

Sec. 1112. [20 U.S.C. 6312]

A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

LEA Consolidated Plan

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. **Each local educational agency plan shall:**

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students. High expectations for curriculum development and academic achievement is the foundation of any effective school. In addition, valid, reliable assessments that provide educators, students, and families, with the information they need to measure progress and make sound decisions about both policy and practice must come together to develop and implement a well-rounded program of instruction to meet the academic needs of all students. Gadsden City Schools will advance this work under ESSA through: **(1)** Utilizing state Assessments for grades 2-8, 11, and 12. School-wide performance indicators are correlated with the State's student performance standards as determined by the SDE using DIBELS, ACT, ACAP, ACCESS 2.0, Alabama Alternative Assessment (AAA), ACT with Writing (11) and ACT Work-keys (12). **(2)** Schools continually assess student performance through various reading and math inventories such as STAR, IXL, ACT Prep and System Developed Formative Assessments. **(3)** School based teams meet monthly during the RTI process to monitor student progress and determine instructional adjustments. **(4)** Evidence based researched (EBR) strategies already in progress will be expanded to increase expertise to effect the needed changes allowing us to utilize cross program coordination, program integration, and student improvement in achieving high academic standards. **(5)** Student testing data is analyzed to identify performance indicators that need improvement. School committees will determine the strengths and weaknesses of students in meeting the state's student performance standards and school improvement goals will be developed in the Continuous School Improvement Plan (CIP). In addition, state assessments will be used to communicate the progress of students meeting these standards to teachers, students, parents, and the community; assist in diagnosing, teaching, and utilizing appropriate learning strategies; modify instruction so all students meet or exceed state student standards. **(6)** Home reporting of student progress is an on-going activity with progress reports, report cards, daily planners, parent conferences and the signed return of progress reports and report cards. Other information activities include open house, Title I Annual Meetings, parent training, activities, and PTSO meetings. **(7)** Program evaluation to determine program effectiveness for the purpose of revising program components when necessary. **(8)** Perception surveys will be given to students, parents, and teachers in order to identify school characteristics they consider to be of importance and concern at each school. The information gained from these surveys will be tallied and areas of concern addressed with students, parents, teachers, and administrators. **(9)** Utilizing attendance as a measure of student's success because opportunities for instruction, application of knowledge and review increase the chances learning will occur. Gadsden City School System desires and encourages higher expectations of both teachers and students. Alabama Reading Initiative (ARI) strategies focusing on explicit instruction in phonemic awareness, phonics, vocabulary development, reading fluency, reading vocabulary and reading comprehension will be focused on in grades K-3. Alabama Math Science Technology Initiative (AMSTI) strategic teaching strategies will focus on the ten practice standards for teaching math. Practice standards will be posted in each classroom and applied to all lessons to provide consistency and continuity across the grade levels. The CIP advisory committee at each school will meet with the Director of Federal Programs and the Federal Programs Advisory Committee as needed to plan and implement local, state, and federal budgets and guidelines. Other system directors and coordinators (i.e. Special Education, Student Services, Curriculum and Instruction, and Technology) will also continue to work closely with the schools to ensure cross program coordination and to address system-wide needs of all students who are enrolled or may enroll (migratory, ELs, students with disabilities, homeless, neglected/delinquent, foster care and economically disadvantaged,) to meet state proficient and advanced levels of student academic achievement on state content standards. Although most needs, goals, and activities are planned for both teachers and students at the local schools, others are addressed system-wide. Gadsden City Schools, through our own commitments and with the help of the Federal Program Advisory Committee, ensures measures will be taken to provide equitable participation for all students, personnel and programs operating under or provided for in the consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards. Results of state assessments will be distributed and discussed by the testing coordinator with the local school principal, and faculty staff. Teachers will be responsible for placing results in student cumulative folders, and conferencing with parents.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Services are provided to and for all students with an increased emphasis on helping the at-risk students who are enrolled or may enroll (migratory, EL, students with disabilities, homeless, foster care, neglected/delinquent, and economically disadvantaged) to achieve local and state goals of high achievement. Measures to be used toward achieving these goals and making revisions when appropriate, are addressed by the School Advisory Committee, RtI, and LEA District Leadership Team. The District conducts data meetings with all schools in the district. The data meetings focus on the district data as a whole and each individual school's data. These meetings are conducted in August/September and again in January using the Mid-Year Data. The August /September meeting uses the End of the Year Data as well as the Beginning of the Year Data. During these meetings instructional adjustments are discussed. Each school administrator then takes the information shared and plans their own school based data meetings. The LEA also visits each school multiple times during the year to check on data progress, program implementation and to provide targeted support as needed. The LEA offers support and guidance with the RTI process and Dyslexia. The LEA offers guidance and support to each school as they prepare their school CIP. Although each Title I CIP is written to meet Every Student Succeeds Act (ESSA) each varies in composition and strategies to meet the individual needs of each school and its students. In grades K-3, students are assessed using the DIBELS as well as informal instruments to identify reading levels and areas of weakness. This instrument provides data in the five critical areas of reading that can be interference to successful reading. Teachers will use this data to drive instructional strategies. Identified students who have academic difficulty (D's and F's) on report cards; baseline scores from instructional software, STAR Reading, STAR Math indicating little or no progress may be referred to the RTI team for tiered intervention. Emphasis is placed on prevention at the elementary level so that students will be able to function effectively at the middle and high schools. Teachers will provide instruction-using evidence based resources and strategies. A plan of action will be formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability. The EL Coordinator and EL staff meet regularly for departmental meetings to discuss program needs, student needs and progress, and review program implementation. EL staff and core teachers use data collected from student work samples and English proficiency assessment results to determine student needs and goals. State required assessment results are analyzed annually in combination with other academic achievement measures (universal screening assessments, progress monitoring assessments, grades, etc.) to determine comprehensive needs and instructional strategies to target areas of growth. Parent conferences for identified students will be held to discuss at home strategies and to provide parents with information on how to increase school support. Students who are identified as experiencing severe problems may be referred to the Multidisciplinary Committee which is comprised of many county agencies such as Mental Health, Health Department, Youth Services, Department of Human Resources (DHR), Alabama School for the Deaf and Blind, Children's Rehabilitative Services.

3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

District, school, and grade level reports are analyzed by the district administrators to determine both district and school needs. The Federal Programs Director offers guidance and support to each Title I school as they prepare their school CIP. The Federal Programs Director works collaboratively with each school to determine what programs or resources should be purchased in order to foster academic success for each student. The district ARI Reading Coaches assist teachers and Title I interventionist in making instructional decisions as well as work directly with students in need of additional support. Students are screened three times during the year (fall, winter, and spring) using STAR Early Literacy, STAR Reading and STAR Math. Students scoring below benchmark and showing a need for intervention during the universal screening windows are recommended to the RTI Team to determine if Response to Instruction (RtI) tiered intervention is appropriate. If a student receives RtI tiered interventions, the student is progress monitored weekly or bi-monthly to document progress and determine if adjustments need to be made to the student's intervention plan. Data is used to determine LEA Needs Assessment and professional development priorities. Title I Professional Development Staff and Title I Technology staff work directly with teachers in schools with engagement techniques, instructional strategies and technology integration in order for all students to be actively involved in the learning process. EL staff offer assistance and guidance in meeting the needs of all EL students. Reform efforts already in progress will be expanded to increase expertise to effect the needed changes that will allow us to utilize cross-program coordination, program integration, and student improvement in achieving high academic standards. Specific reform strategies are located in each CIP which includes: integration of technology into the curriculum; protected block of reading K-5; use of program assessments in reading and math to address re-teaching of skills to ensure mastery before testing. Supplemental assistance will also be provided through extended –day tutorial activities at school sites that have a 21st Century After- School Program, or after-school tutoring sessions located at Title I schools and the Parent Teacher Resource Center. The district uses IDEA funds to hire additional certified teachers and paraprofessionals in order to better support students needing additional educational assistance. EL staff complete comprehensive needs assessments for EL students each year and use the results of these assessments to determine student services and goals for the upcoming academic year.

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. Students who are academically at-risk are identified by state and district performance data. Further identification is acquired through administering reading inventories, subjective observations, classroom formative assessments, DIBELS, STAR Early Literacy, STAR Reading and Math, USA Test Prep, ACAP, Edgenuity and ACCESS 2.0 for EL students. Response to Instruction (RtI) is a multi-tiered general education approach to providing services and interventions to increase student achievement and reduce behavior problems. RtI combines evidence based core instruction, assessment, and intervention in a three tier system of instruction. All schools have a RTI Team that monitors and assists in guiding interventions for all students that have academic or behavior difficulties. Walkthroughs are done to ensure the school climate is conducive for optimal learning. Professional Development activities and resources are connected to school based and district data. Appropriate staff development is selected to support those activities described by each school's CIP Plan. The district along with ARI funds support eight Reading Coaches in the Title I Elementary schools. Each Title I School funds at least one reading/math interventionist teacher or paraprofessional to work with students not making adequate progress. They also work with teachers and administrators to identify students not making adequate progress. Title I funds provide the Really Great Reading Program for grades K-3 to be used for interventionist with targeted tier three students. The students are monitored weekly/bi weekly to make sure the students are making adequate progress. The district works with teachers across the district to create pacing guides by grade level and content area. These pacing guides are adjusted each year based on formative and summative assessment data. The district is developing some common assessments to be used across the district in order to determine adequate growth across schools. This data will help the LEA better support and target specific schools. Content-based EL instruction provides standards-aligned opportunities for ELs to build conceptual understanding and language competence in tandem. With this approach, content (core) teachers use instructional materials, activities, and strategies/techniques from content areas as the vehicle for simultaneously delivering language acquisition instruction. Teachers intentionally design these activities and opportunities to address all language domains of reading, writing, listening, and speaking according to each student's English proficiency level. The EL Committee believes that content-based EL instruction best supports our district's ELs due to the academic and linguistic demands of content standards and the logistical layout of our EL population across district schools.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

The qualifications of prospective employees will be closely reviewed and documented to ensure that required qualifications are met. Current employees not meeting the requirements to be professionally certified will be notified that they must meet the requirements within the specified time. These teachers will be provided with specific professional development activities and work with mentors and a system instructional coach. Services and programs will be designed and implemented to assist these persons in meeting certification requirements if they choose to do so. We try to ensure that we do not have an overabundance of teachers with little to no experience at any of our Title I Schools and that all teachers at Title I schools are properly certified. Due to the current teacher shortage, we do have a larger number of new teachers and teachers who are teaching with an emergency, provisional, or interim certificates. The Parent Right-to-Know will be printed in the Gadsden City Student Handbook and it is on the district website and copies are placed at each school for parents. If a teacher was not properly certified, the parents would receive a letter stating their child is not being taught by a properly certified teacher. While all career and technical teachers are properly certified, they must keep all required occupational proficiency assessments up to date, and are all in-field. The LEA values continuous professional development for all of the career and technical teachers as well as all content area teachers and administrators. To this end a considerable portion of Perkins funds are allocated to cover the professional development, technical awareness training, and career and technical association costs for our teachers. Perkins funds are also used to secure professional development in order implement best practices which positively affect our non-traditional participation and completion rates in district career technical programs. The primary goal of Gadsden City Schools professional development (PD) is to ensure effective, high quality instructional practices are used in every classroom to meet the needs of our diverse student population. The Gadsden City Schools PD plan is designed and implemented to assist employees in improving instruction with an emphasis on skills application, critical thinking skills, real-world application of activities, analytical reading and writing activities, student engagement, and authentic assessments. The comprehensive PD plan is developed to assist schools in making standards-driven instruction work for students and teachers included in their Continuous Improvement Plan and ensure that every Gadsden City Schools student is taught by an effective teacher. The system is constantly working to establish best instructional practices to support a standards-driven curriculum through extensive on-site and virtual PD. Through targeted training and coaching, the school system has assisted teachers in expanding their repertoire of effective classroom practice and enhanced student achievement. The ALSDE (AQTS): Teaching Effectiveness is closely aligned with the Alabama Continuum for Teacher Development which is based on 5 standards: Content Knowledge, Teaching and Learning, Literacy, Diversity, and Professionalism. These standards are the foundation for both teacher evaluation and teacher PD. A Teaching Effectiveness Professional Learning Plan (PLP) developed by each educator and approved by the evaluator will focus on the knowledge and practices to assist the educator in achieving the professional learning needed to progress to higher levels of teaching practice found on the AQTS rubrics. Activities provided are directed toward identified needs relevant to improving the quality of instruction, the general well being of the student population, and meeting state and federal program requirements including school improvement. Ongoing and sustained PD will be provided by resources including area universities such as the Jacksonville Regional In-service Center (JRIC), ALSDE agencies such as ARI and AMSTI, as well as local, state, and national consultants. A designated director is responsible for system-wide PD. Teachers also receive professional leave to attend workshops or training in their respective fields in accordance with PD Guidelines and results of annual Title II needs assessment. Funding for implementing both the system and local school PD plans include: federal funding per specified programs, local and state funding. Each school submits an annual comprehensive needs assessment each year to establish specific professional development training needed in their schools based on curriculum, student performance data, and feedback from teachers and staff. The components of that assessment are analyzed, priorities are established, and goals are identified to improve students' performance in relation to the Continuous Improvement Plan. The PD Committee at each school in conjunction with the district office is responsible for evaluating and planning school in-service activities. PD plans are developed by individual schools to address areas of concern in their Continuous Improvement Plan. At the system level a PD needs assessment is conducted to determine the staff 's perceived needs to effectively address problems related to student performance and achievement. PD needs from the observation/evaluation system are also submitted by the administrators. A committee at the system level prioritizes topics for PD from the two sources and then plans, schedules, and recommends activities. The individual schools, based on the results from their Continuous Improvement Plan's comprehensive needs assessment also determine school based or grade span PD activities. The PD activities and course work are designed to improve instruction by providing strategies and techniques that help all students, especially those students needing help in reaching the state challenging academic standards (i.e. Homeless, Foster, EL, Immigrant, Migrant and Special Needs students). Gadsden City School System administrators have

been trained in observing teachers using the new Alabama Teacher Growth Tool. Using this tool, system administrators observe teacher effectiveness in the following dimensions: culture and climate, learning, essentials, agency, and relationships. PD plans and Teacher Growth Plans for individual teachers and administrators will be developed to ensure classroom teachers demonstrate strong instructional practices and produce significant growth in student learning. Consistent focus on teacher growth and effectiveness will help eliminate disparities that exist and ensure that Gadsden City School System teachers are providing equitable access to learning for all students. Additionally, the Gadsden City School System provides quality mentors for all novice teachers and has instructional coaches that provide on-going support to teachers who are teaching with emergency, provisional, or interim certificates. Gadsden City School System has one identified "comprehensive school improvement". All schools develop a Continuous Improvement Plan (CIP) to address their academic and professional development needs. Strategies are identified to target the areas in need of improvement. Central Office Personnel conduct semester CIP individual school visits to discuss the goals, strategies and action steps being taken to address the identified needs of each school. Additional school visits and collaboration with the Central Office take place as needed. School Improvement specialists work closely with individual school administrators and CIP contacts to continuously monitor the progress of each school.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive School Improvement (CSI) plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, and is approved by the local education agency.

NOT APPLICABLE

7. Sec. 1112(b)(3)

If the local education agency provides public school choice as described in 1111(d)(1)(D) to students enrolled in a school in which the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall not be disadvantaged compared to other students at the public school, and how the local education agency permits a student who transfers to another public school to be placed in the same grade as other students at the public school.

NOT APPLICABLE

8. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under 1111(d)(2) regarding Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools (if applicable). The local education agency must include how it will support a school in developing an improvement plan in partnership with stakeholders that takes into account the accountability indicators for each subgroup of students for which it is identified and includes evidence-based interventions. The local education agency must include how it will approve the plan and monitor its implementation, including how the local education agency will take additional action following unsuccessful implementation of the plan after a number of years determined by the local education agency.

One school, Gadsden Middle School, is identified as ATSI and two schools Adams Elementary and Litchfield Middle School, are identified as TSI. All schools develop a Continuous Improvement Plan (CIP) to address their academic and professional development needs. Strategies are identified to target the areas in need of improvement (special education and white subgroups). Central Office Personnel conduct semester CIP individual school visits to discuss the goals, strategies and action steps being taken to address the identified needs of each school. Additional school visits and collaboration with the Central Office take place as needed. Federal Program specialist work closely with students using pull out to target specific objectives in math and reading. Federal Programs Specialist will coordinate with individual school administrators and CIP contacts to continuously monitor the progress of identified students at each school.

Evidence based programs and strategies that will be used to attain goals and measurable objectives Include: re-teaching; practice & review; correction & feedback; drill repetition; completing tasks in smaller steps; conferences between teacher & student; clarify learning breakdowns by talking with students; providing notes or instructional guides to struggling students; parent/guardian contact; small group instruction; one-on-one instruction; before or after school help; labs; computer-based practice; alternate text; visuals; manipulatives; guided & independent practice; IXL; Edgenuity; Google Classroom; Pre-Post Tests; and Really Great Reading.

9. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (*ESEA section 1113(a)(2).*)

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the “75 percent poverty threshold”) from highest to lowest according to poverty percentage; and

- Serve the eligible school attendance areas in rank order. (*ESEA section 1113(a)(3).*)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

- Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —
 - The LEA must notify its secondary schools to inform them of the option.
 - A majority of its secondary schools must approve the use of feeder patterns. (*ESEA sections 1113(a)(5)(B) and (C).*)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.

(*ESEA section 1113(a)(3)(B).*)

Title I schools are served in rank order based on poverty identified with the free/reduced lunch application and direct certification information. Schools with 75% free and reduced lunch population are required to be served. All schools are anywhere from 37.88% - 97.51%% free, reduced and Medicaid eligible students.

10. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

Gadsden City School System has eight elementary schools and (6) of these schools are School-wide Title I K-5 schools, there are three middle schools in the district all of these schools are School-wide Title I 6-8 schools. There is one (1) high school that is a School-wide Title I 9-12 school. These ten(10) Title I School-wide schools provide school-wide programs to assist low-achieving students in achieving the States' Challenging standards. Each school develops a Continuous Improvement Plan (CIP) and services are provided as indicated in the plan. These plans were developed according to the ten components of the school-wide program as outlined in Section 1114(b). The plans are revised, annually to respond to the data from the previous year and more frequently if needed. All instruction is aligned with the Alabama Courses of Study and the Alabama College and Career Ready Standards. The school-wide Title I Program focuses on reading and math, providing support for those students in need of academic support to ensure that all students graduate college and career ready. At the elementary level, students not achieving on grade level automatically receive additional help from the classroom teacher through additional resources. Many resources are used for teaching and re-teaching. A continuous review of student data empowers teachers to focus on individual student needs.

Presently, there are no local institutions for neglected or delinquent students located in Gadsden City School System attendance area.

11. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of

homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

There are no barriers to the enrollment process for homeless children and youth. The following steps will be followed to ensure homeless children and youth receive the educational resources and other related support needed to be successful in school. Students will be immediately enrolled. At the time of registration, school personnel will attempt to gather all necessary information from parent/guardian that will assist the school to appropriately serve the students. Homeless Survey will be filled out and the Homeless Liaison will be immediately notified. The school will place the student in a classroom environment that will most effectively meet the student's education needs. Counseling services will be provided by the school guidance counselor, if needed, to assist the students and/or parent with specific needs or concerns. After determining the student's needs, the schools available on-site and/or system-wide services/programs will be utilized to meet the student's education needs, such as: Title I services, Extended Day Services, free and reduced lunch services, EL services, Special Education services, school nurse, social worker, tutoring etc. When appropriate, community services agencies will be contacted for assistance. Those agencies may include, The Child Advocacy Center, Department of Human Resources, Salvation Army, United Way, churches, day care centers, tutoring services, local law enforcement agencies, community housing programs, and health care providers. The system's homeless liaison will remain in contact with the homeless student /family to assist as needed.

12. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Gadsden City School System through state funding under IDEA provides special education services for eligible students starting at age 3. The district serves these students at the Gadsden City Literacy Program Site. Through Child Find, parent referrals and referrals by local physicians our district serves eligible students in classes with their typical peers. These students participate in activities during a half-full day program anywhere from 2-5 days a week. Students eligible for Speech/Language services only, are served at the school site they are zoned for. Gadsden City School System partners with Head Start to provide five preschool classes in our Title I schools. These classes support (20) students that are mostly zoned for that school site. In addition to this, Gadsden City has five state funded preschool programs with (18) children per site: (1) Floyd Elementary, (2) Thompson Elementary, (3) Mitchell Elementary, (4) Donehoo Elementary, and (5) Eura Brown Elementary. Three of the classrooms are in Title I schools. These children get to participate in activities within the elementary school setting such as assemblies, fun days, and lunch. This will help prepare them for the transition to elementary school.

13. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

Gadsden City School employees in consultation with system and school stakeholders will share it procedures for identifying eligible children in need of services. All schools develop a Continuous Improvement Plan (CIP) to address their academic and professional development needs. As part of a Needs Assessment strategies are identified to target the areas in need of improvement. Eligible children are identified and serviced following the identified needs. Central Office Personnel conduct semester CIP individual school visits to discuss the goals, strategies and action steps being taken to address the identified needs of each school. Additional school visits and collaboration with the Central Office take place as needed. School Improvement specialist work closely with individual school administrators and CIP contacts to continuously monitor the progress of each school

14. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

All eighth-grade students attend “Worlds of Work” which is a hands-on career exploration event sponsored by our Workforce Development regional council and local business and industry. This, in addition to other career focused activities (career fairs, etc.) during the middle school years serve to guide students toward a career path of interest. The KUDER skills and interest inventory is another tool utilized by the district to support this effort. In the spring of each year the middle and high school counselors conduct orientation sessions with the upcoming eighth graders at each feeder middle school in the district. Tours of the high school, with an emphasis on the career-technical programs are conducted during the orientation. Additional tour opportunities occur throughout the spring. The informational sessions and tours are followed with individual counseling and planning sessions with each upcoming eighth grade student and their parents. During these counseling sessions, a four-year plan is drafted along with a specific schedule for the upcoming freshman year. Smooth transitioning is also facilitated through the middle and high school Career Technical programs offered in the district. Additionally, continuing in the summer of 2024, the Titan-Up Career Summer Camp will be offered for upcoming Freshmen from our three middle schools. During this camp, campers will rotate through all of the CTE programs offered at Gadsden City High School and participate in fun, hands-on activities related to each program. The Camp will include transportation, food, Titan-Up Career T-Shirts, and Business-Industry speakers during lunch. During the freshmen year, most, if not all students take the Career Preparedness course which further explores careers, along with technical and soft skills, and financial literacy. Also during this class, the student’s four-year plan is confirmed with possible post-secondary transitions explored. Our full time Career Coach serves to assist students with the secondary to post-secondary transition by providing assistance with dual enrollment, college applications, FAFSA, and other transition services. During the 2023-24 school year, our Career Coach will be branching out even more into our K-8 schools. With funding from an ALSDE-CTE grant, We Build It Better is being piloted at one of our middle schools, with plans to expand to the other two during the 24-25 school year. The district has articulation agreements in place with Gadsden State Community College (GSCC) to provide no-cost college credit for successful secondary coursework in career-technical fields of study. GSCC also provides an on-campus transition specialist who assists students with CTE Dual Enrollment (See Item 13). The high school counselors offer college nights for students and parents. FAFSA, application process, scholarships are discussed extensively to help make the post-secondary transition more seamless. Upper classmen participate in college and career fairs including ones sponsored locally by GSCC and local business and industry. Targeted local industry tours also take place throughout the year with students interested in transitioning directly to the workplace from high school.

15. Sec. 1112(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

High school students are offered the opportunity to participate in dual enrollment classes with Gadsden State Community College (GSCC). Scholarships are available through state workforce development funding for students taking courses in technical fields. Through this partnership with GSCC, dual enrollment classes are scheduled annually to be taken, with many of those classes’ scholarship funded. The career coaches and counselors, using student conferences and KUDER data (career skills and interest), strive to match the students with the courses that best move them down their projected career path. As stated in Question 12, the required Career Preparedness course provides another valuable avenue for career evaluation with content focusing on academic/career planning and financial/technical literacy. Advanced Placement (AP) courses are offered at Gadsden City High School in all four content areas and all AP students participate in AP exams for possible college credit. Teacher knowledge and attitudes toward the workplace also help to provide a smooth transition for students as they matriculate through their K-12 experience. To improve teacher workplace knowledge and awareness, the local Chamber of Commerce along with East Alabama Works and other regional partners sponsor an annual day when teachers from the three districts in the area tour local businesses and industries to see first-hand the workforce needs that our students can help meet. This annual event, EQWIP (Etowah Qualified Workforce

Immersion Program), has served to increase the workforce awareness for many of our traditional K-12 instructors and administrators.

16. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

Gadsden City School System has implemented Positive Behavior Interventions & Supports (PBIS) in its schools beginning 2016-2017 school year. School leaders and educators must act proactively to address students' social, emotional, and behavioral needs; bolster positive school climates so that learning can occur; and firm up relationships with student to ensure they feel safe, appreciated, and respected. Specifically, educators must increase their investment in and use of five empirically supported, high-impact practices: 1. Establish positively stated expectations that explicitly communicate respect for students and that value and embrace diversity among students as well as adults. 2. Explicitly and purposefully teach expectations across all classroom routines and school settings. 3. Give specific praise for displays of appropriate behavior. 4. Use data to monitor implementation, and screen for students who require more intensive support. 5. Provide a differentiated continuum of positive support for students that integrates and addresses academic, behavioral, social, and emotional needs and expectations within a multi-tiered systems of support framework.

Efforts will continue for additional improvement in the 2024-2025 school year. At the middle school level, a mentoring period has been established. Instructional staff will meet daily with students. At the beginning of each period students a software program providing immediate feedback to the instructional staff regarding the well-being of students in areas unique to campus. The staff then have the opportunity to work with students to develop appropriate social skills and conflict resolution skills so that students may be able to focus on instruction and improve interpersonal skills. Saturday School- is an option being considered at the middle and high school level for the 2024-2025 academic year. Students would be given the option to attend Saturday School on the first Saturday of each month as an alternative to exclusionary discipline practices and an opportunity to complete missing assignments. Tier I and II behavior strategies and documentation forms will be utilized beginning in 2024-2025 at the elementary, middle, and high school level as part of the ongoing process to provide valid and reliable evidence for the RTI process.

17. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

The Career Technical programs of the district are a primary means for promoting and supporting activities that incorporate experiential learning while promoting in-demand skills attainment. Program academies are being utilized for Pre-Engineering/Robotics and Teaching/Training in response to occupational and industry needs in our area. A Fire Academy is also being piloted and developed based on local labor needs. The Fire Academy will be a partnership effort with the Etowah County Board of Education and the Gadsden Fire Department. These academies join the already existing and relatively new academies in Health Science (another high demand occupational area) and the Performing Arts. A reframing of the districts academies is under development and scheduled to roll out during the 2024-2025 school year. Additional experiential learning rich programs are in place for Business, Electricity, HVACR, Cosmetology/Barbering, Fashion, Marketing, and Automotive Service. Student acquisition of meaningful business recognized credentials from providers such as NCCER, ASE, Adobe, and Microsoft is increasing in the district. Opportunities are provided for experiential learning for students through live work projects, internships, mock interviews, job shadowing, and Coop employment. The Career Technical programs of the district are a primary means for promoting and supporting activities that incorporate experiential learning while promoting in-demand skills attainment.

18. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Work based learning in the district is anchored by the Coop employment opportunities afforded to our students which include academic credit. All students are required to take the Career Preparedness class prior to graduation from Gadsden City High School. Typically, students are scheduled into this class in their freshmen year. Discussions are being conducted around moving this course to an upper-level requirement to help insure that financial literacy skills will be fresh on the minds of our graduating seniors. The Career Coach at Gadsden City High School works with Career Preparedness teachers to incorporate multiple industry professionals as guest speakers to discuss relevant local and area career options with our freshmen class. Soft/Essential skills are also addressed through the Career Preparedness class as well as all of the other Career Technical programs in the district. Each program has an active craft committee comprised of local industry professionals who advise each program regarding their program alignment with the current workplace. This framework extends to the district level where the Gadsden Career Technical Education Advisory Council (GCTEAC) provides a broad workforce needs perspective for overall program guidance. Area workplace site visits are conducted to meet with additional area employers and HR directors to ensure that our programs are in line with workforce needs. These visits directly contribute to work-based learning opportunities (potential internships, etc.) for our students.

19. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Gadsden City uses the COGAT to screen all second graders to identify gifted and talented students. The gifted teachers work within the school to provide K-2 support for those students who have been identified as gifted and talented before the second grade screening. Students in grades 3-5 who are identified as gifted have the opportunity to attend the Gifted Center one day per week. Students in grades 6-12 are offered pre-advanced placement and advanced placement classes as well as the opportunity to participate in clubs, activities and a full array of fine arts programs.

20. Sec. 1112(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

At this time, we are not using Title I Funds as a district set aside for Library Programs. The Title I schools do use their money for Follett services, Renaissance AR Programs, I-Pads and Chrome Books to access these services. Gadsden City School System librarians participate in ALSDE 1st Friday web-ex meetings. Librarian professional development sessions are scheduled in order for them to learn from each other, across grade spans.

21. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A)

- A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).**

In recognition that the parent is the child's first and most important teacher and the parent's continued involvement is essential for the success of the child, the Gadsden City Board of Education is committed to building a strong parent and family-school partnership. Understanding the significant impact family engagement has on a child's educational success, Gadsden City Schools promotes and encourages parents and families, school personnel, local daycare providers, and Head Start to be involved in all aspects of their child's/student's education. The Gadsden City Board of Education Parent/Family and Community Coordinator shall develop with the LEA Advisory Council composed of parents, teachers, community representatives and administrators, a written policy in accordance with ESSA describing implementation of programs and requirements. The committee will meet annually to review, discuss, and revise the Parent and Family Engagement Policy. All members of the Advisory Committee will be encouraged to actively participate in the process. During the LEA Advisory Committee meetings, Title I, Title II, and other federal programs will be reviewed, discussed, and modified. The proposed plans and budgets will be submitted to the Advisory Committee for discussion. Data will be presented and discussed. The data will be used to determine the instructional focus for the upcoming year. After the plans and budgets are agreed upon, they are sent to the schools for implementation. Schools use parent surveys to gain knowledge of strengths, weaknesses and give parents an opportunity to share their suggestions.

Sec. 1116(a)(2)(B)

- B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.**

The Parent/Family and Community Engagement Coordinator will provide technical assistance

to the District Advisory Council and school-wide committee through scheduled meetings, seminars, and workshops. At the beginning of the school year, the LEA will have a meeting with the Title I contact person from each school to discuss the required Parent Family Engagement set-aside. Agendas and sign-in sheets will be kept on file for documentation. Schools will share ways they have successfully used the allocation and LEA representatives will provide ideas/suggestions. These ideas are then shared with the Title I schools. The evaluation of the Parent/Family Engagement Plan will be conducted by the LEA Advisory Committee annually in the fall of the year for the previous year and will consider the following: Is the current program/plan effective in meeting the needs of students and their families? Are there barriers to participation that need to be eliminated? Are children from economically disadvantaged households able to participate? Are there parents of EL children, families with limited literacy backgrounds, and from racial and ethnic minorities? Each Title I School will also evaluate their individual school Parent/Family Engagement Plan by surveying their parents beginning in the fall of each year to gain insight and feedback on the activities provided. The survey feedback will be used to review individual school plans and activities to determine what changes and improvement need to be made.

Sec. 1116(a)(2)(C))

- C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.**

Gadsden City School System will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement strategies, programs and activities with relevant Federal, State, and local laws and programs. Schools will conduct registration and activities for students who are transitioning from private schools, church schools and daycare/preschool programs. Gadsden City School System will provide parents various opportunities to learn about child development and child rearing through the provision of in-service programs and the distribution of various materials. These programs will assist parents in understanding the physical, intellectual, and emotional needs of their child, beginning at birth. These programs will also explain strategies, which parents can utilize to assist the healthy physical, intellectual, and emotional development of their child. Various agencies and resources in the community may be utilized such as the United Way, Head Start, YMCA, Children's Policy Council, Success by Six. GCS will promote family literacy and parenting skills through parent resources provided at individual schools. This will ensure opportunities for parents to learn about child development and child-rearing issues. Promoting family training classes to help parents become full partners in the education of their child. OSR, Gadsden Family Literacy Program and Head Start Preschool provide a minimum of 18 hours of family enrichment workshops by offering parenting classes, special presentations and parent-teacher sessions.

Sec. 1116(a)(2)(D))

- D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—**

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

The evaluation of the Parent/Family Engagement Plan will be conducted by the LEA Advisory Committee annually in the fall of the year for the previous year and will consider the following:
 Is the current program/plan effective in meeting the needs of students and their families?
 Are there barriers to participation that need to be eliminated?
 Are children from economically disadvantaged households able to participate?
 Are there parents of EL children, families with limited literacy backgrounds, and from racial and ethnic minorities?
 Each Title I School will also evaluate their individual school Parent/Family Engagement Plan by surveying their parents beginning in the fall of each year to gain insight and feedback on the activities provided. The survey feedback will be used to review individual school plans and activities to determine what changes and improvement need to be made.

- E.** Describe how Gadsden City Schools will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

Gadsden City Schools conducts an annual evaluation of their parent and family engagement policy through several key methods:

1. Advisory Committees: Families are included in decision-making processes and advisory committees to assist in their child's education. This involvement allows parents to directly influence school policies and practices.
2. Surveys: The district sends home surveys to gather feedback from families throughout the year. These surveys help identify the needs of parents and family members in supporting their children's learning.
3. Ongoing Feedback Collection: The school collects feedback and input from families at various meetings and events throughout the year to inform decisions about the policy and family engagement budget.
4. Joint Development: The Title I School Compact is jointly developed and revised annually based on input from families, teachers, and students. This collaborative approach ensures that multiple perspectives are considered.
5. Two-Way Communication: The district emphasizes regular, two-way, and meaningful communication between families and schools regarding student academic learning and other school activities. This ongoing dialogue helps identify areas where the policy can be improved.
6. Evaluation of Programs: The district assesses the effectiveness of family programs in strengthening student outcomes, parent supports, and the larger school community.

By implementing these strategies, Gadsden City Schools aims to:

- Identify barriers to greater participation by parents in family engagement activities
- Assess the needs of parents and family members to assist with their children's learning
- Develop strategies to support successful school and family interactions
- Use the findings to design evidence-based strategies for more effective family engagement
- Revise the parent and family engagement policies as necessary

This comprehensive approach ensures that the family engagement policy is continually improved to better serve the needs of students, families, and the school community.

F.

Describe how the local education agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, that includes identifying strategies to support successful school and family interactions. The district utilizes multiple methods to conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy:

- Surveys: Engagement review surveys are distributed to understand the quality of services provided to learners and families.
- Parent Meetings: The district hosts parent night meetings to present information and gather input.

- **Data Analysis:** Academic performance data is analyzed to assess the policy's impact on student achievement.

Based on the evaluation results, Gadsden City Schools identifies strategies that have been successful in supporting school and family interactions. These may include:

- **Two-way Communication:** Ensuring regular, meaningful communication between home and school.
- **Parent Resources:** Providing resources through the Parent Teacher Resource Center.
- **School-Parent Compacts:** Developing and implementing compacts that outline shared responsibilities.
- **Volunteer Opportunities:** Creating welcoming environments for parent volunteers and seeking their assistance.

The evaluation findings are used to refine and improve the parent and family engagement policy. Updates may include:

- Addressing identified gaps in services or support
- Expanding successful programs or initiatives
- Modifying communication strategies to better reach all families
- Aligning the policy with changing community needs and demographics

By conducting this comprehensive annual evaluation, Gadsden City Schools demonstrates its commitment to continuous improvement in family engagement and academic quality across all Title I schools.

Sec. 1116(a)(2)(E))

G. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

The results of these surveys are used to develop strategies for school improvement and to revise the district and school Parent and Family Engagement Policies. These results are also used in planning future parent workshops and meetings that pay particular attention to parents with various backgrounds including homeless families, and EL families. Areas evaluated include academics and school leadership, parent involvement, Title I, school environment, and the school Parent and Family Engagement Program.

Sec. 1116(a)(2)(F))

H. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

The LEA Advisory Committee, composed of parents, teachers, and administrators, will meet annually to review, discuss, and revise the Parent and Family Engagement Policy. All members of the Advisory Committee will be encouraged to actively participate in the process. During the LEA advisory Committee meetings, Title I, Title II, Title III, Parent/Family Engagement and other federal programs will be reviewed, discussed, and modified. The proposed plans and budgets will be submitted to the Advisory Committee for discussion. Data will be presented and discussed. The data will be used to determine the instructional focus for the upcoming year. After the plans and budgets are agreed upon, they will be sent to the schools for implementation.

Sec. 116 (e)

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

- I. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children.**

The school district will with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate in understanding topics such as the following: State academic content standards, State's student academic achievement standards, the State and local academic assessments including the alternate assessments and the requirements of Title I, Part A. how to monitor their child's progress and how to work with educators. Activities may include, but are not limited to: Title I Annual Parent Meeting, communication note books, PTO/PTA Open House , Reading and Math Parent Nights, conferences with parents as needed or students who are not meeting academic content standards, intervention of the guidance counselor or system social workers, when needed, to assist parent whose children are experiencing academic difficulties.

- J. Describe how it will provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.**

Gadsden City School System has a Parent/Teacher Resource Center that has materials to provide individual prescriptive packets for students who need assistance. Parents and Teachers can request the specific materials that are needed for the students. Staff at the resource center meet with the parents and explain how to use the materials. There are also books and games that can be checked out to assist families. The Parent/ Resource Center will provide parent workshops to assist in reading, math and technology at various times during the school year. Individual schools have a parent resource area where they provide materials and training to help parents work with their children to improve their children’s achievement. These activities may include helping students build test taking skills, reading or math skills, and self-esteem. Other training, such as dealing with bullying and training on drug and alcohol awareness, may be conducted. If a parent or family member request specific training as it relates to student achievement, the LEA will provide such training. Schools have purchased Parent/Student Communication Folders to promote communication between home and school. The parent resource centers have brochures, pamphlets, videos, tapes, etc. that provide parents with resources of topics including but not limited to: attendance, homework, reading to your child, technology and the harms of copyright piracy. Schools have scheduled parent workshops for reading, math and technology based on their individual school needs assessments. These workshops are scheduled at various dates and times throughout the year to allow for the greatest participation.

K. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Training sessions for staff members will be held to strengthen their skills in working with parents and our community of stakeholders. Schools will be encouraged to conduct a book study with teachers, support staff, and administrators on dealing with families in poverty. Conducting professional learning activities with teachers on ways to communicate with parents in order to embrace them as a partner in educating their children and help create a resource inventory to identify strengths, skills, cultural and contextual knowledge of both parents and faculty members. Conducting professional learning activities on how to establish and maintain respectful and productive relationships with families. Parents will be invited to speak with school staff and faculty to share personal experiences as it relates to student success. Community field trips will be conducted with school personnel so they will have an understanding of where these children and families are coming from.

L. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Gadsden City Schools will coordinate and integrate the district's parental engagement programs with other State and Local programs to integrate parent and family strategies. Some of those programs will include United Way, Head Start, Children's Policy Council, and Success by Six. Early education workshops will be offered to parents and caregivers to offer support to our early learners. This will provide information to families as their child transitions to kindergarten. Elementary schools will host kindergarten registration and orientation activities for students who are transitioning from private and church pre-school and daycare programs so parents may tour the schools and receive information to help prepare them and their children for kindergarten. All Title I Schools have the resources available to provide a parenting area where parents/family members have access to resources, materials and supplies in order for parents/family members to be able to better help their children be successful. GCSS also has a Parent /Teacher Resource Center at the district so any parent of a Title I student has access to additional materials and resources.

M. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Gadsden City School System will take the following actions to ensure the information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents understand by: providing information to parent and other stakeholders on the LEA and school websites; providing notification to parents via postal service when appropriate; disseminating information through schools' PTO/PTA organizations; using local media and social media to provide parents with information, using School Messenger and REMIND apps to provide parent with information; providing information in a language parents can understand using TransACT and district personnel to translate. The LEA will provide translations serviced through Language Line as needed. State Department of Education is also providing a state funded translation service: Master Word.

N. Describe how it will ensure provide such other reasonable support for parental involvement activities under this section as parents may request.

Other reasonable or parent involvement activities may be requested by parents. Requests will be reviewed and considered by the school administration and LEA administration on an individual basis.

O. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

Gadsden City School System will, with the assistance of its schools and parents, educate its teachers, student services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by: encouraging teachers to contact parents early in the school year to establish open lines of communication; encourage schools to initiate volunteer programs for parents, family members and other community stakeholders; inviting and encouraging parents to participate on the LEA Advisory Committee and on other school and LEA committees; providing information to parents on the LEA and individual school websites; providing training for new teachers regarding effective parent conferencing techniques. Annual Parent Surveys will be reviewed and utilized to determine and develop effective ways to improve parent communication.

P. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

Gadsden City School System may provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably available fund sources for such training by organizing workshops based on individual school needs. Materials may also be provided to parents to aide in the training when necessary. Literacy training will be scheduled on an as needed basis. The individual schools will organize, plan and conduct necessary training. The Parent Teacher Resource Center and the EL Department will assist in providing literacy programs as needed for the schools.

Q. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

Gadsden City School System will reserve one percent from the total amount of Title I funds it receives in FY224 to carry out the parental involvement requirements listed in this policy and as described in ESSA. The LEA will also distribute 95 percent of the amount reserved to all Title I schools to support their local-level parental involvement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate parental involvement budget that addresses their needs assessment and parent recommendations. The LEA may pay/provide reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care cost to enable parents to participate in school -related meetings and training sessions.

R. Describe how the LEA may train parents to enhance the involvement of other parents.

Gadsden City School System will, with the assistance of its schools, provide training as needed to enhance the involvement of other parents. These activities may include: Parenting Classes, PTO/PTA meetings; volunteer programs and parent workshops on topics such as using technology, homework assistance, home safety. System wide social workers are available to assist parents with specific needs.

S. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

Each Title I school will conduct an annual Title I meeting for parents to provide suggestions regarding how parent engagement funds will be used in the upcoming year at the district and school-level. The Annual Parent Survey is given out in the spring and the results will be utilized to gather information on times, and locations for parent meetings that are convenient to parents in order to maximize parent involvement participation.

T. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

The Gadsden City School System may adopt and implement model approaches to improving parental involvement as appropriate. Annual Parent Surveys will be used to implement parent involvement at individual schools as well as the LEA.

U. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

The LEA Advisory Committee, composed of parents, teachers, and administrators, will meet annually to review, discuss, and revise the Parent and Family Engagement Policy. All members of the Advisory Committee will be encouraged to actively participate in the process. During the LEA advisory Committee meetings, Title I, title II, Title III, Parent/Family Engagement and other federal programs will be reviewed, discussed, and modified. The proposed plans and budgets will be submitted to the Advisory Committee for discussion. Data will be presented and discussed. The data will be used to determine the instructional focus for the upcoming year. After the plans and budgets are agreed upon, they will be sent to the schools for implementation.

V. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Gadsden City School System will communicate with organizations and businesses throughout the area in order to encourage and continue to build partnerships with Title I Schools. The local organizations and businesses are welcome to become involved with the LEA to in able and foster parental involvement in such areas as: Allow time off from work to attend school related meetings, Provide tutors, Have community and business leaders as speakers at parent meetings and workshops, Donate to schools on behalf of parents who are employees or members, Sponsor School wide events promoting student achievement. Currently Gadsden City School System and the individual schools partners with a variety of community-based organizations and businesses in parent involvement activities. Some of the partnerships include: United Way, Success By Six, Health, Vision and Screening; CED Mental Health, Fire and Safety programs.

Sec. 1116(f)

W. Describe how the Local Education Agency, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Gadsden City School District and its schools will provide full opportunities for the participation of parents and family members including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, parent and family members of homeless children, and parents and family members of immigrant including providing information and school reports and including alternative formats upon request, and to the extent practicable in a language parents understand. TaransACT is used to translate information in their primary language. Language Line will also be used to assist parents during enrollment and conferences. State Department of Education is also providing a state funded translation service: Master Word. The SPE department assists parents and families with disabilities during the referral process as well as the IEP process. System wide Homeless liaison and social workers assist homeless families. EL district staff assist parents of immigrant, migrant and EL students.

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by LEA Advisory Committee agendas, minutes and sign in sheets. The school district will distribute this policy to all parents of participating Title I, Part A children on or before October 1, 2023.

LEA Advisory Committee
PLAN APPROVED BY (Person or Entity)

DATE OF APPROVAL

PARENTS RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:

(i) Whether the student’s teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

- (1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part
- (2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services
- (3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))
- (4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program
- (5) collaborate with the State or local child welfare agency to—
 - (A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency
 - (B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - (i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - (ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - (I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - (II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))