



2025/2026

Parent & Family Engagement Plan

Gadsden City Schools

Part 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).

Recognizing that the parent is the child's first and most important teacher, and that the parent's continued involvement is essential to the child's success, 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 and weaknesses, and give parents an opportunity to share their suggestions.

Part 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 its 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 improvements need to be made.

Part 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 with 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 help parents understand their child's physical, intellectual, and emotional needs from birth. These programs will also explain strategies that parents can use to support their child's healthy physical, intellectual, and emotional development. Various community agencies and resources may be used, such as United Way, Head Start, YMCA, Children's Policy Council, and 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

Part 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 and determine which changes and improvements are needed.

Part 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 its 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.

Part 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

Part 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.

Part 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:

Part 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.

Part J. Describe how it will provide materials and training to help parents 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 requests 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 on topics including but not limited to: attendance, homework, reading to your child, technology, and the harms of copyright privacy. Schools have scheduled parent workshops for reading, math, and technology based on their individual school needs assessments. These workshops are scheduled on various dates and times throughout the year to allow for the greatest participation.

Part 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 they relate 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.

Part 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 families with information 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 to provide a parenting area where parents/family members have access to resources, materials, and supplies to better help their children succeed. 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.

Part 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. The State Department of Education is also providing a state-funded translation service: Master Word.

Part N: Describe how it will ensure to 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.

Part 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.

Part 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 funding sources for such training, by organizing workshops tailored to individual school needs. Materials may also be provided to parents to aid 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.

Part 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.

Part 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, and home safety. System-wide social workers are available to assist parents with specific needs.

Part 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 levels. 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 participation.

Part 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.

Part 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.

Part 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 to encourage and continue building 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, the Gadsden City School System and the individual schools partner 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.

Part 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 into their primary language. Language Line will also

be used to assist parents during enrollment and conferences. The State Department of Education is also providing a state-funded translation service: Master Word. The SPE department assists parents and families with disabilities throughout the referral and IEP processes.

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— 10 (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 an emergency or other provisional status through which State qualification or 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 four 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