GENESIS
INNOVATION ACADEMY

1049 Custer Avenue, SE
Atlanta, Georgia 30316
404.990.3844

info@GenesisInnovationAcademy.org
www.GenesisInnovationAcademy.org

Genesis Academy Parent and Family Engagement Policy Revised FY26-27

Parent and Family Engagement Policy

In support of strengthening student academic achievement, Genesis Innovations Academy receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the LEA's expectations and objectives for meaningful parent and family engagement and describes how the LEA will implement a number of specific parent and family engagement activities, and it is incorporated into the LEA's plan submitted to the Georgia Department of Education.

The Genesis Innovations Academy LEA agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.

- Consistent with Section 1116, the school district will work to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESSA.

- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.

- The district will coordinate and integrate parent and family engagement strategies, under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs and other activities.

- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state Department of Education.

- The school district will be governed by the following definition of family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

- Family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

    (A) Parents play an integral role in assisting their child's learning
    (B) Parents are encouraged to be actively involved in their child's education at school
    (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on relevant committees or advisory groups to assist in the education of their child
    (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

District and Academy parent involvement plans are reviewed and revised annually with parents and other stakeholders (teachers, administrators, and other Academy personnel). The district will hold an annual meeting for review of the District Parent Involvement Plan. All parents, teachers, administrators, and other Academy personnel in the district will be invited to the meeting to provide input. Prior to the annual Title I meeting, teachers are informed of the requirements of Title I, usually in an identified faculty meeting. During this meeting, copies of the Parent Compact, Parent Involvement Plan and a Title I Timeline are distributed for review and comments. A communication plan to build parent capacity through meaningful and intentional exchange will be introduced as well as a plan for implementing effective parent and family involvement activities. Parents will be notified in multiple ways (flyers, text, social media, and calling post) of the annual Title I Meeting to increase the probability of attendance. In addition, virtual options to attend the meeting will be offered to maximize participation.

District parents that cannot attend the meeting will be given the opportunity to view the virtual recording and/or obtain a copy of the draft plan from the school's website and submit input before the final revisions are approved. The Federal Programs Director will be responsible for collecting the required information (agenda, meeting notes, and sign in sheets). The district will hold the meeting in the Spring-Summer time frame to revise plans for the next Academy year.

The LEA Parent Involvement Policy checklist will be applied to district plans. Revision dates will be clearly marked on each plan. The Federal Programs Director will review plans during on-site monitoring visits. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. District improvement and parent involvement plans are posted on the website and copies will be made available at the school (Academy) site. Genesis holds a Spring Title 1 meeting each year.

These meetings give parents and other stakeholders the opportunity to review and provide feedback on system-wide scholar data, parent activities, district and Academy Parent Involvement Plans, Academy wide Title I Plans, Parent Compact, district/Academy Comprehensive Improvement Plans. Parents and other identified stakeholders, that may include business leaders, and organizations or individuals with expertise in effectively engaging parents and family members in education are asked to complete an annual survey to evaluate the content and effectiveness of the entire Program. Parents are notified about this opportunity through various advertisements in local media, Academy-level flyers, social media, and web sites and by using a calling system. The Academy district uses the comments provided by parents during the annual review/revision of documents at the annual System Leadership Retreat, and parent workshops. After the Academy system review/revision process, which includes an evaluation of the parent survey results, district and Academy Parent Involvement Plans are made available to parents on the district and Academy website. Copies are made available in the district/Academy front office. Parents are given the opportunity to provide feedback about federal programs by completing annual parent surveys. These comments are used by the district and Academies to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in law.

Distribution of Completed Plans/Policy

Genesis Innovations Academy District posts the following plans on its website located at www.genesisinnovationacademy.org

Plans include parent involvement policies, Title I Academy wide plans, Parent compacts, flexible learning program plans (if required), comprehensive LEA (district) improvement plan (CLIP), parents' right to know, complaint procedures, and policy on ethics and fraud, waste, and abuse. Parents are informed about these plans at the Annual Title I meeting. Parental input into the content of each plan is solicited during multiple meetings and interactions throughout the year. Administrative leadership monitors plan distribution throughout the year.

Academy-Parent Compacts

The school (Academy) is required to have a parent compact. It is the responsibility of the Superintendent in coordination with the Parent Involvement Coordinator (or designee) to make sure that the compact is reviewed and revised annually. The review and revision will occur in the spring of the year. Revision dates will be clearly marked on each compact. An invitation will be sent home to all parents in the Academy and meeting dates will be shared on the Academy and district website, text messaging, phone messages, and other social media. The Parent Involvement Coordinator (PIC) [or designee] will be responsible for setting up meetings and collecting required information (agenda, meeting notes, and sign in sheets).

Parent compacts will include responsibilities for the teacher, parent, and scholars. Parents can provide input on the parent compact at the annual Title 1 meeting and at Parent Orientations. Compacts will be distributed to all parties involved for signatures in the fall of the year. Copies of the signed parent compacts are kept on file with the child's teacher and used during parent-teacher conferences. School and District leadership monitor distribution of the Parent Compact of the plan throughout the year.

Capacity for Parent Involvement

Information is provided to Academy personnel and parents on how to build parent capacity through presentations made during meetings, through response to parent needs on surveys, through information received from the GADOE Parent Engagement department, and through scholar handbooks, newsletters/flyers.

The Parent Involvement Coordinator (or designee) considers, and plans based on the six requirements for building capacity by answering the following questions:

1. What strategies/materials have been offered to parents on understanding academic content standards?
2. What training has been offered to parents related to literacy and the use of technology?
3. How have faculty and staff been encouraged to communicate with and involve parents in their child's education?
4. What efforts have been made to foster parental involvement in pre-k programs (or programs for entering K students)?
5. What attempts have been made to communicate parental involvement information to parents using language parents can understand?
6. What other support do parents receive for parental involvement activities?

Parent Resource Centers

Genesis is in the process of creating a virtual parent resource (Parent Academy) center for the FY21-22 school year. A variety of materials and resources will be posted to our website and made available to parents for review. The resources will focus on helping parents connect more directly to the educational process for their children, including methods of advocating for their children, strategies for home use, advisories on how to use school-specific technology platforms, information on academic standards and testing, etc.

The Academy will notify parents of the availability of the resources via various communication strategies (as noted above). School and District leadership will monitor implementation of the Parent Resource Center plan throughout the year.

Required 1% Set Aside for Parental Involvement

Because our Academy receives less than $500,000 in Title I Funds, the Academy does not set aside at least 1% of their Title I Allocation for parental involvement. Parents are offered an opportunity to provide feedback of how the funds can be used during the Academy's Spring Title I Input Meeting. Stakeholders are asked to submit their suggestions to the Academy Parent Involvement Coordinator (or designee). The Title I Annual Survey includes a question that asks parents if they were provided an opportunity to provide feedback regarding the funds.

Genesis invites all parents to participate in the planning of the parent involvement budget. This is conducted at the spring planning meeting. Parents also give input on workshops needed to build capacity.

Comprehensive LEA (District) Improvement Plans (the CLIP)

The LEA Improvement Plan is created each spring for the following school year. The district leadership team conducts a meeting during the Spring-Summer time frame at which representatives from the faculty, administration, as well as parent volunteers and external stakeholders provide input.

System leaders also support the development and implementation of the CLIP during monthly Administrative and Curriculum Team meetings. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets. Parents are invited to weigh in on aspects of the CLIP during the annual Title 1 meeting. Parents are also able to volunteer to become a standing member of the Title I stakeholder team. Once the plan is finalized, it is placed on the website. Hard copies can be obtained at the Academy. School and District leadership monitor implementation of the plan throughout the year.