Geneva City Schools Consolidated Plan

2026-2027

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Sec. 1112. [20 U.S. C. 6312]
A local education agency may receive a subgrant 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 education 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, agenda, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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 education 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.

The Geneva City Schools System teachers teach the standards as required by the ALSDE. Local pacing guides are also used by teachers to ensure that the standards are taught in a timely manner.

Teachers in Grades K-12 will monitor student progress by utilizing data from the mandated state assessments which will help determine the success of students in meeting the state's student performance standards. These assessments will also be used to provide information to parents and students; assist in diagnosing, teaching, and utilizing appropriate learning strategies; evaluate program effectiveness; determine and provide professional development; and revise program components if necessary. Specific assessment data used for monitoring may include, but is not limited to, the following:

K

- Early Literacy (Renaissance)
- Accelerated Reader (Renaissance)
- I-Ready (Math)
- AlaKids
- SPIRE

Grade 1

- Early Literacy (Renaissance)
- STAR Reading (Renaissance)
- I-Ready (Math)
- Accelerated Reader (Renaissance)
- SPIRE

Grade 2

- ACAP Summative (Reading and Math)
- STAR Reading (Renaissance)
- I-Ready (Math)
- Accelerated Reader (Renaissance)
- SPIRE

Grade 3

- ACAP Summative (Reading and Math)
- STAR Reading (Renaissance)
- I-Ready (Math)
- Accelerated Reader (Renaissance)
- SPIRE

Grade 4

- ACAP Summative (Reading, Math, and Science)
- STAR Reading (Renaissance)
- I-Ready (Math)
- Accelerated Reader (Renaissance)
- SPIRE
- National Assessment of Education Progress (if selected)

Grade 5

- ACAP Summative (Reading and Math)
- STAR Reading (Renaissance)
- I-Ready (Math)
- Accelerated Reader (Renaissance)
- SPIRE

Grade 6

- ACAP Summative (Reading, Math, and Science)

- i-Ready (English Language Arts and Math)
- Imagine Learning
- SPIRE

Grade 7

- ACAP Summative (Reading and Math)
- i-Ready (English Language Arts and Math)
- Imagine Learning
- SPIRE

Grade 8

- ACAP Summative (Reading, Math, and Science)
- i-Ready (English Language Arts and Math)
- Kuder Program
- Imagine Learning
- SPIRE
- National Assessment of Educational Progress (if selected)

Grade 9

- Kuder Program
- Imagine Learning
- Progress Learning

Grade 10

- Kuder Program
- Pre-ACT
- Imagine Learning
- Progress Learning

Grade 11

- Kuder Program
- ACT Plus Writing
- Imagine Learning
- Progress Learning
- JumpStart

Grade 12

- Kuder Program
- ACT Work Keys
- Imagine Learning
- Progress Learning
- National Assessment of Educational Progress (if selected)

K-12

- Home Language Survey is used as an indicator of student screening
- W-APT screener
- ACCESS for ELs
- ACAP Alternate (Special Education)

Results of state assessments will be distributed and discussed at faculty meetings. Designated personnel will be responsible for placing results in student cumulative folders, notifying parents that results have been received, and conferencing with parents. Assessment results will be examined by each grade level, subject area, and sub-group. The test results will be analyzed to determine both group and individual progress. Teachers and principals will continuously evaluate students' progress throughout the school year through data meetings.

In addition, feedback opportunities will be given to students, parents, and teachers in order to identify school characteristics that they consider to be of importance and concern at each local school. The information gained will be considered and areas of concern addressed with students, parents, teachers and administration. The ACIP Committees will have input concerning local school assessments.

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 for ALL students in Schoolwide programs with an increased emphasis on helping the at-risk students (migratory, English learners, students with disabilities, homeless, foster care students, neglected/delinquent, and economically disadvantaged) 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 ACIP committees.

To identify students who may be at risk for academic failure, formative assessments such as STAR Reading, STAR Math, and i-Ready are completed on a regular basis. Moreover, state assessment data is reviewed before the beginning of each school year to further identify students in need. These reports along with items such as progress report grades and report card grades are used in PST meetings to develop plans for struggling students.

Although Mulkey's ACIP and the middle school's ACIP plan was written to meet SDE requirements, each varies in composition and strategies to meet the individual needs of each school and the students. Each school's plan is monitored by its ACIP committee. Other progress monitoring tools may include the following:

A-F Report Card (system and school)
Annual Retention Rate
RTI Lists
Average Daily Attendance
SIR Reports

System Average Current Expenditures per child in ADA
System Free/Reduced meal eligibility (used to help determine CEP eligibility)
Stakeholder Surveys
Student Progress Reports
Graduation Rates

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.

Geneva City Schools use information obtained from the state assessments and additional assessments to assist in diagnosing and teaching. 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.

Identified students who have academic difficulty and/or behavioral issues may also be referred to the Problem Solving Team (PST). Parent conferences and notification for identified students will be held to discuss identified strategies to use at home and to provide support at school.

All students at the middle school have an intervention period at the end of the day where they are able to work on their homework, read their library book, work on i-Ready and/or get remediation from a lesson taught that day.

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.

It is our belief that Geneva City Schools have the desire for and encourage high expectations of both teachers and 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. In response to the results of the Comprehensive Needs Assessment, the following goals have been identified and agreed upon by faculty, staff and parent community members of each school-wide project.

Specific instructional programs and strategies are located in each school's ACIP. These may include:

- Accelerated Reader (Renaissance)
- I-Ready
- Alabama Reading Initiative (ARI) – James A. Mulkey Elementary School
- AMSTI – Geneva Middle School
- Imagine Learning

- SPIRE

The committee at each school will continue to meet with the system Federal Programs Coordinator to plan and implement local, state, and federal budgets and guidelines. Other system coordinators/administrators will also continue to work closely with the schools to ensure cross program coordination and to address system-wide needs of ALL students (migratory, English learners, 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.

Geneva City School System, through our commitments and with the help of the committees, ensure that measures will be taken to provide equitable participation for all students, personnel and programs operating under this consolidated plan. Furthermore, all students will have an opportunity to achieve high academic standards.

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.

Student assessment data will be reviewed to identify any gaps in student achievement among low income and minority students. Identified gaps will be tracked to see if students are taught by ineffective or inexperienced teachers. Teacher data will be reviewed from Teaching Effectiveness and the district's Educator Effectiveness Plan, and principals will be strongly encouraged to place their most effective teachers with their lowest achieving student groups. Professional development opportunities will be provided to strengthen skills and improve knowledge of all teachers.

Geneva City Schools diligently strives to employ only teachers who are certified in the content area to which they will be assigned. However, due to a teacher shortage and with Geneva City Schools being a rural area, that has become increasingly difficult.

6. Sec. 1112(b)(3)

Describe how the local education agency will carry out its responsibilities under section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) schools. The local education agency must include how it will develop and implement a CSI plan in partnership with stakeholders that takes into account the accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, identifies resource disparities, and is approved by the school and the local education agency.

Geneva City Schools does not currently have any schools identified as CSI. However, in the event a school is identified, the following work will continue to be completed:

- drill down the data
- identifying learning gaps
- trends and patterns in proficiency levels from grade level to grade level
- identifying subgroups and developing learning paths for improvement
- provided appropriate evidence-based programs for special education students
- increased progress monitoring in math and reading
- ensure that the support put in place is implemented to fidelity in regards to frequency, time limit and content
- utilizing walk through observations to ensure all efforts are being met

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 identified for Comprehensive Support and Improvement (CSI), describe how the local education agency gives priority to the lowest-achieving children, how the local education agency ensures that a student who uses the option to transfer shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school, and how the local education agency permits a student who transfers to another public school to remain in that school until the student has completed the highest grade in that school.

Geneva City Schools does not currently have any schools identified as CSI. However, in the event a school is identified, the following work will continue to be completed:

- drill down the data

- identifying learning gaps
- trends and patterns in proficiency levels from grade level to grade level
- identifying subgroups and developing learning paths for improvement
- provided appropriate evidence-based programs for special education students
- increased progress monitoring in math and reading
- ensure that the support put in place is implemented to fidelity in regards to frequency, time limit and content
- utilizing walk through observations to ensure all efforts are being met

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.

Geneva City Schools does not currently have any schools identified as TSI or ATSI. However, in the event a school is identified, the following work will continue to be completed:

- drill down the data
- identifying learning gaps
- trends and patterns in proficiency levels from grade level to grade level
- identifying subgroups and developing learning paths for improvement
- provided appropriate evidence-based programs for special education students
- increased progress monitoring in math and reading
- ensure that the support put in place is implemented to fidelity in regards to frequency, time

limit and content

· utilizing walk through observations to ensure all efforts are being met

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).)

The poverty criteria used to select eligible attendance areas will be the number of children eligible for free and reduced price meals under the National School Lunch Act. Schools will be determined eligible based on the highest percentage of need and with at least 40% (schoolwide) of the children from low-income families. Schools will be ranked from the poorest to richest. While the schools are ranked and this ranking is illustrated in eGap, Geneva City Schools only have one school per grade span. Therefore, we are not mandated to follow the ranking in regards to funding.

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.

No school in Geneva City Schools are identified under Targeted Assistance. The elementary and middle schools are identified as school-wide. Both schools have federally funded units to help reduce class sizes. Both systems have programs for progress monitoring. The elementary school utilizes Renaissance (STAR Reading and i-Ready Math) while the middle school uses i-Ready. The middle school's program also provides learning paths and lessons that help remediate skills. The elementary school also provides an after-school program with federal funds for grades first through fifth. This provides help with both grade level skills and skills from previous years students may not have mastered. A transition program for kindergarten is funded with federal dollars. This program allows new kindergarteners to attend school before school begins to help with the transition to elementary school.

There are currently no students identified as neglected or delinquent. No residential facilities are within Geneva City Schools district either. There is a transition plan in place if this need ever arises. Furthermore, should students be identified as neglected or delinquent, services will be provided which may include but not be limited to counseling, social services, health services, academic instruction and remediation, afterschool services, or homeless services.

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.).

Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. Geneva City Schools will ensure that these students are afforded equal access to academic and other services that will allow them to meet the same challenging state achievement standards as non-homeless students.

Presently, there are zero students identified as homeless in the Geneva City School District. Students who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

Admission procedures are in place for students identified as homeless. The district will use a Residency Questionnaire to facilitate identity of homeless children and youth and preschoolers, which is completed at the time of registration. If determined homeless by administration, procedural guidelines are in place to ensure that homeless students are not denied enrollment due to the lack of registration documentation at the time of enrollment. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of the

necessary documents. The school counselor will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation.

Typically, the application process for free and reduced priced meals would be expedited for homeless children and youth. However, by Geneva City Schools participating in the Community Eligibility Provision Program, all students can receive free breakfast and lunch.

Geneva City Schools makes every effort to provide homeless children and youth with a stable school environment by enrolling students in the *school of origin* and providing them with transportation to and from the school of origin. Provisions are made for parents/guardians, or unaccompanied youth to request or decline enrollment in the *school of origin*.

The program provides for a homeless liaison that will ensure program implementation and coordinate efforts to ensure that homeless children and youth, including preschool age children, are provided the opportunity for academic success.

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.

Services for preschool students, English Learners, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children will be served through the individual programs and Title I. The activities will be coordinated through the federal programs coordinator to eliminate duplication, reduce fragmentation of the instructional program and to increase program effectiveness. Program goals include:

1. Provide annual technical assistance to each local school in revising their ACIP focusing on the needs of all students, as well as, including the coordination of all local, state, and federal resources.
2. Provide support, based on local school needs, to promote educational improvements and increase the performance level of all students.
3. Effectively utilize resources at the state and local levels through alignment and coordination of state and federal programs.

Preschool- For the seventh year, Geneva City Schools is offering a First Class Pre-K Program through the Office of School Readiness. This program is housed within James A. Mulkey Elementary School. Along with this program, there are three daycares in addition to Headstart within the school district. When students qualify, services such as speech, occupational therapy, and physical therapy are provided. For children who do not attend a daycare or Headstart, services are provided at James A. Mulkey Elementary School. These preschool students are identified as those students between the ages of three and the entrance age for kindergarten students.
Kindergarten registration occurs in the spring of each year. The counselor and teachers are responsible for registration. Students and parents often tour the kindergarten classrooms. While

parents/guardians complete paperwork, students are screened to identify their knowledge of basic skills.

Title I funds has funded a program for upcoming kindergarteners called Start First. For four days in July of 2025, students attend kindergarten from 8:30 a.m. – 11:30 a.m. This helps transition them to the elementary school. They are able to learn where things are (ex: playground, lunchroom, auditorium, bathrooms, etc) without the other grade levels at school. Kindergarten teachers and paraprofessional(s) are paid stipends for these days. Depending on enrollment, a special education teacher may also attend a day or possibly multiple days of Start First to help provide services.

For the 2026-2027 school year, the eighteen Pre-K students also attended Start First.

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.

Targeted Assistance Program
Presently, no schools in the Geneva City School System operate under a Targeted Assistance Program.

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.

Geneva City Schools will implement the following strategies to facilitate effective transitions for students from eighth grade to high school:

- Eighth graders visit the computer lab to complete a web-based Kuder Career Interest Inventory and a four year plan.
- Eighth graders attend the Geneva County Career Fair to help students identify career interests.

Geneva City Schools will implement the following strategies to facilitate effective transitions for students from high school to postsecondary institutions:

- Field trips to various local colleges.
- Career expos and college fairs.
- The Geneva City career coach provides individual planning with students.
- College and military recruiters visit the high school to discuss future career plans with students.
- Dual enrollment opportunities.
- ACT Prep and WorkKeys practice.

- Courses are offered at the regional career tech center.
- Many students work with a vocational rehabilitation counselor to help the transition process go smoothly.

15. Sec. 1112(b)(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.

Middle grades to high school:

- Kuder Career Interest inventories and four year planning with the counselor.
- Eighth graders attend the Geneva County Career Fair to help students identify career interests.
- Ninth graders take a career preparedness course which helps them identify skills, work values, and interests.

High school to postsecondary education:

- Dual enrollment/early college opportunities for grades 10-12 in career technical and academic areas.
- Career Counseling using the Kuder system.
- High school counselors and Career Coach provide career planning/counseling for all students.
- Increased opportunities to earn CCR's and participate Pre-AP and AP classes.

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).

Geneva City Schools supports efforts to reduce the overuse of discipline practices that remove students from the classroom in the following ways:

- The PST works to develop and implement strategies which are designed to reduce problematic behaviors in students.
- Professional development is offered periodically to all teachers on behavior management.
- Review the annual Student Incident Report (SIR) report to analyze data broken down by subgroups so that steps can be taken to increase support and reduce discipline incidents for the identified subgroups.

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.

Geneva City Schools supports the integration of academic and career technical education. Geneva City Schools has partnered with Geneva County Schools to operate a career technical facility. It opened in August of 2017. Currently, juniors and seniors are attending this center. The six programs offered here include the following: welding, information technology, automotive, health sciences, early childhood education, and aviation maintenance and technology.

Career tech courses are also offered at our high school. Classes such as food and nutrition, horticulture, and business are available for our students. Credentials can be earned with these courses as they can at the regional career tech center.

Dual enrollment with local colleges is another option our students have. Students can also earn advanced diplomas at Geneva High School.

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.

Students on the Essentials Pathways track complete one hundred forty hours of work experience.

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.

Title I funds may be used to assist in identifying and serving gifted and talented students in poverty.

Title II funds may also be used to improve the skills of teachers, principals, or other school leaders in order to enable them to identify students who are gifted and talented, and provide instruction based on the needs of such students.

Historically, Geneva City has not used Title I or Title II funds to fund the gifted and talented program. Typically, gifted and talented student programs are funded through state and local allocations.

20. Sec. 1112(b)(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.

Accelerated Reader is maintained through Title I funds, state High Hopes/At Risk funds, or state funds. Books, eBooks and other resource materials are purchased by using local funds, state funds, or central office enhancement funds. With the funding we receive from the state department, we can purchase books, digital literacy and any type of resources that a media specialist feels can promote global learning. These purchases are determined by each media specialist based on each school's Needs Assessment and the Library Enhancement Committee. Each school library is staffed by a state certified media specialist and has up-to-date resources that include technology and broadband access. Collaboration between content teachers and media specialists is supported to promote school reform and identify successful skills to produce global opportunities for all students.

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.)

<u>Parent and Family Engagement Written Policy</u> (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).

The Geneva City School System will hold system-level meetings to secure parent input into the development of the system policy/plan. The Geneva City School System will involve parents and family members in jointly developing the local agency plan by the following:

- An annual meeting of the Parent-Teacher Advisory Council will be held at a time determined most appropriate by council members.
- The Geneva City School System will assist the schools in informing parents of their parental involvement rights in Title I schools.

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 Geneva City School System, with the input of the Parent Advisory Council, will develop a system-level Parent Involvement Plan to serve as a guide for system and school-level activities. The Federal Programs Coordinator and the Family Liaison will serve as the district level contact to coordinate activities and provide technical assistance as needed. The set aside of 1% is required since Geneva City Schools receives over $500,000 in Title I funding.

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.

The Geneva City School System will coordinate and integrate parent and family engagement strategies in Part A with parent involvement strategies by:

- Title I Annual meetings
- Parent/Teacher Conferences
- PTO meetings
- Weekly Folders
- Newsletter
- District/School Website
- One Call Now
- PowerSchool Parent Portal

Sec. 1116(a)(2)

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, that includes identifying 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)

Annually, all parents are given an opportunity to participate in The Geneva City Title I Community Survey. These surveys seek input on activities, training and opportunities offered to parents and students. The distribution and collection of these surveys will be the responsibility of the principal and the school counselor. The results of the surveys are compiled by individual schools for review by the school-wide ACIP and Parent Advisory committees to determine needed changes. Each year all Title I schools' School-wide Continuous Improvement Plans and Parent Involvement Plans are reviewed and evaluated for effectiveness. Strategies for improvement are developed and implemented. Particular attention is paid to identifying and removing any barriers to greater participation by parents (especially those who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) in parental involvement activities. Faculty and staff try to limit these barriers by providing activities at varying times (convenient for the parent), having staff available to read things to parents if needed (ex: behavior rating scales that need to be completed by parents for students in special education), having forms translated for parents whose primary language is not English, and allowing for phone conferences or virtual meetings (ex: Google Meet) when appropriate.

All Title I schools will utilize programs such as TransACT to provide timely communication with all parents in a language they can understand. Google Translate is another tool that is utilized.

E. 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, 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.

The needs of parents and family members to assist with the learning of their children with be addressed by the following:

- Newsletters
- Weekly Folders
- Home/School Compacts
- Orientation materials for students entering kindergarten

- Transition materials for students entering sixth grade (ex: *Moving Right Along: The Way Parents Can Help Children Succeed in the Middle Grades)*
- Links on the district and school websites
- PowerSchool Parent Portal

In regards to identifying the needs of parents and family members to assist with the learning of their children, technology is a concern. Many students in Geneva City Schools are living with grandparents and great-grandparents, and these caregivers struggle with the use of technology (PowerSchool Parent Portal for example). Other ways of communication such as the planners can help with this.

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 this part, that includes identifying strategies to support successful school and family interactions.

As part of the annual evaluation, team members including parents determined that strategies to support successful school and family interaction will include the following:

- Website links for Parent Involvement
- In-service training for teachers focusing on school and family interaction strategies
- Newsletters
- Utilizing resources from the Alabama Department of Education
- PTO
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, and other areas in the local community
- PowerSchool Parent Portal

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.

Geneva City Schools will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies. Particular attention is paid to identifying and removing any barriers to greater participation by parents (especially those who are economically

disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) in parental involvement activities.

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 Geneva City School System will hold district-level and school-level Parent Advisory Council meetings to secure parent input into the development and revision of the Parent Involvement Plan. The meetings will be held at different times at the Title I Schools to accommodate the various parents'/guardians' work schedules.

The topics discussed at the meetings will include the following:

- Title I services and parents' rights
- State Student Assessment Program and schedule
- Parent Involvement Plan
- Technology
- Federal Programs

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 Geneva City School District will hold system-level meetings to secure parent input into the development of the system policy/plan.

The Geneva City School District will ensure that annual meetings are held at all Title I schools at the beginning of each school year to discuss the following topics:

- Title I participation, services available, and parents' rights
- An explanation of the school's curriculum and the State's content standards
- The State Student Assessment Program
- The School-wide Continuous Improvement Plan
- The School Parental Involvement Plan
- Other timely subjects

These annual meetings will be held during the school day or in the evening to accommodate the various parents'/guardians' work schedules. If a parent cannot meet when the meeting is originally scheduled, information can be sent if requested by the parent.

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.

Materials and training to help parents work with their children will be provided through the following avenues:

- Home/School Compacts
- Newsletters
- Letters explaining student assessment results and how to interpret score reports
- Parent/Teacher conferences
- Student Handbook contains the acceptable use policy in regards to technology

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.

The Geneva City School System, with the assistance of its schools and parents, will educate its teachers, principals, and staff on how to communicate with and work with parents as equal partners. Focus will be on the value of the contributions of parents and in how to implement and coordinate parent programs and build ties between parents and the schools. This will be accomplished by the following:

- Inservice teacher training with a focus on the topics above
- District/School websites
- Making contact with parents at alternate sites

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.

Geneva City Schools will do the following:

- Provide parent involvement links on the Geneva City Schools website to useful sites.

- Collaborate with SpectraCare, Head Start, Wiregrass Hope, and other community organizations to provide training opportunities that will enhance the parental involvement program.

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.

All Title I schools will utilize programs such as TransACT or Google Translate to provide timely communication with all parents in a language they can understand.

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

Reasonable support for parental involvement activities will be provided by:

- Establish district-level and school-level Parent Advisory Councils to provide advice on all matters related to parental involvement in Title I, Part A programs.
- Vary times of parent meetings

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.

Parents may be involved in the development of training of teachers in the following ways:

- By asking parents what the best ways of communication are for them
- By asking parents how we can accommodate their work schedules for meetings and conferences
- By requesting parental input on the most effective/appropriate discipline techniques for their child
- By seeking parental input on better ways to make parents feel welcome and comfortable in the school setting
- By asking parents to lead discussions at Parent Teacher Organization (PTO) meetings regarding topics of general parental concern

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.

The Geneva City School System will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, as appropriate to foster parental involvement by:

- Home/School Compact

- Booklets from edpubs.ed.gov
- Newsletters
- Parent/Teacher conferences (ex: help parents understand child's test scores, help parents learn how to help children with homework, etc.)
- Orientation meetings
- PowerSchool Parent Portal

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.

Title I will help support parental involvement activities.

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

At the scheduled parent meetings, PTO meetings and Advisory Council meetings, parents will be made aware of a variety of ways to be involved with their child's education. These parents will be encouraged to share this information with other parents. School leaders will encourage parents to share information concerning upcoming events with other parents through telephone calls, social media, etc. District/School-level websites will contain information for parents to share with those not having access to the internet. Newsletters may also be distributed.

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.

School leaders will be encouraged to accommodate parents who are unable to attend conferences at school so that they may be involved in their child's education. The following methods may be used:

- Teleconferencing for parents unable to attend conferences during the school day
- Conduct conferences using Facetime, Google Meet, or Zoom
- After school conferences
- Communicating through emails or texts

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

Transition guides and orientation opportunities are provided for students entering kindergarten and sixth grades. All parents may learn more about their child's school by touring the campus and meeting teachers, administrators and other students at the annual

open house. Parents and community members are encouraged to join PTO. There is an "open door" policy at each school within Geneva City Schools.

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 Geneva City School System has established a district-level Parent Advisory Council. The members were selected by the principals from each school. In most cases, this will include parents who are already serving on the school-wide committees. The parents are contacted concerning their willingness to serve on the council. Parents are contacted by phone prior to the meeting date.

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

The Geneva City School System will utilize community based organizations such as the Wiregrass United Way as well as businesses such as Piggly Wiggly and Wal-Mart to assist our schools with parent involvement activities through:

- Providing a funding source for food, school supplies, teacher supplies, etc.
- Providing counseling services for students and families in need.
- Providing information/counseling on topics such as drug/alcohol abuse.
- Provide personal and social lessons on topics such as drugs, stress, bullying, cyberbullying, and suicide prevention.

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.

Parent meetings are conducted through the school year providing parents with information concerning their child's education, materials to practice needed skills, and tips for parents. Communication involves a variety of media such as telephone calls, email, parent/teacher conferences, Remind, and One Call Now. TransACT, Google Translate, or in person translators are used when needed to communicate with non-English speaking parents.

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 ADVISORY BOARD MEETING 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, 2026.

PLAN APPROVED BY: Erica G. Wright/Federal Programs Director

DATE OF APPROVAL: September 15, 2026

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)).