flexible utilizará la instrucción diferenciada mediante la identificación de las necesidades de los alumnos mediante el uso de evaluaciones comunes. Evaluaciones frecuentes permiten re-agrupación en base a las necesidades de los alumnos como se identifica a través de pruebas de diagnóstico y la flexibilidad con el grupo pequeño. Uso de evaluaciones frecuentes permiten a cada alumno convertirse en un estudiante dedicado, lo que permite al profesor a dar información para que los ajustes puedan ser hechos. Las pruebas de diagnóstico permite la focalización de las fortalezas y debilidades en las necesidades específicas de los alumnos y para planear la instrucción para satisfacer esas necesidades.

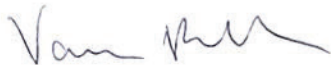
Durante el FLP, los alumnos usarán Trabajos de clase, V-Math, trabajo con palabras Dolch, AIMS web, y el Programa de Alfabetización Fairview para los alumnos que son sordos. El progreso del alumno será monitoreado trimestralmente y los alumnos se reagruparan en base a los datos. Todos los alumnos tendrán instrucción en lectura y matemáticas durante el año escolar.

Para optar por el programa de FLP, por favor complete el formulario de inscripción, complete y envíe el formulario. Si este formulario no es devuelto, su hijo será atendido por el FLP de la escuela hasta que Helen Malone reciba una notificación.

Este año se llevarán a cabo reuniones de padres para brindar más información sobre los servicios de FLP que se ofrecen en nuestra escuela. Estas reuniones le brindarán la oportunidad de ver por usted mismo los servicios de FLP que su hijo está recibiendo así como de recibir una copia del plan FLP escrito de nuestro distrito escolar. Planifique asistir a una de estas reuniones que tendrán lugar el 10 de Diciembre del 2013 a las 6:00 pm

Si tiene preguntas o necesita más información, comuníquese con Helen Malone por teléfono al **404-299-4517** o por correo electrónico a hmalone@doe.k12.ga.us Queremos asegurarnos de que nuestros padres/tutores permanezcan informados acerca de las intervenciones educativas que estamos ofreciendo a nuestros alumnos para incrementar el rendimiento académico de los alumnos.

Atentamente,



Vanessa Robisch
Director



NOTIFICATION OF ENROLLMENT IN PRIORITY SCHOOL FLEXIBLE LEARNING PROGRAM (FLP)

Dear Parent(s)/Guardian(s):

Your child attends Georgia School for the Deaf, which receives federal Title I funds to assist students in meeting state academic achievement standards. Despite the progress made by our students, our school has been designated as a Priority School under Georgia's Elementary and Secondary Education Act (ESEA) Flexibility Waiver for the 2013-14 school year. This designation was based on 2011 state test data and, as a result, our school will be served for three years with additional supports and interventions beginning in July of 2012.

Priority Schools are Title I schools that are among the lowest 5% of Title I schools in the state based on the achievement of the *All Students* group in terms of proficiency on the statewide assessments and have demonstrated a lack of progress on those assessments over a number of years in the *All Students* group; are a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or, are a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention models.

Georgia School for the Deaf examined the Criterion-Reference Competency Test (CRCT), the Criterion-Referenced Competency Test-Modified (CRCT-M) and the End-of-Course Test (EOCT) for SY 2012 and SY 2013. Based on the data analysis, reading and math were identified as areas of weaknesses.

As a Priority School, we will work collaboratively with parents/guardians, our community, and our school district office to develop a school turnaround plan, which will implement interventions to respond to the specific needs of the students in our school. One of the interventions we will provide throughout the three years is a Flexible Learning Program (FLP).

A FLP offers academic assistance such as tutoring, remediation and other educational interventions designed to increase the academic achievement of students within our school. Therefore, as part of our efforts to improve student achievement and implement ESEA, your child is eligible to receive FLP services. FLP services will begin at our school on Monday, August 5, 2013.

Georgia School for the Deaf examined the Criterion-Reference Competency Test (CRCT), the Criterion-Referenced Competency Test-Modified (CRCT-M) and the End-of-Course Test (EOCT) for SY 2012 and SY 2013 to determine needs and structure for our FLP. Based on the

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data analysis, reading and math were identified as areas of weaknesses. To address these areas, GSD has created a system or support that includes the following:

- Students are assigned to an additional reading period (1 hour) Monday-Thursday and will be placed based on their performance on the STAR reading test. Teachers have received training in a protocol that includes vocabulary study using Fairview strategies and guided reading using comprehension strategies. Learning center activities for vocabulary practice will follow while the teacher engages in one-on-one reading with individual students.
- In addition to the reading period, Tier 3 students who struggle with reading and/or math will receive an additional 30-minute intervention period. Students are identified by their performance on the STAR reading and math assessments. Groups of no more than 5 will receive more intensive support using research-based programs. Four times a year, students will be assessed using the STAR assessments and the data will enable teachers to determine if any adjustments in placement are needed.

To enroll your child in our school's FLP, please complete and mail to 232 Perry Farm Road SW, Cave Spring, GA 30124, fax 706-777-2241, or hand deliver [232 Perry Farm Road SW, Cave Spring, Ga.] the form by Monday, October 7, 2013. If this form is not returned, your child will be served by the school's FLP until written notice is received from you by Leslie Jackson at 232 Perry Farm Road SW, Cave Spring, GA 30124.

This year, six parent meetings will be held to provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to view first-hand the FLP services being provided to your child as well as provide you with a copy of our school district's written FLP plan. Please plan to attend one of these meetings, which will take place on the following dates: Tuesday, Sept. 24, 2013; Tuesday, Nov. 5, 2013; Tuesday, Jan. 28, 2014; Tuesday, Feb. 11, 2014; Tuesday, March 4, 2014; and Tuesday, April 8, 2014. The times and exact locations of these meetings have yet to be determined. Once this information is confirmed, you will be informed via letter.

For questions or additional information, please contact Leslie Jackson by phone at 706-777-2200 or by email at lejackson@doe.k12.ga.us. We want to ensure that our parents/guardians continue to be informed about the educational interventions we offering to our students to increase student academic achievement.

Sincerely,

Leslie Jackson
Principal



Aviso de la inscripción en un programa de aprendizaje flexible de escuela de prioridad (FLP)

17 de septiembre 2013

Estimado Padre/Tutor:

Su hijo asiste a Georgia School for the Deaf, que recibe fondos federales del Título I para ayudar a los alumnos a alcanzar los estándares de rendimiento estatales. A pesar del progreso de nuestros alumnos, nuestra escuela fue designada como una Escuela de Prioridad en virtud de la Renuncia de Flexibilidad de la Ley de Educación Primaria y Secundaria de Georgia (ESEA, por sus siglas en inglés) para el ciclo lectivo 2013-14. Esta designación se basó en los datos de la evaluación estatal de 2011 y, como resultado, nuestra escuela recibirá apoyo e intervenciones adicionales durante tres años, a partir de julio de 2012.

Las Escuelas de Prioridad son escuelas del Título I que se encuentran entre las escuelas del Título I con el 5% más bajo del estado sobre la base del rendimiento del grupo *All Students* (Todos los alumnos) en cuanto a sus competencias en las evaluaciones estatales y que han demostrado una falta de progreso en esas evaluaciones durante varios años en el grupo *All Students*; son escuelas secundarias del Título I-participantes o del Título I- elegibles con un índice de graduación por debajo del 60 por ciento durante varios años o, son escuelas de la Categoría I o Categoría II conforme al programa de Becas de Mejora Escolar (SIG, por sus siglas en inglés) que está empleando los fondos SIG para implementar un modelo de intervención escolar.

Georgia School for the Deaf examinó los exámenes siguientes para determinar la estructura y las necesidades para nuestro FLP: Prueba de competencia del criterio referido (CRCT) y la misma CRCT-M (modificado), también la prueba al fin de clase (EOCT). Las analizamos por el año escolar, 2012 y 2013. Según el análisis de los datos, la lectura y las matemáticas son los áreas de debilidad.

Como Escuela de Prioridad, trabajaremos en forma conjunta con padres/tutores, nuestra comunidad y nuestra oficina del distrito escolar para desarrollar un plan de cambio escolar que implementará intervenciones para responder a las necesidades específicas de los alumnos de nuestra escuela. Una de las intervenciones que ofreceremos a lo largo de los tres años es un Programa de Aprendizaje Flexible (FLP, por sus siglas en inglés).

Un FLP ofrece asistencia académica tal como una tutoría, clases de apoyo y otras intervenciones educativas diseñadas para incrementar el logro académico de los alumnos de nuestra escuela. Por lo tanto, como parte de nuestros esfuerzos por mejorar los logros de los alumnos e

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implementar la ley ESEA, su hijo es elegible para recibir los servicios del FLP. Los servicios del FLP comenzarán en nuestra escuela el [El lunes, 5 de agosto, 2013].

Georgia School for the Deaf examinó los exámenes siguientes para determinar la estructura y las necesidades para nuestro FLP: Prueba de competencia del criterio referido (CRCT) y la misma CRCT-M (modificado), también la prueba al fin de clase (EOCT). Las analizamos por el año escolar, 2012 y 2013. Según el análisis de los datos, la lectura y las matemáticas son los áreas de debilidad. Para mejorar las áreas mencionadas, hemos creado un sistema o apoyo que incluye lo siguiente:

- Los estudiantes están asignados una clase más de lectura por una hora adicional, el lunes hasta el jueves y la asignación está basado en los resultados del examen de lectura que se llama la prueba, STAR. Los maestros han recibido entrenamiento en el protocolo que incluye estudiar vocabulario siguiendo las estrategias de Fairview y estrategias de comprensión, usando lecturas guiadas. Centros de actividades de aprendizaje seguirán mientras el maestro lee uno a uno con individualmente.

- Además, los estudiantes al nivel 3, quienes luchan con la lectura y/o la matemática, recibirán 30 minutos más de intervención. Estarán identificados por los resultados de las pruebas de lectura y matemática STAR. Grupos de 5, al máximo, tendrán más apoyo usando programas basados en investigaciones. Cuatro veces al año, los estudiantes tomarán esas pruebas, STAR, para identificar si hay cambios de clases necesarios, según los datos de los exámenes.

Para inscribir su hijo en el FLP de nuestra escuela, por favor, llene el formulario y envíelo a 232 Perry Farm Road SW, Cave Spring, GA 30124, fax 706-777-2241, o lo puede llevarlo en persona [232 Perry Farm Road SW, Cave Spring, Ga.] antes del 7 de octubre, 2013. Si no devuelve el formulario, su estudiante recibirá servicios del FLP hasta que un aviso escrito esté recibido por Leslie Jackson en 232 Perry Farm Road SW, Cave Spring, GA 30124.

Este año se llevarán a cabo **seis** reuniones de padres para brindar más información sobre los servicios de FLP que se ofrecen en nuestra escuela. Estas reuniones le brindarán la oportunidad de ver por usted mismo los servicios de FLP que su hijo está recibiendo así como de recibir una copia del plan FLP escrito de nuestro distrito escolar. Por favor, asista una de esas reuniones, que pasarán en las siguientes fechas: martes, el 24 de septiembre, 2013; martes, el 5 de noviembre, 2013; martes, el 28 de enero, 2014; martes, el 11 de febrero, 2014; martes, el 4 de marzo, 2014; y martes, el 8 de abril, 2014. La hora y las ubicaciones de estas reuniones todavía no están decididos. Cuando estén determinadas, le avisaremos por carta.

Si tiene preguntas o necesita más información, comuníquese con Leslie Jackson por teléfono al 706-777-2200 o por correo electrónico a lejackson@doe.k12.ga.us. Queremos asegurarnos de que nuestros padres/tutores permanezcan informados acerca de las intervenciones educativas que estamos ofreciendo a nuestros alumnos para incrementar el rendimiento académico de los alumnos.

Atentamente,

Leslie Jackson
Directora

"Making Education Work for All Georgians"

232 Perry Farm Road, SW • Cave Spring, GA 30124 • www.gsdweb.org

706.777.2200 (Voice) | 706.777.2204 (FAX)

An Equal Opportunity Employer



Your Right To Know

July 1, 2013

Dear Parent(s)/Guardian(s):

Beginning in the 2012-2013 school year, Title I schools moved from an NCLB needs improvement (NI) status based on adequate yearly progress (AYP) to a Reward, Priority, and Focus schools status based on definitions provided by the U.S. Department of Education.

As we have Title I schools in our district, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials.

We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

We are committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school principal directly.

Atlanta Area School for the Deaf

Vanessa Robisch, Principal
Phone: 404-298-3998
www.aasdweb.com

Georgia Academy for the Blind

Dr. Cindy Gibson, Principal
Phone: 478-751-6083
www.gabmacon.org/

Georgia School for the Deaf

Leslie Jackson, Principal
Phone: 706-777-2200
www.gsdweb.org/



College & Career Ready Performance Index

What is CCRPI?

Beginning 2012-2013 school year Georgia will transition from Adequate Yearly Progress (AYP) to the College and Career Ready Performance Index (CCRPI) as its new statewide accountability system. It will serve as the new comprehensive report card in Georgia. The new evaluation system will take a wider range of subjects, including social studies and science scores into account.

The following assessments are used for CCRPI calculations and as a basis for identifying Reward, Focus, and Alert schools.

■ **EOCT:** 9th grade Literature, American Literature, Algebra 1, Geometry, Mathematics 1, Mathematics 2, Biology, Physical Science, US History, Economics

■ **CRCT:** Reading, English Language Arts, Mathematics, Science, Social Studies

■ **CRCT-M:** Reading, English Language Arts, Mathematics

■ **GAA:** English Language Arts, Mathematics, Science, Social Studies

The school's overall CCRPI score will be based on the weighted average of the following:

- Achievement
- Progress
- Achievement Gap Closure
- Exceeding the Bar

Using available data CCRPI will determine your school's performance rating for each indicator.

College and Career Readiness

College and Career readiness is the level of achievement required for students to enroll in two or four year schools without remediation and to be prepared for college-level work or successful entry into the workforce.

College and Career readiness involves three major skill areas:

1. **Core academic skills** - the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities;
2. **Employable skills** (such as critical thinking and responsibility) that are essential in any career area;
3. **Technical, job-specific skills** related to a specific career pathway.



Family Educational Rights and Privacy Act

Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920



Georgia's ESEA Flexibility Waiver Frequently Asked Questions

Note: No Child Left Behind (NCLB) expired in 2007 and while many of its policies remain in effect, the law is now referred to by its original name, Elementary and Secondary Education Act (ESEA) of 1965.

1. Why did Georgia apply for the ESEA Flexibility Waiver?

In September of 2011, the United States Department of Education invited states to seek a waiver from various sections of ESEA due to consensus from across the nation that certain aspects of the law encouraged some states to set lower academic standards, failed to recognize or reward schools showing growth in student achievement, and did little to promote the teaching profession or recognize the most effective teachers.

Therefore, the Georgia Department of Education applied for the ESEA Flexibility Waiver to allow for greater flexibility in the way the state measures schools for accountability as well as added flexibility in the way schools, school districts, and the state work to improve struggling schools. The waiver allows our state to identify and support schools where students continue to struggle based on student achievement growth or student subgroup performance issues, unify federal law with Georgia's accountability system focused on college and career readiness, and exercise greater flexibility with federal funding.

2. What does the Georgia ESEA Flexibility Waiver mean for students, teachers, parents and families?

The Georgia ESEA Flexibility Waiver affirms the strength of Georgia's education reform initiatives in the areas of improving educational outcomes for all students, closing achievement gaps, increasing equity, and improving the quality of instruction. Under Georgia's own statewide accountability system, all stakeholders will be able to share a common understanding of school and district performance.

In the past, a school either met Adequate Yearly Progress (AYP) or did not, but many people did not know what this meant or why the school received that rating. Under Georgia's new system, stakeholders will have a complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not, beyond student test scores. Using 2010 – 2011 school year assessment and graduation rate data, a percentage of schools will be identified as Reward, Priority, Focus, or Alert schools. These new school designations will provide all stakeholders with a deeper understanding of what resources schools need in order to be successful in their efforts to prepare students to be college and career ready.

3. Are schools still required to offer Supplemental Educational Services (SES) and Public School Choice to parents?

No, the Georgia ESEA Flexibility Waiver does not require Title I schools to offer SES or public school choice. Results from an annual study of SES showed that overall, students receiving SES in Georgia did not outperform other similar students on state achievement tests in any subject area for the entire time they were in the program. However, knowing that students at-risk of failing still need tutoring or other academic intervention services, Title I Priority and Focus Schools will be required to offer Flexible Learning Programs (FLP) in place of SES. FLPs will be extended learning programs tailored to the needs of individual schools with the ability to serve more students in need of additional support.

Georgia Department of Education data also showed that less than 5 percent of eligible students took advantage of the



public school choice option under ESEA. However, in 2009, Georgia introduced a state law which parents can still exercise called the Georgia's Permissive School Transfer Option. This law provides an option for parents to request permissive transfers providing comparable options for parents and students. Parents who had children opt for public school choice under ESEA can still keep that option until the child reaches the highest grade level in the school but school districts are no longer required to pay for transportation.

4. Will AYP still be calculated and reported?

No. AYP is no longer the state's accountability measure. However, some components of AYP, such as attendance and graduation rates, will still be reported to the public as part of Georgia's new statewide accountability system.

5. How will Georgia's schools still be held accountable?

The Georgia ESEA Flexibility Waiver will continue to require schools to raise the bar for performance of all students and will hold schools accountable for the academic growth and gain of all students. When schools fall short, parents can be assured that school leaders will adopt strategies focused on school needs and targeted towards the students most at risk.

Beginning in December 2012, every school in the state will receive a numerical index score based on 100 points. This score will be considered the school's College and Career Ready Performance Index (CCRPI) number and will provide a more complete and comprehensive look at a school's performance. As previously mentioned, schools may also be identified as Reward, Priority, Focus, or Alert schools.

6. How will the waiver affect the standards/expectations of my child's academic achievements?

Nothing in the waiver changes the state's rigorous Common Core Georgia Performance Standards (CCGPS). The statewide standards will remain in place. What has changed is the way we will measure schools' abilities to help students meet those standards.

In addition, all content areas (English/language arts, mathematics, science, and social studies) will now carry the same weight to ensure all students are ready to enter the 21st century, college and career ready.

7. How long will the waiver be in effect?

The Georgia ESEA Flexibility Waiver will take effect for the 2012 – 2013 school year and remain in place for three years. However, it is important to note that if Congress reauthorizes ESEA between now and the 2014 – 2015 school year the reauthorized law would take priority over Georgia's waiver.

8. How do I know if my child's school has been designated as a Reward, Priority, Focus or Alert school?

The list of designated Priority and Focus Schools can be found on the Georgia Department of Education's Web page. Alert Schools will be posted May 2012 and Reward Schools will be added September 2012. To access these lists of identified schools, visit www.gadoe.org/External-Affairs-and-Policy/communications/Pages/NCLB-Waiver.aspx.

9. Will all schools be eligible for the new school designations?

No. Only schools receiving Title I funds will be eligible for the new school designations of Reward, Priority, and Focus. Schools receiving School Improvement Grants (1003 g) are also eligible for the Priority School designation. Title I schools and non-Title I schools are both eligible to receive the Alert School designation.



10. How is a school designated as a Reward School?

Reward Schools will be identified in September of 2012 and will continue to be announced on an annual basis. There are two ways a Title I school may be identified as a Reward School.

A Title I school may be classified as either a Highest-Performing School or a High-Progress School. Reward Schools cannot be identified as a Priority School or Focus School to be eligible.

To be designated as a Highest-Performing Reward School the school must be in the top 5% of Title I schools (78 schools) and either have the highest performance for all students over three years or is a high school with the highest graduation rates in Georgia.

To be designated as a High-Progress Reward School the school must be in the top 10 percent of Title I schools (156 schools) and either have the highest progress in performance for all students over three years or is a high school that is making the most progress in increasing graduation rates.

11. What do Reward Schools receive?

Reward Schools will receive public recognition for their success as well as recognition at the annual Title I Programs conference. In addition, financial awards may be available.

12. How is a school designated as a Priority School?

Priority Schools were identified in March of 2012 and will carry the Priority School designation for three years. The list of Priority Schools can be found on the Georgia Department of Education's Web page at www.gadoe.org/External-Affairs-and-Policy/communications/Pages/NCLB-Waiver.aspx.

To be designated as a Priority School the school must in the bottom 5 percent of lowest achieving Title I schools (78 schools). There are three ways a Title I school may be identified: 1) by having a school improvement grant (1003 g), 2) by having a graduation rate lower than 60 percent for the past two years in a row, or 3) by having a lack of progress on student achievement for the past three years in a row.

13. What will Priority Schools have to do?

Priority Schools are Title I schools and will receive assistance from the Georgia Department of Education staff to implement interventions that will respond to the specific needs of the students in the school. They will work collaboratively with parents, their communities, and their school districts to develop school turnaround plans. These plans will consist of interventions that include but are not limited to assessing the performance of the school principal, having teachers and school administrators participate in professional learning, screening teachers, providing additional learning time for students, hiring an instructional coach, providing time during the day for teachers to plan instruction collaboratively, offering Flexible Learning Programs, developing a plan for student, family, and community engagement, and analyzing student attendance.

14. How is a school designated as a Focus School?

Focus Schools were identified in March of 2012 and will carry the Focus School designation for three years. The list of Focus Schools can be found on the Georgia Department of Education's Web page at www.gadoe.org/External-Affairs-and-Policy/communications/Pages/NCLB-Waiver.aspx.

10 percent of Title I schools (156 schools) will be designated as Focus Schools. There are two ways a Title I school may be identified: 1) by having a graduation rate lower than 60 percent for the past two years in a row or 2) by having the largest in-school achievement gap between the highest achieving subgroup of students and the lowest achieving subgroup of students.



15. What will Focus Schools have to do?

Focus Schools are Title I Schools and will receive assistance from the Georgia Department of Education staff as well as Regional Educational Service Agency (RESA) specialists to implement interventions that will respond to the specific needs of improving the performance of their low-performing student subgroups. They will work collaboratively with parents, their communities, and their school districts to develop school turnaround plans. These plans may consist of interventions previously mentioned for Priority Schools, but Focus Schools have the ability to develop their own plans as long as they are appropriate to the school's needs and the needs of its students.

16. How is a school designated as an Alert School?

Alert Schools will be identified in May of 2012 and will continue to be announced on an annual basis. Title I and Non-Title I schools can be designated as Alert Schools. Once announced, the list of Alert Schools can be found on the Georgia Department of Education's Web page at www.gadoe.org/External-Affairs-and-Policy/communications/Pages/NCLB-Waiver.aspx. There are three ways schools may be identified: 1) by having low graduation rates, 2) by having low achievement in a particular student subgroup (such as English Learners or Special Education), or 3) by having low achievement in a particular subject content area (such as math or science). The state will use a formula based on the state's percentage of students meeting and exceeding or the graduation rate to determine the cut off percentage to qualify as an Alert School.

17. What will Alert Schools have to do?

Alert Schools will be treated the same way as Focus Schools. They will be required to develop school turnaround plans based on the particular needs of the school and its students.

18. Is parent involvement still required under the Georgia ESEA Flexibility Wavier?

Yes, parent involvement was not waived and therefore, Title I schools are still required to engage parents and families in their child's educational process. In addition, Priority Schools, Focus Schools, and Alert Schools will be required to notify parents of their school's designation, share data and information with parents used to support programming decisions, provide opportunities for engagement in the school planning process, and invite parents to participate in the school's turnaround or improvement activities. Priority Schools are also required to complete ongoing additional work in the area of family and community engagement.

19. What should I do if my child's school is named as a Priority, Focus, or Alert School?

Parents, families, and community members are crucial to the school improvement or school turnaround process. If your child's school is named as a Priority School, Focus School, or Alert School, take advantage of the opportunities the school offers to become more informed about what these designations mean and what in particular the school needs from you as it works to increase student achievement and success. If you have not heard of opportunities, do not wait to get involved. Contact your school's parent organization, parent involvement coordinator, or even principal to share your interest in helping with this important process as schools begin to develop and implement these new plans. Most importantly, know that your help, regardless of how much or how little time you have either at home or at school is critical to your child's success in school. Therefore, with parents, families, schools, students and communities working together, over time, these designated schools will see improvement.

Parent Engagement Resources • www.gadoe.org/school-improvement/Federal-Programs/Pages/Parent-Engagement-Resources.aspx





ESEA FLEXIBILITY WAIVER PARENT NOTIFICATION – PRIORITY SCHOOL DESIGNATION

2013-2014

December 10, 2013

Dear Parent(s)/Guardian(s):

On February 9, 2012 the Georgia Department of Education (GaDOE) received waivers from ten requirements of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by No Child Left Behind (NCLB) of 2001. ESEA/NCLB requires that parents or guardians who have children attending a Title I school be notified of the school's academic achievement as well as a school's designation under Georgia's ESEA Flexibility Waiver. This letter is intended to provide additional information concerning the options available to your child under Georgia's ESEA Flexibility Waiver, and to help you understand what the waiver will mean for you and your child.

Beginning in the 2012-2013 school year, the GaDOE transitioned from needs improvement (NI) school designations, based on adequate yearly progress (AYP) reports, to Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

The Georgia ESEA Flexibility Waiver also eliminated Supplemental Educational Services (SES) and Public School Choice (Choice). However, schools designated as Priority or Focus were required to implement and develop Flexible Learning Programs (FLP) for eligible students which began June 2012. Alert Schools may also implement and develop FLP if they choose to do so. The Georgia ESEA Flexibility Waiver provides greater flexibility in designing a FLP tailored to the needs of the schools. As a result, these identified schools will have the capacity to serve more students in need of additional academic support.

Despite the progress made by our students, Atlanta Area School for the Deaf has been designated as a Priority School under Georgia's ESEA Flexibility Waiver for the 2013-2014 school year. This designation was based on 2011 test data and our school will keep this designation for three years.

Priority Schools are Title I schools that are among the lowest 5% of Title I schools in the state based on the achievement of the *All Students* group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the *All Students* group; are a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a

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number of years; or, are a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention models.

In reviewing the data, all students struggle with reading and/or math. Data reviewed included Criteria Referenced Competency Test (CRCT), Criteria Referenced Competency Test-Modified (CRCT-M), Georgia Alternate Assessment (GAA), End of Course Test (EOCT) and Measures of Academic Progress (MAP). With regards to the CRCT and CRCT-M, very few students have a non-standard administration. Students who take the CRCT as opposed to the CRCT-M in the areas of Reading, Language Arts, and Math are very low. In school year 2012-2013, 23 students in grades 3rd - 5th took the CRCT and CRCT-M. The percentage of students who met or exceeded are provided in the chart below:

Grades 3-5

2012-2013

	CRCT	CRCT-M
Reading	33.3% *6 students	37.5% *17 students
ELA	50% *6 students	18.7% *17 students
Math	42.8% *7 students	31% *16 students
Science	13% *22 students	N/A
Social Studies	13% *23 students	N/A

Middle school students compared the same. 32 students took the CRCT and CRCT-M. the percentage of students who met or exceeded are in the chart below:

Grades 6-8

2012-2013

	CRCT	CRCT-M
Reading	100% * 2 students	36.6% *30 students
ELA	50% * 2 students	30% *30 students
Math	50% * 4 students	39% *28 students
Science	0% *32 students	N/A
Social Studies	18.7% *32 students	N/A

High school students who take the End of Course Tests have similar struggles with meeting expectations. During the school year 2012-2013, 10 EOCT's were administered to a total of 111 test takers. The percentage of students who met or exceeded equals 9% (10 students).

Students in grades 3-8 and 11th assessed with the Georgia Alternate Assessment (portfolio based assessment) fared better with a 92% - 96% of students scoring in the Established and Extending ranges. Students are administered Measures of Academic Progress up to three times a year as a universal screener and as progress monitoring. Out of the 160 students who took MAP during the 2012-2013 school year read at or above the 2nd grade level. If students are reading below 2nd grade level, any assessment becomes a reading test instead of testing the content. However, MAP scores can be used to monitor progress when evaluating growth from year to year along developmental curriculum scales.

While all of the data may look bleak, AASD is fortunate to have the ability to be flexible with student schedules, provide small classes, individualized instruction, and ongoing professional learning for our staff and teachers.

As a Priority School, we will work collaboratively with parents/guardians, our community, and our school district office to develop a school turnaround plan which will implement interventions to respond to the specific needs of the students in our school.

Interventions include:

- Response to Intervention (RtI)
- Positive Behavior Intervention and Support (PBIS)
- Flexible Learning Plan (FLP)
- Technology
- Parent Involvement
- Development of a strong bilingual program

An important part of the success plan for Atlanta Area School for the Deaf is parent participation and support in developing activities to improve student achievement. We hope that, as a parent/guardian, you will become involved in our school improvement initiatives as we continue to monitor student achievement and set high expectations. If you are interested in participating in developing our school improvement initiatives, contact me at 404-294-3551 or vrobisch@doe.k12.ga.us.

Thank you for all that you do to support your child's education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Van Robisch', with a stylized, wavy line extending from the end.

Vanessa Robisch
Principal



ESEA NOTIFICACIÓN PARA LOS PADRES DE FLEXIBILIDAD DE RENUNCIA - DESIGNACION DE ESCUELA CON PRIORIDAD 2013-2014

Desembre 10, 2013

Estimado Padre/Tutor:

El 9 de febrero de 2012, el Departamento de Educación de Georgia (GaDOE, por sus siglas en inglés) recibió renuncias a diez requisitos de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés) de 1965, modificada por la Ley Que Ningún Niño se Quede Atrás (NCLB, por sus siglas en inglés) de 2001. La ley ESEA/NCLB requiere que los padres o tutores cuyos hijos asistan a una escuela del Título I sean notificados acerca de los logros académicos de la escuela así como de una designación de la escuela en virtud de la Renuncia de Flexibilidad de la ley ESEA de Georgia. El propósito de esta carta consiste en brindarle información adicional acerca de las opciones disponibles para su hijo en virtud de la Renuncia de Flexibilidad de la ley ESEA de Georgia y ayudarlo a comprender lo que la renuncia significará para usted y su hijo.

A partir del ciclo lectivo 2012-2013, el GaDOE hará la transición desde las designaciones escolares Necesita Mejorar (NI, por sus siglas en inglés) sobre la base de los informes del progreso anual adecuado (AYP, por sus siglas en inglés) a las designaciones de Escuelas con Reconocimiento, Prioridad, Enfoque y en Alerta sobre la base de las formulas de la Renuncia de Flexibilidad de la ley ESEA. Las escuelas del Título I ahora implementarán programas e intervenciones específicas sobre la base de su condición de Reconocimiento, Prioridad, Enfoque y Alerta. Asimismo, la Renuncia de Flexibilidad de la ley ESEA del GaDOE describe el nuevo Sistema Único de Responsabilidad Estatal de Georgia, el Índice de Rendimiento en la Preparación de Carreras Técnicas y Universitarias (CCRPI, por sus siglas en inglés). El CCRPI funcionará como un boletín de calificaciones integral para todas las escuelas de Georgia. El sistema estatal le brindará a los padres, alumnos, maestros y familias una imagen más completa e integral acerca de en qué áreas una escuela o distrito está cumpliendo con las expectativas de rendimiento y en cuáles no.

La Renuncia de Flexibilidad de la ley ESEA de Georgia también eliminó los Servicios de Educación Suplementaria (SES, por sus siglas en inglés) y la Opción de Escuela Pública (Opción). Sin embargo, las escuelas designadas como con Prioridad o Enfoque deberán implementar y desarrollar Programas de Aprendizaje Flexible (FLP, por sus siglas en inglés) para los alumnos elegibles a partir de junio de 2012. Las Escuelas en Alerta también pueden implementar y desarrollar FLP si eligen hacerlo. La Renuncia de Flexibilidad de la ley ESEA de Georgia brinda una mayor flexibilidad para el diseño de un FLP que se ajuste a las necesidades de las escuelas. Como resultado, las escuelas identificadas tendrán la capacidad para atender a más alumnos que necesiten un apoyo académico adicional.

A pesar del progreso de nuestros alumnos, La Escuela del Área de Atlanta para Sordos fue designada como una Escuela con Prioridad en virtud de la Renuncia de Flexibilidad de la ley ESEA de Georgia para el ciclo lectivo 2013-2014. Esta designación se basó en los datos de la evaluación del 2011 y nuestra escuela mantendrá esta designación por tres años.

Las Escuelas con Prioridad son aquellas escuelas del Título I que se encuentran dentro del 5% más bajo de las escuelas del Título I en el estado sobre la base del logro del grupo *Todos los Alumnos* en términos de dominio de las evaluaciones estatales y que han demostrado una falta de progreso en dichas evaluaciones durante varios años en el grupo de *Todos los Alumnos*; aquellas escuelas secundarias que participan en el Título I o que son elegibles para el Título I con una tasa de graduación por debajo del 60 por ciento durante varios años; o bien, aquellas escuelas de Nivel I o Nivel II en virtud del programa de Subsidios para el Mejoramiento Escolar (SIG, por sus siglas en inglés) que utilizan los fondos del SIG para implementar un modelo de intervención para las escuelas.

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Al revisar los datos, todos los alumnos que tienen dificultades con la lectura y / o matemáticas. Los datos revisados incluyeron las Pruebas de Competencia de Criterio de Georgia (CRCT) (CRCT), Pruebas de Competencia de Criterio de Georgia (CRCT) -Modificado (CRCT-M), Evaluación Alternativa de Georgia (GAA), Examen de Fin de Curso (EOCT) y Medidas de Progreso Académico (MAP). En cuanto al CRCT y CRCT-M, son muy pocos los alumnos que tienen una administración no estándar. Los alumnos que toman el CRCT en comparación con el CRCT-M en las áreas de lectura, lenguaje y matemáticas son muy bajos. En el año escolar 2012-2013, 23 los alumnos del tercero hasta quinto grado tomaron el CRCT y CRCT-M. Los porcentajes de alumnos que cumplieron o excedieron se proporcionan en la siguiente tabla:

Grados 3-5

2012-2013		
	CRCT	CRCT-M
Lectura	33.3% * 6 alumnos	37.5% * 17 alumnos
ELA	50% * 6 alumnos	18,7% * 17 alumnos
Matemáticas	42.8% * 7 alumnos	31% * 16 alumnos
Ciencia	13% * 22 alumnos	N / A
Estudios Sociales	13% * 23 alumnos	N / A

Los alumnos de la escuela intermedia en comparación al mismo, 32 alumnos tomaron el CRCT y CRCT-M. Los porcentajes de alumnos que cumplieron o excedieron están en el siguiente gráfico

Grados 6-8

2012-2013		
	CRCT	CRCT-M
Lectura	100% * 2 estudiantes	36,6% * 30 estudiantes
ELA	50% * 2 estudiantes	30% * 30 estudiantes
Matemáticas	50% * 4 estudiantes	39% * 28 estudiantes
Ciencias	0% * 32 estudiantes	N / A
Estudios Sociales	18,7% * 32 estudiantes	N / A

Los alumnos de secundaria que toman las Pruebas de Fin de curso tienen luchas en cumplir con las expectativas de la reunión. Durante el año escolar 2012-2013, a 10 de EOCT se les administró a un total de 111 tomadores de la prueba. El porcentaje de alumnos que alcanzaron o superaron el valor de 9% (10 alumnos).

Los alumnos en los grados 3-8 y 11 evaluados con la Evaluación Alternativa de Georgia (evaluación del portafolio basado) les fue mejor con un 92% - 96% de los estudiantes con calificaciones dentro de los rangos establecidos y extensibles.

Los alumnos son administrados Medidas de Progreso Académico hasta tres veces al año como un evaluador universal y como seguimiento de los avances. De los 160 alumnos que tomaron MAPA durante el año escolar 2012-2013 leer en o por encima del nivel de segundo grado. Si los alumnos están leyendo por debajo del nivel de 2 ° grado, cualquier evaluación se convierte en una prueba de lectura en lugar de probar el contenido. Sin embargo, las puntuaciones del MAP se pueden utilizar para supervisar el progreso en la evaluación de crecimiento de un año a lo largo de escalas de desarrollo del plan de estudios.

Si bien todos los datos pueden parecer sombríos, AASD tiene la suerte de tener la capacidad de ser flexibles con los horarios de los alumnos, y proporcionar clases pequeñas, instrucción individualizada y aprendizaje profesional para nuestro personal y profesores.

Como Escuela de Prioridad, trabajaremos en forma conjunta con padres/tutores, nuestra comunidad y nuestra oficina del distrito escolar para desarrollar un plan de cambio escolar que implementará intervenciones para responder a las necesidades específicas de los alumnos de nuestra escuela.

Una de las intervenciones que ofreceremos es:

- Respuesta a la Intervención (RTI)
- Intervención de Comportamiento Positivo y Apoyo (PBIS)
- Plan de Aprendizaje Flexible (FLP)
- Tecnología
- Participación de los Padres
- Desarrollo de un programa bilingüe fuerte

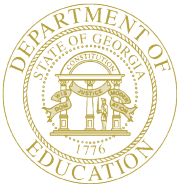
Una parte importante del éxito del plan para la Escuela del Área de Atlanta para Sordos es la participación y el apoyo de los padres al desarrollar actividades para mejorar el rendimiento del alumno. Esperamos que, como padre/tutor, usted pueda participar en las iniciativas de mejora de nuestra escuela mientras continuamos controlando el rendimiento del alumno y fijando expectativas más altas. Si está interesado en participar en el desarrollo de las iniciativas de mejora de nuestra escuela, comuníquese con Vanessa Robisch al 404-294-3551 o a vrobisch@doe.k12.ga.us

Muchas gracias por todo lo que hace para apoyar la educación de su hijo.

Atentamente,



Vanessa Robisch
Director



ESEA FLEXIBILITY WAIVER PARENT NOTIFICATION – NO SCHOOL
DESIGNATION
07/31/13

Dear Parent(s)/Guardian(s):

On February 9, 2012 the Georgia Department of Education (GaDOE) received waivers from ten requirements of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by No Child Left Behind (NCLB) of 2001. ESEA/NCLB requires that parents or guardians who have children attending a Title I school be notified of the school's academic achievement as well as a school's designation under Georgia's ESEA Flexibility Waiver. This letter is intended to provide additional information concerning the options available to your child under Georgia's ESEA Flexibility Waiver, and to help you understand what the waiver will mean for you and your child.

Beginning with the 2012-2013 school year, the GaDOE will transition from needs improvement (NI) school designations based on adequate yearly progress (AYP) reports to Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

The Georgia ESEA Flexibility Waiver also eliminated Supplemental Educational Services (SES) and Public School Choice (Choice). However, for schools designated as Priority or Focus (or Alert if they choose to provide the service) the Georgia ESEA Flexibility Waiver provides greater flexibility in designing a flexible learning program (FLP) tailored to the needs of the schools. As a result, these identified schools will have the capacity to serve more students in need of additional academic support.

I am very proud to tell you that **Georgia Academy for the Blind** has not been given a school designation this year which means we are continuing to provide a quality education to all of our students.

Data to note are that our students show improvement in Math, American Literature, and Physical Science at the high school level (End of Course Tests) while 2013 scores dipped compared to 2012 scores in U.S. History and Biology.

Students in grades 3 through 8 are assessed using the CRCT. Students' score in Reading showed gains in number of students passing as well as numbers of students exceeding standards. Also, math scores showed significant improvement in a 30% gain in the number of students meeting standards. Targeted areas for improvement are Science and Social Studies.

All parents whose children were involved in statewide testing have received individual scores for their children. Please contact Ms. Stephanie Knight at GAB sknight@doe.k12.ga.us or any of our teachers if you would like additional information on how these tests and scores inform instruction.

At **Georgia Academy for the Blind**, we take pride in the educational opportunities we are able to provide for our children. Our teachers and staff members work very hard to meet the needs of all students to ensure academic success. We have evidence that students are learning and making good progress, and we consider this to be an important indicator of success.

As we are achieving in many areas, we also know there is always room for improvement. An important part of our success is parent participation and support in developing activities to improve student achievement. We hope that as a parent/guardian, you will become involved in our school improvement initiatives as we continue to monitor student achievement and set high expectations. If you are interested in participating in developing our school improvement initiatives so we can continue to excel, contact Dr. Cindy Gibson, Principal, cgibson@doe.k12.ga.us

Thank you for all that you do to support your child's education.

Sincerely,



Cindy Gibson
Principal



ESEA FLEXIBILITY WAIVER PARENT NOTIFICATION –
PRIORITY SCHOOL DESIGNATION

September 17, 2013

Dear Parent(s)/Guardian(s):

On February 9, 2012 the Georgia Department of Education (GaDOE) received waivers from ten requirements of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by No Child Left Behind (NCLB) of 2001. ESEA/NCLB requires that parents or guardians who have children attending a Title I school be notified of the school's academic achievement as well as a school's designation under Georgia's ESEA Flexibility Waiver. This letter is intended to provide additional information concerning the options available to your child under Georgia's ESEA Flexibility Waiver, and to help you understand what the waiver will mean for you and your child.

Beginning with the 2012-2013 school year, the GaDOE will transition from needs improvement (NI) school designations, based on adequate yearly progress (AYP) reports, to Reward, Priority, Focus and Alert Schools designations based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA Flexibility Waiver outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. The state system will give parents, students, teachers and families a more complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not.

The Georgia ESEA Flexibility Waiver also eliminated Supplemental Educational Services (SES) and Public School Choice (Choice). However, schools designated as Priority or Focus will be required to implement and develop Flexible Learning Programs (FLP) for eligible students beginning June 2012. Alert Schools may also implement and develop FLP if they choose to do so. The Georgia ESEA Flexibility Waiver provides greater flexibility in designing a FLP tailored to the needs of the schools. As a result, these identified schools will have the capacity to serve more students in need of additional academic support.

Despite the progress made by our students, Georgia School for the Deaf has been designated as a Priority School under Georgia's ESEA Flexibility Waiver for the 2013-14 school year. This designation was based on 2011 test data and our school will keep this designation for three years.

Priority Schools are Title I schools that are among the lowest 5 percent of Title I schools in the state based on the achievement of the *All Students* group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of

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years in the *All Students* group; are a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or, are a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention models.

Georgia School for the Deaf examined the Criterion-Reference Competency Test (CRCT), the Criterion-Referenced Competency Test-Modified (CRCT-M) and the End-of-Course Test (EOCT) for SY 2012 and SY 2013 to determine needs and structure for our FLP. Based on the data analysis, reading and math were identified as areas of weaknesses. As a Priority School, we will work collaboratively with parents/guardians, our community, and our school district office to develop a school turnaround plan, which will implement interventions to respond to the specific needs of the students in our school. To address these areas, GSD has created a system or support that includes the following:

- Students are assigned to an additional reading period (1 hour) Monday-Thursday and will be placed based on their performance on the STAR reading test. Teachers have received training in a protocol that includes vocabulary study using Fairview strategies and guided reading using comprehension strategies. Learning center activities for vocabulary practice will follow while the teacher engages in one-on-one reading with individual students.
- In addition to the reading period, Tier 3 students who struggle with reading and/or math will receive an additional 30-minute intervention period. Students are identified by their performance on the STAR reading and math assessments. Groups of no more than 5 will receive more intensive support using research-based programs. Four times a year, students will be assessed using the STAR assessments and the data will enable teachers to determine if any adjustments in placement are needed.

An important part of the success plan for Georgia School for the Deaf is parent participation and support in developing activities to improve student achievement. We hope that, as a parent/guardian, you will become involved in our school improvement initiatives as we continue to monitor student achievement and set high expectations. If you are interested in participating in developing our school improvement initiatives, contact Leslie Jackson, Principal at 706-777-2200 (phone), 866-937-2059 (videophone) or lejackson@doe.k12.ga.us (e-mail).

Thank you for all that you do to support your child's education.

Sincerely,

Leslie Jackson
Principal



**ESEA aviso de exoneración, para los padres –
La designación como escuela de prioridad**

17 de septiembre 2013

Estimado Padre/Tutor:

El 9 de febrero de 2012, el Departamento de Educación de Georgia (GaDOE, por sus siglas en inglés) recibió renuncias a diez requisitos de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés) de 1965, modificada por la Ley Que Ningún Niño se Quede Atrás (NCLB, por sus siglas en inglés) de 2001. La ley ESEA/NCLB requiere que los padres o tutores cuyos hijos asistan a una escuela del Título I sean notificados acerca de los logros académicos de la escuela así como de una designación de la escuela en virtud de la Renuncia de Flexibilidad de la ley ESEA de Georgia. El propósito de esta carta consiste en brindarle información adicional acerca de las opciones disponibles para su hijo en virtud de la Renuncia de Flexibilidad de la ley ESEA de Georgia y ayudarlo a comprender lo que la renuncia significará para usted y su hijo.

A partir del ciclo lectivo 2012-2013, el GaDOE hará la transición desde las designaciones escolares Necesita Mejorar (NI, por sus siglas en inglés) sobre la base de los informes del progreso anual adecuado (AYP, por sus siglas en inglés) a las designaciones de Escuelas con Reconocimiento, Prioridad, Enfoque y en Alerta sobre la base de las formulas de la Renuncia de Flexibilidad de la ley ESEA. Las escuelas del Título I ahora implementarán programas e intervenciones específicas sobre la base de su condición de Reconocimiento, Prioridad, Enfoque y Alerta. Asimismo, la Renuncia de Flexibilidad de la ley ESEA del GaDOE describe el nuevo Sistema Único de Responsabilidad Estatal de Georgia, el Índice de Rendimiento en la Preparación de Carreras Técnicas y Universitarias (CCRPI, por sus siglas en inglés). El CCRPI funcionará como un boletín de calificaciones integral para todas las escuelas de Georgia. El sistema estatal le brindará a los padres, alumnos, maestros y familias una imagen más completa e integral acerca de en qué áreas una escuela o distrito está cumpliendo con las expectativas de rendimiento y en cuáles no.

La Renuncia de Flexibilidad de la ley ESEA de Georgia también eliminó los Servicios de Educación Suplementaria (SES, por sus siglas en inglés) y la Opción de Escuela Pública (Opción). Sin embargo, las escuelas designadas como con Prioridad o Enfoque

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deberán implementar y desarrollar Programas de Aprendizaje Flexible (FLP, por sus siglas en inglés) para los alumnos elegibles a partir de junio de 2012. Las Escuelas en Alerta también pueden implementar y desarrollar FLP si eligen hacerlo. La Renuncia de Flexibilidad de la ley ESEA de Georgia brinda una mayor flexibilidad para el diseño de un FLP que se ajuste a las necesidades de las escuelas. Como resultado, las escuelas identificadas tendrán la capacidad para atender a más alumnos que necesiten un apoyo académico adicional.

A pesar del progreso de nuestros alumnos, Georgia School for the Deaf fue designada como una Escuela con Prioridad en virtud de la Renuncia de Flexibilidad de la ley ESEA de Georgia para el ciclo lectivo 2013-14. Esta designación se basó en los datos de la evaluación de 2011 y nuestra escuela mantendrá esta designación por tres años.

Las Escuelas con Prioridad son aquellas escuelas del Título I que se encuentran dentro del 5% más bajo de las escuelas del Título I en el estado sobre la base del logro del grupo Todos los Alumnos en términos de dominio de las evaluaciones estatales y que han demostrado una falta de progreso en dichas evaluaciones durante varios años en el grupo Todos los Alumnos; aquellas escuelas secundarias que participan en el Título I o que son elegibles para el Título I con una tasa de graduación por debajo del 60 por ciento durante varios años; o bien, aquellas escuelas de Nivel I o Nivel II en virtud del programa de Subsidios para el Mejoramiento Escolar (SIG, por sus siglas en inglés) que utilizan los fondos del SIG para implementar un modelo de intervención para las escuelas.

Georgia School for the Deaf examinó los exámenes siguientes para determinarla estructura y las necesidades para nuestro FLP: Prueba de competencia del criterio referido (CRCT) y la misma CRCT-M (modificado), también la prueba al fin de clase (EOCT). Las analizamos por el año escolar, 2012 y 2013. Según el análisis de los datos, la lectura y las matemáticas son los áreas de debilidad.

Como una Escuela con Prioridad, trabajaremos en conjunto con los padres/tutores, nuestra comunidad y la oficina de nuestro distrito escolar para desarrollar un plan de transformación escolar que implementará intervenciones a fin de responder a las necesidades específicas de los alumnos de nuestra escuela. Para tratar estas áreas, hemos creado un sistema de apoyo que incluye lo siguiente:

- Los estudiantes están asignados una clase más de lectura por una hora adicional, el lunes hasta el jueves y la asignación está basado en los resultados del examen de lectura que se llama la prueba, STAR. Los maestros han recibido entrenamiento en el protocolo que incluye estudiar vocabulario siguiendo las estrategias de Fairview y estrategias de comprensión, usando lecturas guiadas. Centros de actividades de aprendizaje seguirán mientras el maestro lee uno a uno con individualmente.
- Además, los estudiantes al nivel 3, quienes luchan con la lectura y/o la matemática, recibirán 30 minutos más de intervención. Estarán identificados por los resultados de

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las pruebas de lectura y matemática STAR. Grupos de 5, al máximo, tendrán más apoyo usando programas basados en investigaciones. Cuatro veces al año, los estudiantes tomarán esas pruebas, STAR, para identificar si hay cambios de clases necesarios, según los datos de los exámenes.

Una parte importante del éxito del plan para Georgia School for the Deaf es la participación y el apoyo de los padres al desarrollar actividades para mejorar el rendimiento del alumno. Esperamos que, como padre/tutor, usted pueda participar en las iniciativas de mejora de nuestra escuela mientras continuamos controlando el rendimiento del alumno y fijando expectativas más altas. Si está interesado en participar en el desarrollo de las iniciativas de mejora de nuestra escuela, comuníquese con contact contact Leslie Jackson, Principal at 706-777-2200 (phone), 866-937-2059 (videophone) or lejackson@doe.k12.ga.us (e-mail).

Muchas gracias por todo lo que hace para apoyar la educación de su hijo.

Atentamente,

Leslie Jackson
Directora

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Title II

The Title II–A Equity Plan is to ensure that every student, regardless of socio-economic background and learning needs, receives equitable opportunities to achieve challenging state content and academic achievement standards.

When considering the school's equity the school should develop a plan based on:

- **Written Needs Assessment**

- ☐ Comprehensive needs assessment utilizing multiple data sources.

- **Stakeholder Involvement**

- ☐ Personnel, parents, community leaders and organizations.

- **Highly Qualified Teachers and Paraprofessionals**

- ☐ Are all teachers and paraprofessionals in core content areas “highly qualified” and effective?

- **Teacher Experience and Effectiveness**

- ☐ Do all grade levels and content areas have highly effective teachers as measured by the school's teacher assessment process?
- ☐ Does the school have a mentoring program for new teachers to the school?

- **Meeting the Diverse Needs of All Students**

- ☐ Does the school have a written plan identifying whether or not teachers meet the diverse needs of students, and is implementation of this plan regular procedure?
- ☐ What types of professional learning adds to their skills of addressing diversification?
- ☐ What measures are in place to monitor implementation of professional learning to ensure that all teachers are identified as effective in meeting the diverse needs of students?
- ☐ Do the schools provide for professional learning to address the culture/s of the students that they are responsible for educating, and does the professional learning address strategies that will build on the students' strengths?
- ☐ Does the school, through collaboration with Title I and Title II, Part A, develop good communications with parents, provide for increased parent involvement activities, and provide opportunities for teachers and administrators to interact with the parents of their students to enhance their knowledge of cultural values, traditions, and goals of the students they educate?

- **Retention**

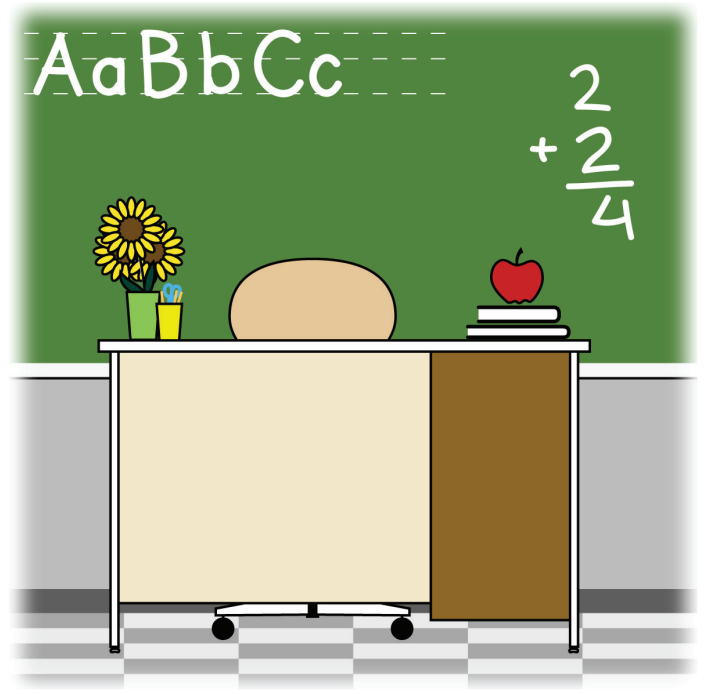
- ☐ Does the school have a plan in place to reward and retain “highly qualified” and effective teachers?

- **Recruitment**

- ☐ Are principals trained annually on the requirements of Title II, Part A?
- ☐ Are all teachers in all schools assigned to content areas for which they were “highly qualified?”
- ☐ Does the school have a written plan for placement of highly qualified, effective teachers to improve or maintain equivalent teacher experience at all grade levels and in all content areas?
- ☐ Is implementation of this plan regular procedure in your school?



Non-Highly Qualified Teacher Parent Notification Requirements



LEAs are required to notify parents if a teacher who is not “highly qualified” is teaching their child a core academic content course.

Parental notification is required if a teacher who is not “highly qualified” (including one or multiple long-term substitute teachers) teaches their child for four consecutive weeks or more.

Parental notification is not required for teachers who are not the teacher of record for core academic subjects.

Parental notification is not required for paraprofessionals who are not “highly qualified.”

The parent notification requirement applies to teachers who teach core academic content subjects in Title I and Non-Title I schools and programs.

Parents must be notified via standard mail.



State Schools District

Social Workers

Our State Schools Social Workers provide important services to our students and their families. They provide comprehensive school social work services to parents, students and school staff, addressing barriers that limit a student from receiving full benefit from their educational experience.

They also respond to referrals from school administration, parents, teachers, and others by providing direct services and by assisting families in accessing appropriate community resources.

Social workers may:

- Review student records to identify previous barriers and/or interventions;
- Interview students and parents to discuss issues related to non-attendance and develop a plan of action;
- Assist the school in following school board regulations for excessive absences and truancy; attend student support team meetings;
- Develop and implement professional development training for educational staff and parents, as requested;
- Provide individual and/or group counseling in response to schoolwide crises;
- Respond to referrals requesting verification of residence;
- Conduct home visits as a method to access the family and conduct interviews in response to school referrals;
- Maintain an ongoing liaison with community agencies and other resources to meet student needs; refers parents and student to agencies when appropriate.



Dona Harris

Social Worker/ PIC
Atlanta Area School for the Deaf

890 North Indian Creek Dr.
Clarkston, GA 30021
404-298-3613 (Office)
404-348-8418/866-639-2821 (VP)
404-299-4485 (Fax)
dona.harris@doe.k12.ga.us



Rosemary Knight-Snowden

Social Worker, TVI
Georgia Academy for the Blind

2895 Vineville Ave.
Macon, GA 31204
478-752-1854 (Office)
478-752-1745 (Fax)
rknight@doe.k12.ga.us



Giselle McAllister

Social Worker/Homeless Liaison
Georgia School for the Deaf

232 Perry Farm Rd. SW
Cave Spring, GA 30124
706-777-2200 (Office)
866-761-1782 (VP)
glopez@doe.k12.ga.us

The State Schools Social Workers are on site at each school and are available as a resource to our families. If you have any questions, these essential members of our staff can be reached during school hours, Monday through Friday.



McKinney-Vento Homeless Assistance Act

PURPOSE

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

“HOMELESS CHILDREN AND YOUTH” DEFINED

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - ▶ sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
 - ▶ living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - ▶ living in emergency or transitional shelters;
 - ▶ abandoned in hospitals; or
 - ▶ awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

The program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.), (McKinney-Vento Act). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

To find more resources regarding this program, visit www.gadoe.org and search “McKinney-Vento.”



Homeless Children and Youth District Policy

Adopted as District Policy July 1, 2012

Purpose

To ensure that each homeless student has equal access to the same, free, appropriate public education, including a public preschool education, as provided to other eligible deaf and hard-of-hearing students.

Applicability

This policy applies to the Division of State Schools.

Definition

The McKinney-Vento Homeless Assistance Act (Act), 42 U.S.C. § 11434a (2) et. seq., defines homeless students as those who lack a fixed, regular and adequate nighttime residence.

Policy

Homeless children and youth will have access to education and other services needed to have an opportunity to meet the same state student academic achievement standards to which all students are held.

General Provisions

A. IDENTIFICATION OF HOMELESS STUDENTS:

The McKinney-Vento Homeless Assistance Act (Act), 42 U.S.C. § 11434a (2) et. seq., defines homeless students as those who lack a fixed, regular and adequate nighttime residence. This includes:

a. Children and youth who:

- (1) Share the housing of other persons due to the loss of housing, economic hardship, or a similar reason;
- (2) Live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- (3) Live in emergency or transitional shelters;
- (4) Are abandoned in hospitals; or
- (5) Are awaiting foster care placement.





Complaint Procedures Under the Elementary Secondary Education Act of 1965 (ESEA)

Grounds for a Complaint

Any individual, organization or agency ("complainant") may file a complaint with the Division of State Schools if that individual, organization or agency believes and alleges that the school is violating a Federal statute or regulation that applies to a program under the Elementary Secondary Education Act of 1965. 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 systemic or ongoing.

Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part B, Subpart 3: Even Start Family Literacy
3. Title I, Part C: Education of Migrant Children
4. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
5. Title I, Part F: Comprehensive School Reform
6. Title II, Part A: Teacher and Principal Training and Recruiting fund
7. Title II, Part D: Enhancing Education Through technology
8. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
9. Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
10. Title IV, Part A, Subpart 2: Community Service Grants
11. Title IV, Part B: 21st Century Community Learning Centers
12. Title V, Part A: Innovative Programs
13. Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
14. Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
15. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
16. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children.

Filing a Complaint

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

1. A statement that the school, agency or consortium of agencies has violated a requirement of a Federal statute or regulation that applies to an applicable program;

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2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and
7. The address of the complainant.

There are three options to send a complaint.

Mail: Georgia Department of Education
Dr. Kenney Moore, Director
Suite 1758 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, Georgia 30334

E-mail: kemoore@doe.k12.ga.us

Fax: [770-302-0915](tel:770-302-0915)

Investigation of Complaint

Within ten (10) days of receipt of the complaint, the Division of State Schools Director or his or her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date the Department received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which the School may investigate or address the complaint; and
4. Any other pertinent information.

Appropriate staff will review the information and determine whether:

1. Additional information is needed;
2. An on-site investigation must be conducted;
3. Other measures must be taken to resolve the issues raised in the complaint; or
4. A Letter of Findings can be issued. If additional information or an investigation is necessary, the school (AASD) will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included. Either the 30-day or the 60-day timelines outlined above may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

Right of Appeal

If an individual, organization or agency is aggrieved by the final decision of the Division of State

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Schools, that individual, organization or agency has the right to request review of the decision by the United States Secretary of Education. The review is at the Secretary's discretion. For complaints filed pursuant to Section 9503 (20 U.S.C. §7883, complaint process for participation of private school children), a complainant may appeal the Department's decision to the United States Secretary of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the Department's decision and include a complete statement of the reasons supporting the appeal.

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Family Resources

Parent & Student Rights, Special Education & More

- ✓ **Americans with Disabilities Act:** www.ada.gov
- ✓ **Center for Leadership in Disability – GA State University:** disability.publichealth.gsu.edu
- ✓ **U.S. Department of Education:** www.ed.gov or call 1-800-USA-LEARN
- ✓ **Homework or school project assistance:** <http://free.ed.gov>
- ✓ **More resources for homework or school projects** with state education standards: www.smithsonianeducation.org/educators
- ✓ **FERPA:** www.ed.gov/policy/gen/guid/fpco/ferpa/parents.html
- ✓ **Food Pyramid:** www.mypyramid.gov/kids/index.html
- ✓ **Georgia Department of Education:** www.gadoe.org
- ✓ **Georgia Family Connection Partnership:** www.gafcp.org
- ✓ **Georgia Parent Mentor Partnership:** www.parentmentors.org
- ✓ **Parent to Parent of Georgia:** www.p2pga.org
- ✓ **President’s Council on Physical Fitness and Sports, President’s Challenge:** http://fitness.gov/home_pres_chall.htm
- ✓ **Schools:** <http://nces.ed.gov/globallocator>
- ✓ **Special Education:** www.ed.gov/about/offices/list/osep/index.html?src=mr
- ✓ **State education agencies:** <http://wdcrobcolp01.ed.gov/Programs/EROD>
- ✓ **Strengthening Families:** www.strengtheningfamilies.net
- ✓ **Title I:** www.ed.gov/programs/titleiparta/parentinvguid.doc

Georgia Learning Resources System (GLRS)

The Georgia Learning Resources System (GLRS) is a network of 17 regional programs that provide training and resources to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, and post-secondary success of students with disabilities. The programs are funded by the Georgia Department of Education, Divisions for Special Education Services and Supports, and are operated in collaboration with Regional Educational Service Agencies and local school districts that serve as fiscal agents for the programs. GLRS programs are funded entirely with federal discretionary funds made available through the Individuals with Disabilities Education Improvement Act (IDEA).

To locate the contact information for YOUR Learning Resource System, visit the Georgia Department of Education website and search for “Georgia Learning Resources System.” A list of contact information for each region can be found on the right-hand side of the page. The web address is www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia-Learning-Resources-System.aspx.

Early Childhood

- ✓ **Babies Can't Wait:** dph.georgia.gov/Babies-Cant-Wait
- ✓ **Georgia PINES:** www.gapines.info/
- ✓ **Good Start, Grow Smart:** www.nccic.org/pubs/goodstart
- ✓ **Head Start Programs:** <http://www.acf.hhs.gov/programs/ohs>
- ✓ **Healthy Start, Grow Smart:** www.ed.gov/parents/earlychild/ready/healthystart
- ✓ **PBS Parents:** <http://www.pbs.org/parents/>
- ✓ **Ready to Learn Television:** <http://www.ed.gov/category/program/ready-learn-television-program>

College Readiness

- ✓ **Advanced Placement:** www.collegeboard.com/student/testing/ap/about.html
- ✓ **Academic Competitiveness Grants:** studentaid.ed.gov/PORTALSWebApp/students/english/AcademicGrants.jsp
- ✓ **College Locator:** <http://nces.ed.gov/ipeds/cool>
- ✓ **Early College High School Initiative:** www.earlycolleges.org
- ✓ **Federal Student Financial Aid:** www.fafsa.ed.gov
- ✓ **National Assessment of Educational Progress sample questions:** nces.ed.gov/nceskids/eyk/index.asp?flash=true
- ✓ **National SMART Grants:** www.studentaid.ed.gov/PORTALSWebApp/students/english/SmartGrants.jsp
- ✓ **Upward Bound/TRIO:** www.ed.gov/programs/trioupbound/index.html

Families & Education

- ✓ **Georgia Department of Education Parent Page:** www.gadoe.org/External-Affairs-and-Policy/Ask-DOE/Pages/Parents.aspx
- ✓ **Georgia Department of Education Student Page:** www.gadoe.org/Pages/students.aspx
- ✓ **NASP Families:** www.nasponline.org/families/index.aspx

Literacy

- ✓ **Accessible Materials Project:** www.youtube.com/AMPresources
- ✓ **Free Rice:** freerice.com/#/english-vocabulary/1548
- ✓ **Georgia Pathway for Literacy and Language:** www.georgialiteracy.org/
- ✓ www.hubbardscubbard.org/
- ✓ **Renaissance Place:** <https://hosted175.renlearn.com/49978/default.aspx>
- ✓ **USA Test Prep:** www.usatestprep.com

Deaf/Hard of Hearing

- ✓ **Accessible Materials Project:** www.youtube.com/AMPresources
- ✓ **Atlanta Area School for the Deaf:**
- ✓ **American Sign Language Resources**
 - ASL Nook: aslnook.com/
 - ASL Pro: www.aslpro.com/
 - ASL Video Dictionary and Inflection Guide: www.ntid.rit.edu/dictionary/
 - embe Outreach: www.needsoutreach.org/
 - www.handspeak.com/: online ASL video dictionary
 - Lifepoint: www.lifepoint.com/
 - Signing Savvy: www.signingsavvy.com/
 - Visual Language & Visual Learning (VL2): vl2.gallaudet.edu/
- ✓ **Center for Accessible Technology in Sign (CATS):** <http://www.cats.gatech.edu/>
- ✓ **E-Peachy News:** www.epeachynews.org
- ✓ **Gallaudet University:** www.gallaudet.edu
- ✓ **Georgia Advocacy Office:** thegao.org/
- ✓ **Georgia Association of the Deaf:** www.gadeaf.org
- ✓ **Georgia Council for the Hearing Impaired (GACHI):** www.gachi.org
- ✓ **Georgia Hands and Voices:** www.gahandsandvoices.org
- ✓ **Georgia Interpreting Services Network (GISN):** www.gisn.info/
- ✓ **Georgia Pathway for Literacy and Language:** www.georgialiteracy.org/
- ✓ **Georgia Relay:** www.georgiarelay.org/
- ✓ **Georgia School for the Deaf:** www.gsdweb.org
- ✓ **Georgia Sensory Assistance Project:** education.gsu.edu/georgiadeafblindproj/
- ✓ **National Association of the Deaf:** www.nad.org/
- ✓ **Registry of Interpreters for the Deaf:** www.rid.org/
- ✓ **Universal Newborn Hearing & Screening:** dph.georgia.gov/universal-newborn-hearing-screening-unhsi

Blind/Low Vision

- ✓ **American Printing House for the Blind (APH):** www.aph.org
- ✓ **Access World Magazine:** www.afb.org/aw/main.asp
- ✓ **American Foundation for the Blind (AFB):** www.afb.org
- ✓ **Association for Education and Rehabilitation of the Blind & Visually Impaired (AER):** www.aerbvi.org
- ✓ **Audible.com:** www.audible.com
- ✓ **Blind Readers' Page:** blindreaders.info/
- ✓ **Bookshare.org:** www.bookshare.org/
- ✓ **Braille Repair Information:** http://gimc.org/braille_repair.htm
- ✓ **Career Connect:** www.afb.org/section.aspx?FolderID=2&SectionID=7
- ✓ **Center for the Visually Impaired:** <http://www.cviga.org/>
- ✓ **Eye Conditions:** www.allaboutvision.com
- ✓ **EyeMDLink.com:** www.allaboutvision.com/
- ✓ **Fred's Head Database:** www.fredshead.info

Blind/Low Vision

- ✓ **Free Matter Postal Rules:** pe.usps.com/text/imm/imm2_031.htm
- ✓ **Georgia Academy for the Blind:** www.gabmacon.org
- ✓ **Georgia Council of the Blind:** georgiacounciloftheblind.org/
- ✓ **Georgia Organization of Parents of Blind Children:** www.gopbc.org/
- ✓ **Georgia PINES:** www.gapines.info/
- ✓ **Georgia Project for Assistive Technology (GPAT):** www.gpat.org
- ✓ **Georgia Sensory Assistance Project:** education.gsu.edu/georgiadeafblindproj/
- ✓ **Helen Keller Services for the Blind:** www.helenkeller.org
- ✓ **I Can See Bookstore:** www.braillebookstore.com/
- ✓ **Index of Blindness Related Email Lists:** www.hicom.net/~oedipus/blist.html
- ✓ **InfoEyes:** www.infoeyes.org/
- ✓ **International Braille Book Library:** www.perkins.org/resources/scout/literacy-and-braille/sources-of-braille-books.html
- ✓ **Learning Ally - Formerly Recordings for the Blind and Dyslexic (RFB&D):** www.learningally.org/
- ✓ **Lekotek of GA:** www.lekotekga.org/
- ✓ **Music Educators Network f/t Visually Impaired:** menvi.org/
- ✓ **National Braille Association:** www.nationalbraille.org/
- ✓ **National Eye Institute:** www.nei.nih.gov/
- ✓ **National Federation of the Blind:** nfb.org/
- ✓ **National Library Services for the Blind (NLS):** www.loc.gov/nls/index.html
- ✓ **Project Gutenberg:** www.gutenberg.org/
- ✓ **Savannah Center for the Blind and Low Vision:** www.sabinc.org
- ✓ **Texas School for the Blind:** www.tsbvi.edu/
- ✓ **Tools for Life - Georgia:** www.gatfl.org/
- ✓ **Wonder Baby:** www.wonderbaby.org/

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- ✓ **Advanced Placement:** www.collegeboard.com/student/testing/ap/about.html
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