



STREAMLINED CONSOLIDATED LEA IMPROVEMENT PLAN (S-CLIP)



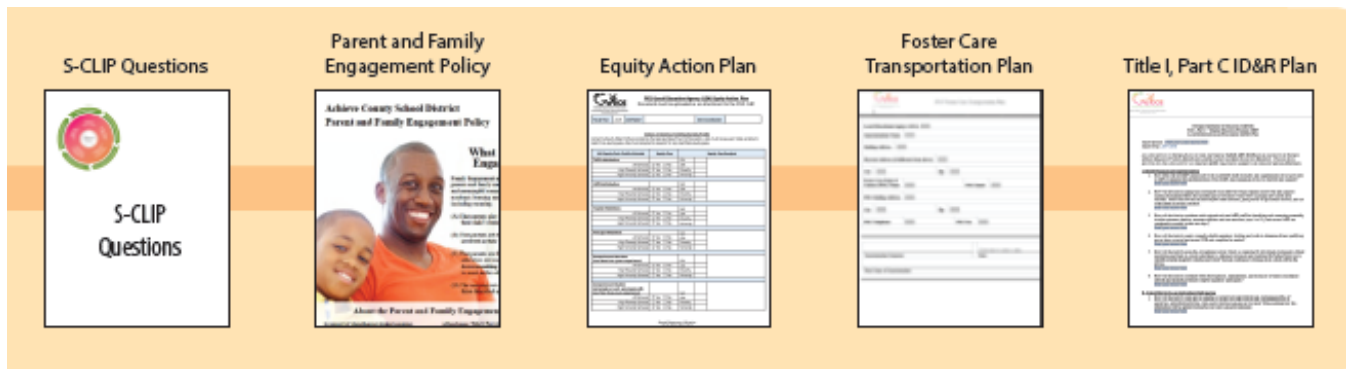
DISTRICT NAME: City Schools of Decatur

DISTRICT TEAM LEAD: Willie Washington

FY24 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA completes and submits the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA’s completed application submission under the S-CLIP includes the following:



ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

City Schools of Decatur (CSD) is a public charter school system in DeKalb County, GA. The District has approximately 5,800 students enrolled from birth - 12th grade. CSD has ten schools and two programs: one early childhood learning center, five K-2 lower elementary schools, two 3-5 upper elementary schools, one middle school, one high school, a career academy, and a virtual academy. CSD has a graduation rate of 96.6%. Visit <https://www.csdecatur.net> for more information.

The Board of Education charged the CSD Superintendent to lead the district in developing a new strategic plan in January 2022. The plan was developed with intentional inclusion of all stakeholder groups while centering historically marginalized voices throughout the process. School and district leadership helped lead these holistic and intentionally inclusive efforts.

CSD, the leadership and entire community worked to develop the All In Decatur: City Schools of Decatur's five-year strategic plan to bring out the best in CSD students, educators, families, and city through outstanding, inclusive public education. The CSD Board of Education adopted and approved the plan at their March 14 meeting.

This plan is community-inspired, student-centered, and equity-focused. It encompasses and impacts everyone and its successful execution will require everyone in the community to learn, teach, and lead.

All In Decatur was developed through a year-long, intentional, and holistic process led by school and district leadership. The plan is rooted around four key strategic accelerators that leverage the strengths of the CSD community to improve CSD's areas of growth, while also taking advantage of the many opportunities in the community:

1. Building and Sustaining an Engaging and Inclusive Culture
2. Organizational Effectiveness and Excellence
3. Cultivating and Retaining Quality Professionals
4. Success for Students in All Areas

The strategic plan recenters CSD on students and the whole student development. CSD is weaving equity into the fabric of everything across the district; equity is no longer an isolated initiative.

CSD is reimagining what school looks like to meet the needs of ALL students. The plan allows for changing how the day looks, internships, and includes a laser focus on ensuring every student is a skilled reader by the end of third grade. Inclusion for all students is central to these efforts. CSD is creating a space where every student, regardless of grade level, race, gender identity, ability level, or interests, will feel included and feel like they belong.

Three core beliefs focused the work:

1. Whole Learner Development - CSD is committed to ensuring the social, emotional, cognitive growth, and mental health of each student. We also believe that our schools must unearth the gifts and talents of our students while adjusting to the needs of our students rather than forcing our students to adjust to the system.
2. No Learner Marginalized - When we say ALL, we mean ALL, with a deliberate focus on investing in students of color who have been historically marginalized the most. CSD will serve as a national model for anti-marginalization and systemic equity.
3. Future Driven - CSD recognizes that the current school model was born out of the 20th Century industrial education model and that those practices and skills need to be updated. We continually ask, Are we preparing students for "our past" or "their future"?

Implementation of All In Decatur began immediately upon Board approval of the plan. Regular updates on the progress being made toward the implementation of this community-inspired, student-centered, and equity-focused strategic plan will occur during regularly scheduled Board meetings or work sessions in November 2023, February 2024, May 2024, and August 2024. Ongoing updates can be found here, <https://www.csdecatur.net/strategicplan>.

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

The Community-Inspired, Student-Centered, and Equity-Focused Strategic Plan was developed over the course of a year with the intentional inclusion of all stakeholder groups while centering historically marginalized voices throughout the process. After the Board completed its self-assessment in February of 2022, they charged the superintendent to lead the district in developing a new strategic plan. The Board then selected Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) to facilitate the design of the new plan. In September 2022, stakeholders participated in several opportunities, including a Community Engagement Meeting and Community Survey, to provide feedback on CSD's strengths, opportunities, weaknesses, and threats (SWOT Analysis.) In October, the Planning Team convened to review the data from the SWOT analysis to build the strategy map. Then in November 2022, the Action Team met to begin the development of performance measures, initiatives, and action steps. The Action Team met several times after their initial meeting to finalize the action steps to ensure the plan was ready for implementation for the start of the 2023-2024 school year. The Superintendent also met with a student advisory group throughout the process to review the plan and ensure the student perspective was at the forefront of the plan.

An essential component of developing the new strategic plan was taking an inventory of all current initiatives and prioritizing which initiatives should continue and which could be decommissioned. This analysis revealed that several initiatives already underway in CSD, such as PBIS, new ELA Curriculum Implementation in K-5, and changes in grading practices, are fundamental to the district's success. It was also determined that staff need additional time to fully adopt these initiatives before they can take on new initiatives. This realization was a key component as we set the timeline for new initiative adoption and implementation.

At all points in the process, the various groups/committees reviewed and analyzed academic and discipline data (disaggregated by subgroups). The key stakeholders who analyzed the data and used the data analysis to provide input on the draft included CSD staff, parent representation from multiple subgroups (i.e., parents of low income students, students with disabilities (SWD), Title I students, EL students, and children and youth experiencing homelessness), and members from community-based organizations. The analysis of the data and information obtained from these sessions was then used to further hone the goals and actions of the Strategic Plan.

Participants engaged in the process included representatives from:

- Decatur elected officials
- Decatur city officials (non-elected)
- Beacon Hill Alliance for Human Rights
- Decatur Education Foundation
- Residents of City of Decatur
- Neighborhood organizations
- Decatur Housing Authority
- Decatur Business Association
- Decatur Rotary (of which the Superintendent is a member)
- School PTAs

In the Spring 2023 after the Board approved the strategic plan, CSD hosted in person and virtual opportunities so that representatives from identified subgroups to review the previous CLIP document and provide attention to the needs of the identified subgroups. The district's process for community engagement typically includes communication in multiple ways (e.g., email, website, and flyers) to inform stakeholders of upcoming opportunities to provide feedback. The feedback is typically gathered through focus groups, online surveys, and paper surveys (were not utilized this year, but have been used in the past).

Note: Although CSD does not currently have students from all stakeholder groups (i.e., migratory children, neglected and delinquent, and at-risk students identified under Title I, Part D), the Strategic Planning Team reviewed and considered the needs of these subgroups. In addition, previously identified members of the focus groups reviewed and considered the needs of these subgroups.

3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:

- Problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
- Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

Response options (choose one or more):

Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or

Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving and submit with this template; or

Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.

In late 2022, stakeholders participated in several opportunities, including a Community Engagement Meeting and Community Survey to provide feedback on CSD's strengths, opportunities, weaknesses and threats (SWOT analysis.) The Planning Team convened to review the data from the SWOT analysis to build the strategy map. Then, the Action Team met to begin development of performance measures, initiatives, and action steps. The Action Team met several times after their initial meeting to finalize the action steps to ensure the plan was ready for implementation for the start of the 2023-2024 school year. The Superintendent also met with a student advisory group throughout the process to review the plan and ensure the student perspective was at the forefront of the plan.

The Strategic Planning Teams analyzed student achievement data and discipline data and the root causes to identify four key strategic accelerators. CSD Leadership ensured along the way to maintain alignment between the strategic accelerators and GaDOE's Systems of Continuous Improvement (i.e., instructional systems, professional capacity, effective leadership, supportive learning environment, and family and community engagement).

Strategic Accelerators:

To achieve the ambitious outcomes, in collaboration with the community, CSD identified four key strategic accelerators that leverage the District's strengths to improve the areas of growth while also taking advantage of the many opportunities in the community. The strategic accelerators were also designed to take into account potential roadblocks so the District can navigate around them.

1. Success for Students in All Areas
2. Cultivating and Retaining Quality Professionals
3. Organizational Effectiveness and Excellence
4. Building and Sustaining an Engaging and Inclusive Culture

Trends in the district's historical achievement and discipline data were then used to develop SMART outcome-based goals for each strategic focus area. Lastly, the strategies and actions needed to achieve the SMART goals for each strategic focus area were developed, including clear leaders/owners of the strategies and actions. Benchmark measures (Priority Student Outcomes) were also developed to measure progress and ensure implementation.

Priority Student Outcomes are high-level outcomes crafted to intentionally keep the focus on students as the main purpose of all the work in CSD. For both priority student outcomes, CSD has developed additional incremental goals for the system to achieve that will build on each other to achieve the priority outcomes.

1. CSD will prepare all students to live healthy, self-sufficient lives, be life-long learners, participate in productive civic engagement, and feel fulfilled in their careers.
2. CSD will improve opportunities, access, and classroom environments for each student so all students can achieve high academic results, equitable representation in advanced classes, and equitable discipline outcomes.

Each school must ensure that the goals of the School Improvement Plan (SIP) are directly aligned to the goals of the District's Strategic Plan. Schools gather input/feedback on their SIPs from staff and parents annually. Progress towards the Strategic Plan and SIP goals will be annually. Connecting federal programs to root causes for the past three years has helped ensure effective collaboration in the development of goal statements, action steps, plans for implementation and monitoring, and possible local and federal funding sources.

- 4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), English Learners (EL), migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):

- Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.*
- Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.*
- Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.*

Student outcomes are the foundational and guiding principles for All In Decatur. To achieve priority student outcomes, CSD will cultivate scholars to become leaders in their community who live healthy, self-sufficient lives, become life-long learners, participate in productive civic engagement, and feel fulfilled in their careers. Additionally, CSD will improve opportunities, access, and classroom environments so all scholars can achieve high academic results, equitable representation in advanced classes, and equitable discipline outcomes.

Addressing the needs of the students who are not yet performing requires a whole-child, whole-school approach. Each Priority Student Outcome has major goals and subgoals to ensure that all students, including Economically Disadvantaged (ED), English Learners (EL), migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, have access to an equitable and quality education. Below is a description of the major goal areas and sub-goals for each Priority Outcome.

Priority Student Outcome One: CSD will prepare all students to live healthy, self-sufficient lives, be life-long learners, participate in productive civic engagement, and feel fulfilled in their careers.

Major Goal: Career fulfillment and self-sufficiency

Sub-Goals:

1. Each student will have the opportunity to explore career pathways and select career-focused course offerings starting in 3rd grade.
2. CSD will expand and enhance our CTAE Career Pathways resulting in 10 pathways with Industry Certification.
3. Every student will have the opportunity and access to earn 6 Carnegie Credits in middle school.

4. Every student will have the opportunity and access to participate in 10 hours of innovative work-based learning each year of high school.
5. Every CSD Graduate will develop a post-secondary career pathway plan.
6. All students will have the opportunity and access to participate in fine art courses every year.
7. All students will have the opportunity and access to develop proficiency in a world language.

Major Goal: Productive Civic Engagement

Sub-Goals:

1. All CSD students will have the opportunity and access to participate in service-learning and or volunteer work to better our community at least once each school year.

Major Goal: Healthy Lives

Sub-Goals:

1. All CSD students will practice self-reflection on how their culture, background, and racial identity impact their life journey while accepting, honoring, and valuing the culture, background, and racial identity of others to create an equitable and welcoming school climate.
2. All CSD students will practice self-reflection on how their culture, background, and racial identity impact their life journey while accepting, honoring, and valuing the culture, background, and racial identity of others to create an equitable and welcoming school climate.
3. Students will demonstrate social and emotional wellness.

Priority Student Outcome Two: CSD will improve opportunities, access, and classroom environments for each student so all students can achieve high academic results, equitable representation in advanced classes, and equitable discipline outcomes.

Major Goal: Achieve High and Equitable Academic Results

Sub-Goals:

1. By the end of 3rd grade, all students will be skilled readers.
2. All students will demonstrate growth in their reading and math skills from year to year.
3. The percentage of students in each student group meeting proficiency on EOG and EOC exams will be 90% or higher.
4. The percentage of students of color scoring levels 3 and 4 on GMAS will mirror the percentage of white students scoring levels 3 and 4.
5. All students will access a high-quality curriculum whose standards and curricular materials reflect culturally-sustaining educational equity.
6. CSD will continue increasing the percentage of students graduating in four years and maintain a graduation rate of 100% once attained.

Major Goal: Equitable Representation in advanced courses

Sub-Goals:

1. There will be equitable representation for each student group in all advanced courses.

Major Goal: Equitable Discipline Outcomes

Sub-Goals:

1. The number of days students are assigned ISS, and OSS will decrease by 5% overall each year, and there will not be a disproportionate number of students of color receiving ISS and or OSS.

To maximize impact, each School Improvement Plan is aligned to the strategic focus areas, meaning that each component of the SIPs also addresses the ESSA plan requirements for identifying and addressing the needs and achievement gaps of our lowest performing students.

Coordination of supplemental federally-funded services may be used to support the Strategic Plan for

economically disadvantaged, EL, migratory, homeless, children in foster care, children with disabilities, neglected and delinquent children in the following ways:

- creating and implementing tiered, coherent curriculum map
- utilizing consistent, standards aligned core materials in all classrooms.
- developing and implementing a comprehensive and consistent approach to assessment that is utilized for data based decision making.
- embedding culturally responsive resources and practices in every classroom.
- continuously evaluating and ensuring equitable programs, policies, and practices
- Develop cultural humility and shared organizational understanding of key concepts related to racial equity (e.g., implicit bias, structural and systemic racism, etc.). This will result in increased cross-cultural knowledge, engagement, and improved culture for students and staff.
- Build organizational capacity, skills, and competencies to engage and implement culturally relevant and responsive educator praxis and curriculum. This will result in increased use of culturally responsive, anti-racist instruction and curriculum, and increased student and staff self-efficacy regarding racially and culturally different interactions.
- Revise, increase, and ensure policy, practices, and procedures based in equity, cultural humility, and culturally responsive curriculum, that produces equitable outcomes for all students. This will result in increased recruitment and retention of teachers and administrators of color, the inclusion of equity as an evident and pervasive aspect of teacher and administrator evaluation and leader decision-making, and consistent review and revision of district policies and practices regarding equity.
- We will build staff and student capacity to prevent mental, physical, and behavioral health concerns using the following critical initiatives: Positive Behavior Intervention and Supports (PBIS); Restorative practices; Multi-tiered Systems of Supports (MTSS) for Behavior; Social Emotional Learning; Comprehensive School Mental Health integrative of a data-driven Counseling program and strengths-based School Social Work practices; Crisis Prevention and Intervention Programming
- Supplement in facilitating PL on providing additional parent and family engagement workshops on understanding the language of assessment and differentiation to empower parent advocacy.

4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):

Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or

Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or

Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.

To ensure that this strategic plan generates the promised student outcomes, district, and school leaders will follow the steps outlined in Building to Impact The 5D Implementation Playbook for Educators written by world-renowned educational improvement experts Arran Hamilton, Douglas Reeves, Janet Clinton, and John Hattie. Each phase, as outlined below, has an individualized timeline based on the initiative's scope. For example, some initiatives may need a full year in the discovery phase but progressing through the design phase could take more than a year. As the manager for each strategic accelerator progresses through the implementation phases, updates will be provided to the community and Board at District regularly scheduled strategic planning update meetings.

D1: Discover - Identify goals worth pursuing above all else, build a theory of the present, and agree on what success looks like.

D2: Design - Systematically examine the different options in the design space, selecting/designing a high-probability intervention, stress testing before launch, and developing a monitoring and evaluation plan. During this phase, we will also identify initiatives or programs we will STOP doing to make room for the new initiative or program.

D3: Deliver - Put our agreed-upon interventions and initiatives into action while we collect and monitor evaluation data. When appropriate, CSD will implement pilot programs to determine if the intervention or initiative will result in the intended outcomes before we scale up the initiative district-wide.

D4: Double-Back - Monitor and evaluate the delivery chain to decide where to go next in the 5D cycle. The data may necessitate moving forward to the next stage, or the data may cause us to go back to D1 to D2 or to stop the implementation altogether if the initiative or intervention isn't working.

D5: Double-up - Decide if the intervention or initiative will continue to be implemented and maintained at the same level or enhanced or if the initiative or intervention is ready to scale up with sustainability across the district.

As a part of the design process, CSD will review the use of its local and federal funds and coordinate services and support across all federal programs as a part of meeting applicable identified strategic accelerators and goals.

The CSD Board Theory of Action explicitly states that the Board will receive regular updates on the progress being made toward the implementation of ALL IN DECATUR, our Community-Inspired, Student-Centered, and Equity-Focused Strategic Plan. The following reporting schedule will occur during regularly scheduled Board meetings or work sessions in the month listed below.

- Quarter 1 Report - November 2022
- Quarter 2 Report - February 2023
- Quarter 3 Report - May 2023
- Quarter 4 Report - August 2024

CSD does not currently have any State and Federally identified schools (CSI and TSI) needing support. If however, at some future date CSD were to have any State and Federally identified schools (CSI and TSI), CSD would implement school improvement plans required by ESEA and ESSA to support goals and priorities identified for school improvement which would include:

- ensuring that all identified schools have conducted comprehensive needs assessments to create school improvement plans;
- provide evidence-based interventions based on strong, moderate, or promising evidence of a significant effect on improving student outcomes;
- monitor the effective implementation of and outcome effectiveness of these interventions;

- modify practices and policies that enable effective implementation of school improvement plans as appropriate.

4c. Federal Funding Options to be Employed by the LEA (select all that apply):

<input checked="" type="checkbox"/> Traditional Funding (all Federal funds budgeted separately)
<input type="checkbox"/> Fund 400 – Consolidation of Federal funds only
<input type="checkbox"/> Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal funds

If the LEA is consolidating federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	N/A
Title I, Part C	N/A
Title I, Part D	N/A
Title I, Part E (L4GA)	N/A
Title II, Part A	N/A
Title III, Part A, EL	N/A
Title III, Part A, Immigrant	N/A

Title IV, Part A	N/A
Title IV, Part B	N/A
Title V, Part B	N/A
Title I, 1003 (a)	N/A
Title IX, Part A	N/A
IDEA	N/A
Perkins V Grants	N/A

LEAs not consolidating funds must fill out Section 4d below. An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400 and Fund 150.

Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

Transfer from:	Allocation	Transfer to:
<input checked="" type="checkbox"/> Transfer Title II, Part A	<input checked="" type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Transfer Title IV, Part A	<input checked="" type="checkbox"/> 100% <input type="checkbox"/> Less than 100%	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title VB <input type="checkbox"/> Title ID

Note: If transferring 100% of Title II, Part A and/or Title IV, Part A, remove/deselect these as funding sources in Question 4d.

4d. Please check the activities that the district may include in its detailed program budgets for the LEA’s available funds. For a district that consolidates funds through Fund 400 or Fund 150, fill out the tables below only for those funds that are not being consolidated.

Coherent Instruction (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Curriculum for additional interventions	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional development to teach curriculum with fidelity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Multi-Tiered System of Supports (MTSS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Mid-year review process with each school	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Online programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Blended learning	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Data and evaluation team	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

<input type="checkbox"/> Early warning systems	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> College and career readiness preparation	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Full-day kindergarten	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Instructional materials	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Extended instructional time during the school year	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Instructional interventionist	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Behavior specialist	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Instructional coaches	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental tutoring	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Preschool Services	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Summer school	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Job-embedded professional learning	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Dual-concurrent enrollment programs/courses	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Career and technical education programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Supplemental curriculum and instructional materials/personnel	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Support for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Extended Learning Opportunities	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Technology	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Connectedness and Well-being/Programming	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Academic Based Field Trips	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Supportive Learning Environment (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Creating a culture of high expectations	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> School improvement (restructuring, reform, transformation, planning & design)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Bullying Prevention	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Home/school liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Home visit programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Assemblies (e.g., suicide prevention, bullying prevention, etc.)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent, family, and community engagement	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Family surveys	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Restorative justice programs	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building Parent Capacity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Building School Staff Capacity	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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<input checked="" type="checkbox"/> Continuous communication and meaningful consultation with parents and family members	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> School-Based Mental Health	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Family and Community Engagement (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Non-academic support (socioeconomic/emotional/cultural)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Dropout prevention and student re-engagement	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Family literacy	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> College and career awareness preparation	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Positive Behavioral Interventions and Supports (PBIS)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Services to facilitate transition from preschool	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Support for children and youth experiencing homelessness	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Classes for parents and families (e.g., ESL, GED, citizenship, parenting, etc.)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Internet safety	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Community liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Parent liaison/family engagement coordinator	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Welcome center/community school centers	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Child care for parent engagement events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Back-to-school kick-off	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> PD for family engagement liaisons	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Homeless liaison	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input checked="" type="checkbox"/> Efforts to reduce discipline practices that remove students from the classroom	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Career and technical education (CTAE) programs	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Academic Parent-Teacher Teams (APTT)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Interventions and Supports for Behavior	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Childcare/transportation for Parent, Family, and Community classes/programs/events	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Transition programs for Pre-K	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

Professional Capacity (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Differentiated, job-embedded professional learning opportunities	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Professional Development provided by school or district staff	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Recruit and retain effective educators	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Teacher advancement initiatives	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input type="checkbox"/> Improvement of teacher induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement
<input checked="" type="checkbox"/> Conference attendance (registration, travel, etc.)	<input checked="" type="checkbox"/> Title IA <input type="checkbox"/> Title IC <input type="checkbox"/> Title IIA <input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Title ID <input type="checkbox"/> Title IA School Improvement

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<input type="checkbox"/> Curriculum specialists	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Improvement of teacher or other school leader induction program(s)	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Preparing and supporting experienced teachers to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Preparing and supporting experienced principals to serve as mentors	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

Effective Leadership (Choose all that apply from the suggested list below.)

<input checked="" type="checkbox"/> Leadership Development	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Improvement Planning Development	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Safety and Security Training	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Training for monitoring and evaluating interventions	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input checked="" type="checkbox"/> Leadership Conference Attendance	<input checked="" type="checkbox"/> Title IA <input checked="" type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input checked="" type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input checked="" type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA
<input type="checkbox"/> Other	<input type="checkbox"/> Title IA <input type="checkbox"/> Homeless	<input type="checkbox"/> Title IC	<input type="checkbox"/> Title IIA <input type="checkbox"/> Title ID	<input type="checkbox"/> Title IIIA <input type="checkbox"/> Title IA School Improvement	<input type="checkbox"/> Title IVA <input type="checkbox"/> Title VB <input type="checkbox"/> IDEA

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?

Yes No

[ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
 - for all teachers (except Special Education service areas in alignment with the student’s individualized education program(IEP)), or
 - for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]

Under Georgia Charter or Strategic Waiver flexibility to waive certification [O.C.G.A. 20-2-80, 20-2-2065, ESSA Sec. 1112(e)(1)(B) (ii)] the City Schools of Decatur has the ability to waive certification. For FY24, this practice is one that will be used in extremely rare circumstances as CSD prefers to have fully

certified teachers. However, given state and national teacher shortages, CSD may need to utilize its Charter Waiver for content area teachers grades P-12, CTAE or Vocational teachers, Gifted teachers, and Special Education teachers as indicated below.

In compliance with Georgia State Board Rule (O.C.G.A. §20-2-200, SBOE Rules 160-4-9-.05, 160-5-1-.33), CSD district special education teachers who issue grades must hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.). CSD may waive special education content certification for all special education teachers teaching small group courses (considered to be the teacher of record for the students).

- Part 3 - If the LEA waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: bachelor's degree, content assessment, coursework, field experience, etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]

In situations in which CSD may waive certification as indicated above for P-12 content area teachers, CTAE teachers or vocational teachers, Gifted teachers, and some Special Education teachers, CSD will use the following criteria:

- P-12 content area teachers must hold a Bachelor's degree or higher from a GaPSC accepted, accredited institution of higher education in the subject area assigned and they must pass the state approved assessment for their content area (GACE) in the grade level and subject area assigned.

- CTAE or Vocational teachers must hold a bachelor's degree and related in-field industry work experience is required. Related in-field industry experience is defined by the GaPSC as having at least two years of occupational work experience in the area of specialization. CSD will use the prescribed GaPSC in-field industry experience minimums.

- Gifted teachers must hold a bachelor's degree or higher from a GaPSC accepted, accredited institution of higher education.

- Special Education teachers teaching small group courses (considered to be the teacher of record for the students), must hold a Bachelor's degree or higher from a GaPSC accepted, accredited institution of higher education in the subject area assigned and they must pass the state approved assessment for their content (GACE) in the grade level and subject areas assigned.

For these eligible candidates, an appropriate non-renewal or permit certificate will be requested.

6. Describe how the district will meet the following IDEA performance goals:

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities (SWD); What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?

Include:

- Description of your district's procedures
- Specific professional learning (PL) activities
- Plan to monitor implementation with fidelity

The City Schools of Decatur (CSD) continues to provide high quality special education and related services to students with disabilities (SWDs) at all grade levels.

Based on the 2021-2022 Annual Performance Summary data, CSD has a 90.63% district rate for percent of youth with IEPs graduating from high school with a regular diploma; 4 year adjusted cohort rate. This graduation rate is 19.08% higher than the LEA's Target. This is consistent with previous years during which CSD has consistently had a graduation rate for SWD above 90%. Additionally, per the same data source, CSD's percent of youth with IEPs dropping out of high school is 6.25% which is significantly under the State Target of 21.56%. Additionally, CSD's assessment data shows that the Percentage of students with disabilities in high school who participated in statewide assessment (RELA) is 92.11% which is just below (by 2.89%) the LEA/SEA Target of $\geq 95\%$ and that CSD's Percentage of students with disabilities in high school who participated in statewide assessment (Math) is 95.45% which is just above the LEA/SEA Target of $\geq 95\%$. CSD is consistently under the 1% GAA participation requirement. We do know that CSD is not categorized as a Georgia "Student Success district."

Based on the 2021-2022 APR data, CSD also met several compliance indicators at or surpassing the expected targets. Indicator 13 - Secondary Transition - Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals with evidence that the student was invited to the IEP Team meeting where transition services was not reassessed in 2019-2020; however, based on the last time this indicator was assessed, CSD met the Target at 100%. Indicator 14 data for FY 22 also confirms that CSD has surpassed all state targets in the areas including 14A - enrolled in higher education within one year of leaving high school (surpassed at 57.58%) and 14B - enrolled in higher education or competitively employed within one year of leaving high school (surpassed at 75.76%). The district met the Target on Indicator 14C - enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school at 96.97%.

One of the activities CSD is doing to maintain and continue to improve the graduation rate, including school completion, school-age transition, and post-secondary transition is that CSD has increased staffing at the high school by adding a Special Education Transition Teacher/Specialist to work specifically with SWDs in securing meaningful vocational/career experiences. The Special Education Transition Teacher/Specialist facilitates weekly or bi monthly community-based instruction (CBI) opportunities for SWDs (frequency varies due to factors that can vary and impact the trip – examples include student conduct and weather for walking field trips). CBI is done bimonthly due to the student’s schedule and their behavior. Students have visited Kroger, Decatur Presbyterian Church, CVS Pharmacy, Dairy Queen, and Oakhurst Elementary to explore and work on employability skills. Community-Based Instruction’s main purpose is to provide training to students in a natural community environment to live, work, and recreate as independently as possible. Although the district has seen an overall reduction of trips due to COVID-19, the district has all intentions to continue to provide these opportunities to students as it is safe to do so. It should be noted that CBI is not a “field trip;” instead, CBI consists of teaching opportunities with targeted specially designed instruction on a consistent basis per individual student IEPs and Transition Plans. CBI is measured by ongoing data collection with analysis conducted by the IEP case manager and IEP teams. CSD uses IDEA funds to pay for Community-Based Instruction (CBI) trips (transportation) for SWD. The Transition Coach works directly with IEP case managers, generally on a weekly basis during the case manager’s planning period, and more often when necessary, to consult on transition related activities for students so that IEP transition plans can be implemented. The Special Education Transition Teacher/Specialist also engages community groups, businesses, and agencies in partnerships so that CSD students can have opportunities to work in the community in which they live. The Special Education Transition Teacher/Specialist will continue to engage in building community partnerships at least one time per school year.

Additionally, the Special Education Transition Teacher/Specialist provides collaborative services for students with IEPs in the general education setting as a direct service to the students per the students’ IEP service hours. The Special Education Transition Teacher/Specialist attends GaDOE professional learning in the areas of CTAE and CTI as well Work-Based Learning (WBL) in order to support SWD who are enrolled in the WBL and CTAE courses. She also meets weekly with the high school CTAE coordinator and her co-teachers to ensure that students with disabilities have access to CTAE programming, curriculum, activities, and experiences in the classroom and the community. The scheduling of the courses are done in such a way so as to provide maximum opportunities for work-based learning.

In the 2022-2023 school year CSD has also continued to work with Georgia Vocational Rehabilitation Services (GVRA) for Pre-Employment Training provided directly to students. CSD has had some challenges with GVRA due to the changes in staffing with GVRA. As of March 2023 this relationship has improved and GVRA and Decatur were able to support five students in participating in the CTI Spring Leadership Conference at Rock Eagle in Eatonton, Georgia. CSD were in partnership with High School High Tech (HSHT) via GVRA to provide pre-employment education and opportunities for students with IEPs. HSHT requires students to have above IQ of 70, and our students that meet that requirement are pursuing post secondary opportunities for 2-4 year colleges. The transition specialists are supporting other students through work based learning placements. Currently the student’s class schedule and curriculum was unable to meet with any of the dates for HSHT this year. We are asking GVRA to work with Disability Link and WOW in-Sync to provide services for our students with intellectual disabilities. The high school Special Education Transition Teacher/Specialist is responsible for designing the activities (speakers, career inventory, and social outings) for the students and working collaboratively with these Pre-employment agencies as needed to support our students. All activities that involve funds or professional learning must be approved by the Chief of State and Federal Programs/Special Education Director. Students in grades 8-12 (ages 14-22) who have a documented disability are eligible for this service. The focus of CSD’s work with HSHT is to facilitate a successful transition to post-

secondary education or employment and to help students with IEPs develop high levels of self-discipline and leadership. The pre-employment services provided for CSD students are counseling on Post Secondary Programs, job exploration, work-based learning experiences, workplace readiness training to develop social skills and to build self-advocacy. See explanation about monitoring below.

Additionally, CSD also uses IDEA funds received from the GaDOE to fund additional paraprofessionals for our middle school and high school (salary and benefits). Paraprofessionals are hired to provide supportive instruction services to students, per their IEP, so that students can benefit from being educated in the general education classrooms to the greatest extent at the middle and high school levels. When students learn alongside their general education peers, they have increased access to the general education curriculum. They are more likely to progress in that curriculum, earn the required credits for graduation, complete their Senior Projects (a CSD requirement for graduation), and this reduces drop outs. Paraprofessionals also support SWDs with severe cognitive disabilities and medical needs so that they can be supported throughout their schooling and can attend school to the maximum extent possible. See explanation about monitoring below.

A third activity that CSD engages in is providing low student/teacher ratios in CSD. This supports case managers in building positive relationships with students and providing intensive support directly to them. CSD special education case managers at the high school level collaborate with counselors and the transition specialist to ensure that SWDs are progressing annually earning credits towards graduation. Case managers also write individualized Transition Plans based on student interests and assets. Additionally, case managers support students who participate in self-led IEPs to gain self-determination and advocacy skills they will need post graduation. Students are also supported directly by teachers and paraprofessionals in completing their Senior obligations which are required for graduation in CSD. See explanation of monitoring below.

The Special Education Director monitors all activities in the following ways (not an exhaustive list): 1.) Ensure that there is at least 1 annual meeting with the high Special Education Transition Teacher/Specialist and school administrators to review the Career Technical Instruction (CTI) and CBI plans for the school year; 2.) At least 1 annual meeting to review the Pre Employment transition Service (PreETS) planned activities and funding implications. The meeting is also attended by the school principal, special education AP, CTAE Special Education Transition Teacher/Specialist, SELT, and special education coordinator; 3.) Approval of any activities that require funding such as paying for buses or materials; 4.) providing technical assistance for IEP related questions and/or FTE coding questions.

Additionally, one of the CSD's Special Education Coordinators meets monthly with the high school and middle school principals (or designee) to ensure staffing is appropriate, monitor compliance with special education procedures, discuss instructional needs, etc. The Special Education Director has assigned a full-time SE Lead Teacher (SELT) for our Middle and High schools to monitor the use of staff such as paraprofessionals to ensure the paraprofessionals are being utilized to support students with disabilities, determine if additional staffing is required, behavioral supports are in place, and to ensure paraprofessionals have the training they require to serve students.

The Special Education Director has also assigned monitoring responsibilities to the Special Education Coordinators and Special Education Lead Teachers for Middle and High School (SELT). Together these individuals attend IEP meetings, conduct monthly professional learning in the form of monthly special education department meetings at both the middle and high school as well as provide district professional learning via CSD's professional learning courses. All courses are aligned to the District Improvement Plan (DIP) as well. All PL and courses facilitated by the special education department leaders are designed to support special educators/case managers to implement instructional and compliance best practices. The Special Education Director conducts weekly meetings with the coordinators and SELT to discuss all middle and high school issues including need for PL or other

supports. The Special Education Coordinators meet with the SELTs as a whole group 1x per week every week in addition to conducting 1:1 meetings weekly. These meetings are when technical assistance is also provided. The SELTs maintain a log of support given to every school down to the specific teacher, date, and topic discussed. This log serves as evidence that the Special Education Department is providing both compliance and technical assistance to special education teachers and therapists.

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?

Include:

- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g., local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the age 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

Based on the 2021-2022 Annual Performance Summary data, CSD met 0 out of 6 of the District Targets in Indicator 7. The data is as follows:

For 7A PreSchool Outcomes (Social-Emotional Skills), Summary State 1, the district met at 11.11% (State Target is $\geq 82\%$). For 7A PreSchool Outcomes (Social-Emotional Skills), Summary State 2, the district met at 18.18% (State Target is $\geq 64\%$).

For 7B PreSchool Outcomes (Acquisition of Skills), Summary State 1, the district met at 42.86% (State Target is $\geq 84\%$). Summary State 2, the district met at 36.36% (State Target is $\geq 36.36\%$).

For 7C PreSchool Outcomes (Use of Appropriate Behaviors), Summary State 1, the district met at 11.11% (State Target is $\geq 82\%$). For 7C PreSchool Outcomes (Use of Appropriate Behaviors), Summary State 2, the district met at 18.18% (State Target is $\geq 72\%$). Upon review of this data, CSD has determined that the cohort of students for 2021-2022 was a larger than normal group and multiple students had significant and multiple disability needs. CSD added a 3rd Special Education Teacher to help further reduce class sizes and provide instruction to students.

Compliance Indicator 12 - Early Childhood Transition for CSD was 100% in 2021-2022.

College Heights Early Childhood Learning Center (CHECLC) offers comprehensive services as a public school for children from birth to age five residing within the boundaries of the City Schools of Decatur. The school was founded for the purpose of closing the achievement gap by providing a high quality early childhood program. The importance of early intervention and a supportive learning environment in the early years along with the benefits of having a diverse and inclusive setting to provide this intervention are priceless benefits for the children that attend College Heights, as well as their families and the community as a whole.

College Heights has two (2) infant, two (2) one-year old, two (2) toddler, three (3) preschool, and nine (9) Pre-K classrooms. College Heights has an enrollment of 290+ students enrolled using multiple funding streams (general funds from taxpayers, tuition from parents, CAPS, federal special education, Decatur Education Foundation scholarship funds, and Georgia lottery for pre-K).

College Heights offers services to children, 3 to 4 years old, who have a variety of special needs. The preschool special education program is inclusive with the general education preschool/Pre-K program as specified by the individual education plan (IEP). The district believes that the inclusion of children

with special needs in general education preschool classrooms offers the opportunity to model the social, language, and play skills needed to succeed in school. The preschool and Pre-K inclusion classrooms enrich the lives of all children by bringing them together in an environment that teaches acceptance, respect, and appreciation of individual differences. Indicator 6 Preschool LRE Data is as follows: Preschool LRE (Regular Early Childhood Program) Percentage of young children receiving the majority of special education services in a regular early childhood program - CSD met at 71.43% (State Target is \geq 32.54%); 6B Preschool LRE (Separate Placements) Percentage of young children receiving the majority of special education services in separate classes, separate schools or residential facilities - CSD met at 0% (State Target is \leq 41.32%); and 6C Preschool LRE (Home) Percentage of young children receiving the majority of special education services from home - CSD met at 0% (State Target is \leq 1.63%).

Each year administration, teaching staff, and advisory council members work together to develop a School Improvement Plan (SIP), which serves as a guide and focus for the school. The SIP is aligned to the DIP. The SIP and DIP are both monitored by the Office of the Superintendent and the Executive Cabinet. This monitoring occurs at least 3 times annually (beginning, middle, and end of year).

At CHECLC the continuum of placement options is available to SWDs with eligibility under IDEA. For the FY23 school year, the special education department will continue to provide/purchase the TeachTown Social Skills Program to support the instruction of social skills for young children with disabilities. CSD will also continue to fund behavior supports via a Board Certified Behavior Analyst (BCBA) for students with significant behavior challenges beyond those that the district behavior specialist can support. With IDEA funds CSD will also fund additional staffing (salary and benefits) to provide direct IEP services to young children with disabilities in the least restrictive environment. Paraprofessionals are hired to provide supportive instruction services to students, per their IEP, so that students can benefit from being educated in the general education classrooms. Paraprofessionals also support SWDs with severe cognitive disabilities and medical needs.

Regarding monitoring and professional learning for the above named activities (not an exhaustive list):

The teachers at CHECLC attend district provided professional learning including our local professional learning program, CSD University. Topics for the courses include Specially Designed Instruction, Assistive Technology, and/or IDEA compliance.

The school principal attends all administrator professional learning and monthly principals' meetings during which time the special education director provides technical assistance or professional learning on special education related matters.

The special education teachers at CHECLC also attend GaDOE provided training such as GELDS training as often as they are available by the GADOE.

On a monthly basis the Special Education Coordinator and/or Special Education Lead Teacher for CHECLC provides training on instructional best practices or compliance to the teachers at the school through department meetings.

Technical assistance looks like instructional walks, responses to emails and phone calls, compliance and document monitoring; 1:1 meetings as requested. The consultant consults with the principal to ensure staffing is appropriate, monitor compliance with special education procedures, discuss instructional needs, etc.

The Special Education Director has assigned the SELT for CHECLC to monitor the use of staff such as paraprofessionals to ensure that paraprofessionals are being utilized to support students with disabilities, to determine if additional staffing is required, to ensure that behavioral supports are in

place, and to ensure paraprofessionals have the training they require to serve students. In 2022-2023, CSD also funded a contracted Vision Therapist provider who has provided services to several students at CHECLC.

The Special Education District Team conducts classroom observations and visits as needed to ensure fidelity of program implementation. The Special Education Director, School Psychology Coordinator, and Special Education Coordinators also monitor the timelines for Child Find, Early Childhood Transitions, and PreSchool performance outcomes by meeting with the principal of the school at least 2x annually. During these meetings technical assistance is provided to the leadership of the school.

The Special Education Director has also assigned monitoring responsibilities to the Special Education Coordinator and Special Education Lead Teachers for CHECLC. Together these individuals attend IEP meetings, conduct monthly professional learning in the form of monthly special education department meetings at CHECLC as well as provide district professional learning via CSD's professional learning courses. All courses are aligned to the District Improvement Plan (DIP) as well. All PL and courses facilitated by the special education department leaders are designed to support special educators/case managers to implement instructional and compliance best practices. The Special Education Director conducts weekly meetings with the coordinators and SELT to discuss the special education program at CHECLC. The SELT for CHECLC maintains a log of support given to every school down to the specific teacher, date, and topic discussed. This log serves as evidence that the Special Education Department is providing both compliance and technical assistance to special education teachers and therapists.

For Child Find - CSD engages in a number of child find activities in order to identify preschool children with disabilities ages 3-5. Child screenings are offered at least four times per year at the CHECLC. CHECLC publishes a brochure for parents and community stakeholders about early intervention for students with disabilities. Information is also published in the school newsletter and website. Additionally, CHECLC advertises the Child Find screening dates and a summary of the process in the CHECLC Parent Handbook. The district also notifies the community about Child Find via the Annual Consultation Meeting for Proportionate Share. This meeting typically occurs in the fall. The meeting is held in conjunction with the Title Federal Programs department. During the meeting, the Chief of State and Federal Programs (who in our district acts in the place of the Special Education Director) and at least 1 of the program coordinators present on Child Find, the process, and district contacts.

Children are screened in the following areas:

Vision and hearing

Motor development

Speech and language skills

Play and social skills

Pre-academic skills

The screening team is composed of professionals including the school district social worker, instructional coach, psychologist, special education teacher, and speech and language therapist. Feedback on next steps in supporting the student is provided to parents and private preschool centers. Those steps may include intervention strategies and/or comprehensive evaluation to determine eligibility for special education services. Screenings are not considered to be a comprehensive evaluation. Children who have already been identified through the Babies Can't Wait (BCW) do not need to complete a screening. CSD conducts BCW transition meetings as required, and CSD refers the student for an evaluation. After a screening as necessary, the child may be referred to an evaluation under IDEA. These evaluations are conducted by a multidisciplinary team of professionals. In addition to the specialists listed above, this team may also include physical and occupational therapists, and vision or hearing specialists.

Monitoring of timelines for BCW and Initial Timelines - Indicator 11 and 12 timelines are also assigned for monitoring by the Special Education Director to the district's Coordinator of School Psychology. In 2019-2020 CSD created and revised their procedures manual for the school psychology department to reflect expectations around procedures for completing evaluations within the 60 day timeline. This includes specific guidelines regarding the completion of a comprehensive evaluation as well as the completion of the eligibility meeting. A monthly spreadsheet is kept by the Coordinator of School Psychology that tracks each case that is in process. The Coordinator meets with the 5 district psychologists to review the timelines. This spreadsheet includes the date the initial consent is signed, when the comprehensive evaluation is due to be completed and the date of the eligibility meeting to ensure the 100% compliance is exhibited for Indicator 11 and 12. The School Psychology Coordinator meets with the Special Education Coordinator and Special Education Director at least weekly to discuss progress on timelines and troubleshoot any issues. When issues with non-compliance are identified, the Special Education Director discusses these issues with the Coordinators to identify the root cause and find an adaptable solution. The school and assigned psychologist are notified so that they can correct any issues such as scheduling of meetings within the required timeline, contacting parents for meetings, ensuring all team members are present for the meeting, etc.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education (FAPE) to students with disabilities;

What specific activities align with how you are providing FAPE to children with disabilities?

Include:

- How teachers are trained on IEP/eligibility procedures and instructional practices
- How LRE is ensured
- The continuum of service options for all SWDs
- How IEP accommodations/modifications are shared with teachers who are working with SWDs
- Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided

CSD was monitored by the GaDOE in FY19 for CFM. As a part of that monitoring visit, the Special Education Handbook for the District was reviewed/revised. Since FY19 the Child Find, Evaluations and Reevaluations, and Discipline sections have been further revised and/or new procedures have been added. From the 2022-2023 school year, these include:

Revisions to procedures for writing providing PWN
Beginning of the Year Best Practices
Best practices for writing IEPs and determining services
IEP data collection and completing IEP Progress Reports
Completing IEP related transition meetings
IEP timelines
Use of GoIEP software
Completing Re-Evaluations
Extended School Year Determinations
End of Year Best Practices
Co-Teaching Models and Co-Teaching with GenEd Partners
Diapering and Toileting
Grading and Special Education
Promotion, Placement, and Retention
Use of Assistive Technology
Accommodations and Modifications
MTSS Process and Students with IEPs

For the FY24 school year the special education department will continue to use the handbook and resources included such as flowcharts and checklists for teachers and district leaders on how to implement the written procedures. The special education handbook contains detailed procedures Child Find, evaluation and re-evaluations, eligibility, IEP development, Discipline, GNETS, dispute

resolution, and more. Updates and reviews to the procedures are regular, but also occur when the State Board Rules are updated (such as when it was recently occurred in Spring 2023). The Special Education Department also maintains a Special Education Google Drive as a resource for teachers. This Drive contains the SE Handbook, procedural documents, forms and resources for providing Specially Designed Instruction. All department procedures are saved in a shared drive where teachers can access them after training. Training on procedures also occurs during the current CSD University professional learning structure. Teachers are always encouraged to refer to the handbook for guidance as well.

In the FY24 school year, CSD will also continue to support the work of special education teachers and therapists service providers with Special Education Lead Teachers (SELTs). The SELTs provide coaching, mentoring, and professional development to teachers. SELTs also provide technical assistance directly to everyone who works at their assigned buildings on all special education related matters. The SELTs will do this weekly while working at their assigned schools and monthly at department meetings at the school level. This builds the teacher capacity in Specially Designed Instruction (SDI) and IDEA compliance. CSD will also continue to fund contracted behavior support services for students with behavioral challenges to ensure that students can be successful in the least restrictive environment including, but not limited, to the co-teaching setting. The funding comes from IDEA funds as well as via the local budget provided by the district.

Additionally, the district Special Education Coordinators and/or Special Education Director will at least monthly meet with principals at the principals' meetings to provide technical assistance to schools on the implementation of the procedures. The Special Education Director conducts weekly meetings with the special education coordinators. The coordinators conduct weekly meetings with the SELTs to discuss IEP cases, budget needs, compliance, and many other department topics. Additionally, the team develops professional learning for teachers. The bulk of the professional learning is delivered to schools at department meetings.

An ever-growing population of SWDs receive specialized instruction in an appropriate least restrictive environment in CSD. IEP teams within the district focus on meeting the individual needs of students and providing FAPE by developing and implementing comprehensive IEPs based on data collected from evaluations, formative and summative assessments, and IEP goals/objective data. Because access to the general curriculum is at the heart of FAPE, over the last 4 years, the district has established an Assistive Technology (AT) team. This team includes an AT consultant who is funded by the special education department utilizing IDEA funds. The consultant has supported in building the capacity of teachers and parents, evaluating students, and providing on-going support to students already receiving AT services. Using IDEA funds CSD also funds a contracted Occupational Therapist (OT), contracted Speech Therapists, and contracted Vision Therapist in order to provide services to students.

After a review of IEP services and LRE data, CSD continues to show a need for growth in serving students in the LRE. Internal anecdotal data shows that there is a general belief that 1:1 services and/or services for the entire school day is the "best approach" to providing special education services to students. However, the Special Education department is encouraging schools and parents to think differently about the application of services and to use data to determine appropriate supports which can include accommodations, modifications, and assistive technology. Because more growth is needed in this area, as mentioned above, the special education department has in FY22 and FY23 drafted IEP Services Hours Guidance procedures to help teachers, administrators, and staff learn about the continuum of services for all special education students and utilize the full continuum from least restrictive to more restrictive. CSD utilizes the full continuum of placement options as required for individual students. Services and placements are determined at IEP meetings. These include: Consultation, Supportive Instruction, Collaborative, Co-Teaching, Small Group and individualized services, Hospital Homebound (short and intermittent), as well as GNETS services via the Dekalb-

Rockdale GNETS Regional Program. Although rare, the following are also utilized: Separate School, Residential, and Home Instruction.

Additionally, to ensure that IEP accommodations or modifications are shared with teachers who are working with special education students, the special education department has required special education teachers to distribute IEP accommodations or modifications to every serving teacher of the student in the month of August/beginning of the year. Both the special education teacher and other serving teacher have to sign off that this task has been completed annually. As new students are added, the sign off process continues throughout the school year. The SELTs ensure that every school has a folder for these signed forms to be maintained.

To support the provision of FAPE and build parent engagement in the process, the special education department has 1 IDEA Parent Mentor on staff. In addition to school-based parent engagement activities, such as the Special Education Parent Coffee Chat hosted by Decatur High School and the Diversity, Equity, Inclusion Committees of every school, the department provides support, resources, and training to families via the work of the parent mentor. This parent mentor on staff is thanks to the partnership that CSD has with the Georgia Parent Mentor Partnership (GaPMP). The purpose of the partnership is to build effective family, school, and community partnerships that lead to greater achievement for students, especially those with disabilities. CSD utilizes the GaPMP to strengthen engagement with families. Parent Mentors are parents of children with disabilities hired by the district to support family engagement, as well as special education directors and other administrators, teachers, and support personnel within the district. The parent mentor supports other parents by providing information and resources to help their children succeed in school and transition from school to adult life. The mentor works to increase parent participation in IEP meetings, provide information related to improving reading and math, graduation rates, and help parents locate needed services and supports. The CSD Department of Special Education hosts regular (monthly) Parent Engagement Meetings. The purpose of these meetings is to provide updates/information to families of students with disabilities on department initiatives, community resources, and parent education. Another purpose of the meetings is to provide parent training and education on various topics relating to understanding disabilities under IDEA and supporting their child. In FY22 and projected to continue in FY24, the IDEA Parent Mentor partnered with the ESOL and Federal Programs (Title 1 parent mentor) to host activities for families including the CSD Community Input Meeting and CSD Program Roundtable Information Meeting. These meetings allow for parents across support programs to come together in learning and in the obtaining of resources.

Monitoring of this activity includes: Weekly meetings between the Special Education Coordinator and AT consultant. During the meetings the individuals review student data, equipment needs, evaluation data, and recommendations for teachers, and number of district-wide consultations. The Special Education Coordinator will report to the Special Education Director (at the weekly team meetings) on the progress and work of the consultant, budget implications, etc. so that the Director will be able to provide technical assistance, etc. Furthermore, the special education coordinator and AT Consult hold monthly AT team meetings in which training is provided on assistive technology and AT solutions are considered for referred students. The district AT team includes at least one special education teacher from each of our schools.

CSD will also fund additional staffing in the form of paraprofessionals. Paraprofessionals are hired to provide supportive instruction services to students, per their IEP, so that students can benefit from being educated in the general education classrooms. Paraprofessionals also support SWDs with severe cognitive disabilities and medical needs. Additionally, the Special Education coordinators meet monthly with their assigned school principal to ensure staffing is appropriate, to monitor compliance with special education procedures, to discuss instructional needs, etc. The Special Education Director has assigned the SELTs also to monitor the use of staff such as paraprofessionals to ensure the

paraprofessionals are being utilized to support students with disabilities, to determine if additional staffing is required, to ensure that behavioral supports are in place, and to ensure paraprofessionals have the training they require to serve students. The department maintains segment reports on each IDEA related position to ensure that services are provided, segments are balanced, and that staff is being utilized in the manner required by the program. The segment reports are called “Big Pictures” and they are updated at least 3x per year. Segment reports are also updated as new students enroll to the school, become eligible for services, and/or w/d from the school. Updates are also made when changes in the students LRE have been determined and written into the IEP.

The Special Education Department in CSD is part of the State and Federal Programs (S&F). However, the team works very closely with the Teaching and Learning Department as well. As such, the Special Education team meets regularly with the general education counterparts such as the Assistant Superintendent of Teaching and Learning, MTSS Coordinators, and Gifted Coordinator. The Special Education Director works closely with these other programs to ensure that students with disabilities have access to quality instruction and tiered support. Additionally, the Special Education Director works closely with the Associate Superintendent of Equity and Student Services (who oversees psychologists, Section 504, social workers, counselors, and nurses). Meetings between the Executives mentioned here will occur as often as needed, but usually at least 1x per week as both Executives supervise the work of the Coordinator of School Psychology.

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

How procedures and practices are implemented in your district to ensure overall compliance?

Include:

- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance
- Supervision and monitoring procedures that are being implemented to ensure compliance

CSD was monitored by the GaDOE in FY19. The results of the monitoring visit were very positive overall for the department. No major findings noted. In FY23 CSD also passed the GaDOE Compliance Review/Audit without findings. In FY23 CSD had zero special education due process hearing requests or OCR complaints. CSD did have a couple GaDOE Formal Complaints (1 was resolved without findings and 2 are pending as of this time). The CSD Special Education Department works diligently to support schools and families with the IEP process, building positive relationships, and preventing conflicts from escalating.

As stated above, in the FY24 school year the special education department will be adding procedures and tools such as flowcharts and checklists for teachers and district leaders on how to implement the written procedures available in the special education handbook. The special education handbook contains detailed procedures on Child Find, evaluation and re-evaluations, eligibility, IEP development, Discipline, GNETS, dispute resolution, and more.

CSD has for many years used and will continue to use GaDOE GO-IEP as the special education software program for creating and housing special education documents. Compliance with state and federal laws and regulations is strongly supported by this program which was developed by GaDOE. This system is instrumental in monitoring timelines associated with Child Find, annual review of IEPs, eligibility redeterminations, and the development of transition plans. The district continues to meet the Special Education Performance Indicators at the expected levels in most areas. In the FY19 school year and has continued since, the district added a School Psychologist to assist with the increasing number of evaluations associated with Child Find. In addition to the GO-IEP system and meeting the Child Find requirements, the district has developed a Special Education Handbook for special education teachers/staff to use as a tool when referencing compliance issues as well as policies and procedures.

Teachers also utilize a special education Shared Google Drive that includes everything from forms to articles on best practices to local procedures. This school year the Special Education Department will focus Professional Learning for special education teachers on various topics to improve compliance with state and federal laws and regulations including: formative assessment in the special education setting, the use of specially designed instruction to promote educational benefit for students with disabilities, and IEP and IEP progress report writing/development.

Monitoring and supervision for compliance will be occurring at every level. At the school level, the Special Education Teachers and Therapists are the direct service providers. Teachers are supervised by the building principals or assistant principal. The Special Education Lead Teachers (SELTs) support both teachers/therapists and administrators. The Special Education Coordinator and School Psychology Coordinator support schools with implementation of procedures and technical assistance. The School Psychology Coordinator will be monitoring initial evaluation timelines as well as supervising school psychologists. The 1 GaDOE formal complaints, or will continue to meet weekly with the Special Education team, monthly with principals at the principal's meetings, and weekly with the other executives on the Superintendent's Cabinet to ensure that special education is not a separate/stand-alone program, but rather, a part of the MTSS available when appropriate for students who qualify for services.

Monitoring of timelines for BCW and Initial Timelines - Indicator 11 and 12 timelines are also assigned for monitoring by the 1 GaDOE formal complaints, or to the district's Coordinator of School Psychology. City Schools of Decatur created and revised their procedures manual for the school psychology department to reflect expectations around procedures for completing evaluations within the 60 day timeline. This includes specific guidelines regarding the completion of a comprehensive evaluation as well as the completion of the eligibility meeting. A monthly spreadsheet will be kept by the Coordinator of School Psychology that will track each case that is in process. This spreadsheet will have the date the initial consent is signed, when the comprehensive evaluation is due to be completed and the date of the eligibility meeting to ensure the 100% compliance is exhibited for Indicator 11 and 12. The Coordinator for School Psychology meets with the Special Education Director at least 1x monthly.

Correction of non-compliance - When issues of non-compliance are identified, the Special Education Director will notify the appropriate team member (Principal, Coordinators, or SELTs). The team member will be assigned to meet with the teacher or principal to discuss the non-compliance and correct the issue promptly. Additionally, the Special Education Director will work with members of the Cabinet on systemic non-compliant issues. Non-Compliance will be addressed promptly upon being identified. If the matter can be corrected the same day or week, it will be. If not, the Special Education department will exercise due diligence and address issues without delay. The Special Education Coordinator will work with the Data and Analytics Director to ensure the most accurate and timely submission of data for Student Record and FTE. The Special Education Coordinators will work with the SELTs to communicate timeline issues to the case managers. If an IEP is not completed by the designated timelines, the Special Education Director, Coordinator, or appropriate SELT will notify the school principal and appropriate case manager. The Special Education Coordinator or SELT will notify the teacher/case manager when late IEPs or progress reports are identified. The Special Education Coordinator will check GO-IEP at least bi-weekly for compliance. When evaluation timeline issues are identified, the Special Education Director will meet with the Coordinator for School Psychology and the Associate Superintendent of Equity and Student Supports to identify the most appropriate solution(s). Solutions will include completing the evaluation promptly, performance management for the individuals involved, professional learning as needed, reviews of the policies and procedures as needed. The school principal will also be notified via email or phone call.

7. Overarching Needs for Private Schools

In this section, summarize the identified needs for participating private schools that will be addressed with FY24 federal funds. Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman [website](#). (Add "No Participating Private Schools" as applicable.)

Title I, Part A	<p>In reviewing the Private Schools FY23 needs assessment data, the private school has determined based on this needs assessment to allocate its FY24 Title I, Part A private school funds for the following needs areas:</p> <ul style="list-style-type: none"> - Professional development for teachers and administrators of identified eligible Title I TA students for the improvement of reading instruction and general education classroom systems to enhance reading instruction. - Cost of supplemental instructional materials to be used with identified eligible Title I TA students for supplemental support during the school day and for extended year supplemental support. - Cost of technology related hardware and software to use in providing supplemental instruction for those identified eligible Title I TA students. - Cost of supplemental pay and stipends related to PD/PL.
Title II, Part A	N/A- No participating private schools. - During FY24 CSD will transfer 100% Title II-A funds into Title I-A
Title III, Part A	<p>During FY24, CSD has 1 participating private school for Title III, Part A. After consultation during FY23 the private school utilized their Title III, Part A allocation to pay for the ACCESS test for their identified ELs (if needed), purchase WIDA Screener materials, and to support PL for the teachers. During our FY23 consultation after reviewing the private school's needs assessment for FY24, the private school will focus on identification of ELs, administering formative assessments for identified students throughout the year, continuing to provide professional development for staff to ensure improved EL student academic outcomes, and conducting the ACCESS assessment in the spring, if needed.</p>
Title IV, Part A	N/A, no participating private schools. - During FY24 CSD will transfer 100% Title IV-A funds into Title I-A
Title IV, Part B	N/A - No participating private schools
Title I, Part C	N/A - No participating private schools
IDEA 611 and 619	<p>The annual consultation meeting process for CSD occurred in the Fall of 2022 on November 9, 2022. CSD participated in the Metro Area Equitable Services Meeting during which all CSD Federal Programs were represented. The purpose of this meeting was to discuss the district's consultation process; to summarize the Child Find process for private schools; and to explain what proportionate share is, how it is calculated, and to determine how those funds will be allocated to provide services for students with disabilities who attend</p>

private schools or students who are homeschooled in the CSD attendance zone for the upcoming school year. Representatives from private elementary and secondary schools as well as parents of students with disabilities who attend a private school or are homeschooled in CSD's attendance zone were invited to attend via email, certified letter, posting in the district newsletter, and posting on the district website. Written affirmation of the meeting, copy of powerpoint, sign in sheets, have been maintained by the Chief of Federal Programs/Special Education Director.

Per the consultation process it was determined that the district will continue to provide individual Speech-Language Therapy and/or Occupational Therapy services to those students who qualify for a services plan. The district will provide access to Learning Ally and Everyday Speech software to some students receiving proportionate share services. Learning Ally is designed for students who have reading deficits and benefit from audio-format text. Students who have a reading deficit, are blind, visually impaired or have a physical disability receive equitable access to grade-level content. Everyday Speech is a software program for teaching social skills through video modeling. The community also expressed interest in additional software access and/or returning the SDI consultant, if funds allow.

