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LEA CONSOLIDATED PLAN

DOTHAN CITY SCHOOLS

SUPERINTENDENT: DR. DENNIS COE

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

A local educational 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 educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- As necessary, 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 active plan date.
- Documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- Has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

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

1. 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.

All Dothan City Schools (DCS) develop a Continuous Improvement Plan (ACIP) that provides the foundation for the instructional year. Once state standardized test scores are received, the school leadership team based on student data writes the ACIP. The success of student achievement is based on set state department goals, measurement of interim progress, and performance standards. Grades K-12 teachers 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. Assessment data is disaggregated into subgroups and analyzed at the LEA and school level. 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.

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

2. 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 School wide programs with an increased emphasis on helping the at-risk students (migratory, limited-English proficient, students with disabilities,

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homeless, foster care students, neglected/delinquent, and economically disadvantaged) achieve local and state goals of high achievement measures to be used toward meeting these goals and making revisions when the ACIP committees address appropriately. State courses of study, grade and subject-specific pacing guides, and ACIPs provide the framework for classroom teaching and learning. Walkthroughs by school administrators and central office staff are conducted to ensure that the components of the ACIP are being implemented. School leadership teams meet regularly to review and assess data, monitor program implementation, and adjust program components to ensure that the state's achievement standards are attained. Response to Instruction (RTI) is implemented in all Dothan City Schools. The emphasis of RTI is to assess student achievement and abilities and determine if additional assistance is required. This process operates on an intervention structure that involves three tiers, Tier I, II, and III. Students may be referred for Tiered assistance based on academic achievement in the classroom; state testing, data-based testing, and behavior. Along with RTI, schools have access to computer-assisted programs that provide feedback in regards to performance.

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

3. 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 to need help in meeting the challenging State academic standards.

Embedded in Dothan City School's ACIPs is an at-risk plan that outlines strategies and interventions that are conducted by each school to give additional educational assistance. Examples of other aid include, but are not limited to, Intervention classes, tutoring programs, summer school, strategic teaching, and multiple computer programs that aid in student learning. English Language Learners (EL) in all Dothan City Schools are assisted through the SDAIE method which is an instructional process delivered by the content teacher and focusing on content and English language development simultaneously. EL instructors utilize and communicate WIDA standards and strategies to classroom teachers. ACCESS scores are also analyzed and delivered to teachers. EL students are also eligible for intervention programs that are provided by the school or LEA. Instructional and Reading Coaches also provide additional guidance to teachers who are serving at-risk students. ARI, AMSTI, and SREB teaching strategies are used in all Dothan City schools, and there is an emphasis on Tier II instruction in the classroom to better support at-risk students.

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

4. 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.

Dothan City Schools assist all of its schools by incorporating the following strategies: 1) Providing professional development packets to aid principals with their school strategies and plan; 2) Integrated learning systems will be purchased; 3) Materials for standardized test preparation will be obtained; 4) System-wide enrichment and accelerated curriculum will be provided; 5) ACIP plans will be developed by school administration in cooperation with their School Improvement Team, presented to the faculty and will be implemented at the school level, and monitored by the principals ; 6) School faculty will attend professional development on ARI, AMSTI, STEM, and SREB strategic teaching methods; and 7) Multiple professional development opportunities will be provided to DCS faculty.

Sec. 1112(b)(2)

5. 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.

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Teacher data will be reviewed from Educate Alabama 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. Dothan City Schools diligently strives to employ only teachers who are certified in the content area to which they will be assigned. Also, during the school year, our system reviews and verifies the tri-annual LEAPS report ensuring that all teachers are qualified, teaching in the field, and certified by the State of Alabama. If a teacher is not duly certified to teach the assigned subject(s) and grade(s), an individual teacher's plan must be on file for achieving the required qualified status in the area they teach.

Sec. 1112(b)(3)

6. Describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of section 1111(d), School Support and Improvement Activities for schools identified as (1) Comprehensive Support and (2) Targeted Support Schools

All Dothan City Schools have developed school-wide plans (ACIPs), and services will be provided for all students based upon the ACIPs. These plans are in the eProve platform. The methods mentioned above were developed according to the ten components of a school-wide program as outlined in Section 1114(b). The plans include but are not limited to the following:

- Needs assessments based on student performance and stakeholder feedback.
- School-wide Reform Strategies that include Integrated Learning Systems, Accelerated Reader and Math, evidence-based resources to improve proficiency rates in all grade and subject levels, multimedia equipment, ARI, AMSTI, STEM, and SREB Strategic Teaching Strategies, RTI data and interventions, etc....
- Parental and Family Engagement Strategies such as PTO, newsletters, PowerSchool parent portal, etc....
- Transition practices for early education to elementary, elementary to middle, and middle to high school
- Assessment and Accountability in which principals, program specialists, and teachers work cooperatively to plan, implement, and support learning for all students
- Professional Development opportunities for all DCS staff
- Effective assistance for at-risk students determined through the RTI process (includes data meeting, intervention strategies, and a focus on Tier II instruction in the classroom). Along with RTI DCS provides at-risk students with opportunities to receive services from the school-based counselor.
- Comprehensive Budget indicating the integration of state, local, and federal funds
- Annual Goals and Assurances
- Title I Diagnostic, which includes the following components: 1) Do instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?; 2) Do all of the teachers meet the state needs? If no, what is the number that has not met state requirements and what is being done to address this? "Describe how staffing decisions ensure that qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs." Schools have space in the diagnostic to answer the question and may upload additional supporting evidence. Another component of the diagnostic addresses strategies to attract qualified teachers.; 3) What is the school's teacher turnover rate for this school year?; 4) What is the experience level of essential teaching and learning personnel?; and 5) If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate?

Sec. 1112(b)(4)

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

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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, suitable school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and**
- **Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)**

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

- **Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools —**
 - **The LEA must notify its secondary schools to inform them of the option.**
 - **A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)**
 - **An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA section 1113(a)(3)(B).)**

Title I attendance area eligibility is calculated based on the student percentage of a school taking part in the free and reduced meal program, established under the National School Lunch Act. Schools that DCS will serve must have a population at or above 55% of its student population participating in the free and reduced meal program. Schools are then ranked and served according to greatest need. Schools with a poverty rate of 75% are served first followed by lower-ranking schools. The LEA has the option to (1) continue with the district-wide ranking or (2) rank remaining areas by grade span groupings. Current schools that are being served in DCS are Jerry Lee Faine Elementary, Girard Intermediate School, Morris Slingluff Elementary, Selma Street Elementary, Girard Primary School, Beverlye Intermediate School, Hidden Lake Primary, Kelly Springs Elementary, Dothan Preparatory Academy, Dothan High School, Heard Elementary, Carver 9th Grade Academy, and Dothan City Virtual School.

Sec. 1112(b)(5)

8. 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.

The nature of the programs conducted by DCS for school-wide and targeted assistance schools include but not limited to the following: Tutorial aides for the students considered at-risk or in need of intervention, Horizon Reading Program for Tier II, Kuder Career Planning System for 8-12, ACCESS distance learning, Literacy Act Summer Program for K-3, Accelerated Recovery Center (ARC) for credit

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recovery, and Parent involvement specialists to assist in parent and family engagement. Additional note, at this time all of Title I schools in DCS are school-wide.

Services for neglected and delinquent students are coordinated and integrated with other educational agencies and services to the degree that the students can participate. The Department of Youth Services works cooperatively with the DCS system and funds available from the Federal Government to DCS supply funding for two certified teachers and two paraprofessionals. The Department of Youth Services is utilized by several surrounding counties and encompasses several school districts. Children, ages 10 – 18, which requires instructional care, participate in educational activities while at the Center. The primary responsibility for these students is that of the Department of Youth Services, but a cooperative working relationship exists between the Center and Dothan City Schools to provide educational services to students that are awaiting adjudication. Federal funds are given to the LEA's Accelerated Recovery Center (ARC) which provides for overage and under-credited students, ages 16 and up.

Sec. 1112(b)(6)

9. 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. Dothan 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. The Dothan City Schools System applies for the Stewart B. McKinney Homeless Assistance Act grant that helps provide free and equal educational opportunities. Admission procedures are in place for students identified as homeless. The district will use a Residency Questionnaire to facilitate the identification of homeless children and youth and preschoolers, which is completed at the time of registration. If determined homeless by the 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 admission. Homeless children and youth, including preschool age children, will be enrolled immediately pending obtainment of the necessary documents. The parent involvement specialist and the school counselors will assist parents, guardians, or unaccompanied youth in obtaining the proper documentation. Homeless children in Dothan receive temporary housing at the House of Ruth, Rescue Mission, and our Housing Authority assists with long-term homeless students. School-based counselors' assist the students in school transitions and adjustments. Homeless students are eligible to participate in any or all programs funded by DCS. The schools' PST will review the student's circumstances, strengths, weaknesses, and determine whether the student would need Title I, Exceptional Child Services or other services available to any other students in the system. Dothan 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*.

Sec. 1112(b)(8)

10. 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.

Dothan City School's Head Start Program has been in operation serving children from identified low-income families for over four decades. The services provided include the provision of a preschool

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curriculum, health, nutrition, parent involvement activities and social services as identified in the Head Start Performance Standards. Dothan City Early Education Center combines all of our preschool classes into one building. To ensure a smooth transition from early childhood programs to elementary school and elementary to middle school DCS implements the following activities: Counselor driven lessons for fifth-grade students on their inevitable transition, Open House, Parent/Student visits, and conferences with Pre-K parents.

Sec. 1112(b)(9)

11. 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.

Currently, there are no Targeted Assistance Schools in the Dothan City School System.

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

12. 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.

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

- Eighth graders complete a web-based Kuder Career Interest Inventory and a four-year plan.
- High school counselors meet with 8th-grade students and parents during a parent night to discuss graduation requirements, four-year plans, and course request options for the upcoming school year.
- The Dothan Technology Center's counselor meets with 8th graders to discuss career pathways at DTC.
- Eighth graders take a field trip to the high school for an orientation day.
- Eighth graders attend Wiregrass Works and participate in a career expo.

Dothan 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 career coach provides individual planning with students.
- College and military recruiters visit each high school to discuss future career plans with students.
- Co-op opportunities for juniors and seniors

Sec. 1112(b)(10)(B)

13. 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:

- Begin introduction of dual enrollment to eighth-grade students during parent night and orientation
- Kuder Career Interest inventories and four years planning with the career coach and career academy counselor

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- All 9-12th grade students take a career preparedness course which helps them identify skills, work values, and interests
- Wiregrass Works career expo to help students identify career interests

High school to postsecondary education:

- Dual enrollment/early college opportunities for grades 10-12 in both career technical and academic areas
- Career Counseling using the Kuder system
- High school counselors provide career planning/counseling for all students.

Sec. 1112(b)(11)

14. 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 assisting 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).

Dothan 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.
- Dothan City Schools has employed six behavioral specialists at Dothan Preparatory Academy, Beverlye Intermediate, PASS Academy and Dothan High School to assist problem-solving teams in writing behavioral management plans for severe cases of behavior problems.
- Professional development is offered periodically to all teachers on behavior management.
- Review the annual Student Incident Report (SIR) to analyze data broken down by subgroups so that steps can be taken to increase support and reduce discipline incidents for the identified subgroups.
- Dothan City Schools has implemented behavioral intervention methods to take place before a consequence is issued, in hopes to resolve the behavior that is occurring.
- Dothan City Schools has implemented a Student Disciplinary Tribunal process. Once the school administration issues a consequence, the parent/student may waive their rights to Tribunal or proceed to plead their case. At the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney.

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

15. 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.

Dothan City Schools supports the integration of academic and career technical education. High school students have access to various career technical programs, dual enrollment opportunities with local community colleges, and the Dothan Technology Center, which provides both dual enrollment academic and career technical classes and non-dual enrollment career technical classes. Each career tech program within the Dothan City School system meets twice annually with their advisory council. The advisory committee helps teachers stay current on high demand jobs skill related to each program. They also make recommendations on equipment needed for training and curriculum changes to meet local business and industry needs. Dothan City Schools offers dual enrollment opportunities with Wallace Community College. Programs include Welding, Emergency Medical Technician (EMT), Medical Assisting, and academics courses including Math, History, English, Computer, etc. Classes may be taken on the college campus or at Dothan Technology Center. Dothan Technology Center, provides

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students an opportunity to explore career options and earn advanced diplomas, industry certifications, and college credit. High demand programs of study are offered such as Health Science, Industrial Systems, Education and Training, Pre-Engineering, Automotive Services, and Marketing Information Technology.

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

16. 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.

Dothan City Schools offers work-based learning (WBL) for juniors and seniors. This provides students with work-based opportunities in which they also earn academic credit. The work-based learning can be a paid position or an unpaid internship. Students must meet State Department requirements and be placed in an area related to their career technical program path. Students in both paid and unpaid positions are awarded credit based on the number of work hours verified by the WBL coordinator. Dothan City Schools, through the career technical programs, also place students in short-term job shadowing and apprenticeship positions. Students are awarded grades for these short-term WBL opportunities in career tech-related fields. Both the long-term and short-term WBL opportunities benefit both the student and the employer. Students gain knowledge of what the job requirements are and what the work environment is like, and the employer has an opportunity to evaluate the student as a potential full-time employee. Another component is that a variety of career speakers are invited to come and share their experiences and knowledge with the students.

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

17. 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 to enable them to identify students who are gifted and talented and provide instruction based on the needs of such students. Currently, DCS does not use Title I or Title II funds to fund the gifted and talented program. Gifted and talented student programs are funded through state and local allocations.

Sec. 1112(b)(13)(B)

18. 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 offer students an opportunity to develop digital literacy skills and improve academic achievement.

The Atrium software is maintained through technology funds at the district level. Books, eBooks and other resource materials are purchased with state library enhancement funds at the school level. With the funding we receive from the state department we can buy books, digital literacy and any type of resources that a media specialist feels can promote global learning. The media specialist at each school determines these purchases based on the school's needs. Each school library is staffed by a state-certified school media specialist and has current resources that include technology and broadband access. Each school, with local, state, or federal funds, has the option to purchase MyON, Accelerated Reader, Accelerated Math, and STAR programs. Students have access to eBooks through the public library, with a library card, and other State provided resources. Collaboration between content teachers and school media specialist is supported to promote school reform and identify strong skills to produce global scholars.

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Sec. 1112(b)(7)

19. Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116.

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

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

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

Parental and family engagement and conferencing are recognized by the Dothan City Schools' Board of Education as critical elements in a child's success in school. The LEA has developed a subcommittee from the LEA Advisory Panel called the Parent Advisory Panel. It is randomly selected parents from all schools. The Parent Advisory Panel will meet twice a year (Fall and Spring) to determine the parent engagement needs, create annual goals for the LEA, and suggest implementation activities. The LEA will then notify the parent representative by mail and provide them with a copy of the Parent Engagement Plan for them to review and evaluate.

Dothan City Schools will implement the following activities to involve parents in the process of school review and improvement:

- Each school will include parents on their School Improvement (ACIP) Committee where Parent and Family Engagement Plans will be developed aside from the ACIP.
- Each school will send parent surveys out at the end of the school year seeking their evaluation of the Parental Involvement Program. Parent representatives and the school advisory council in determining needed changes review results of the surveys.
- Each school will train parents on 1) student assessments 2) curriculum 3) how to help their child achieve academic success 4) the purpose and goal of Title I programs and funds 5) parental rights 6) how to schedule parent conferences and the importance of the parent/teacher relationship.
- Each school will make available to parents a copy of the school's Parent and Family Engagement Plan and give each parent a copy of the school's student/parent handbook.

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.

Dothan City Schools will build the schools and parents capacity for active parental involvement, to ensure active participation of parents and to support a partnership among school involved and parents to improve academic achievement through the following activities:

- Each school will conduct meetings for parents in the evening and daytime to discuss various areas of performance such as; homework, study skills, understanding student assessments, generous academic content standards, how to work with educators, the requirements of Title I, Part A. Documentation of the workshops, materials for parents, agendas and sign-in sheets will be maintained at each school.

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- Each school will provide training to teachers concerning the importance of the parent/teacher relationship.
- Each school will send home information to parents in a language they can understand and respond to via the TransAct Program.
- Each school will send home newsletters to all parents with homework tips.
- Each school will send parents interim progress or deficiency reports.
- LEA representatives will visit each school during the school year to participate and assist with parent meetings and activities.
- LEA representatives will communicate with each school concerning the Parental Involvement Plan and its implementation.
- The LEA will assist in helping the schools plan and budget their Parental Involvement allocations.

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.

- LEA representatives will visit each school during the school year to participate and assist with parent meetings and activities.
- LEA representatives will communicate with each school concerning the Parent and Family Engagement Plan and its implementation.
- The LEA will assist in helping the schools plan and budget their Parent and Family Engagement allocations.
- The LEA will hold Annual Title I Advisory meeting.
- The LEA will hold Parent Advisory Council meetings twice a year.

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

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

- 1) 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)**

Each spring all parents are given an opportunity to participate in their child's school Title I 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 Parent Involvement Specialist. The Parent Involvement Specialist compiled the results of the polls and distributed among the school leadership team so it can assist them in developing the school-wide ACIP. Each year all Title I schools' School-wide Continuous Improvement Plans and Parent and Family Engagement Plan are reviewed and evaluated for effectiveness. Strategies for improvement are developed and implemented. The district level Parent Advisory Council is given a copy of the results of the Title I Survey for review, comments, and suggestions. Particular attention is given to identifying and removing barriers to greater participation by parents in parental involvement activities. All Title I schools will utilize programs such as TransACT to provide timely communication with all parents in a language they can understand.

- 2) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers**

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Each school will conduct meetings for parents in the evening and daytime to discuss various areas of achievement such as; homework, study skills, understanding student assessments, generous academic content standards, how to work with educators, the requirements of Title I, Part A. Documentation of the workshops, materials for parents, agendas and sign-in sheets will be maintained at each school.

3) strategies to support a successful school and family interactions

- Each school will provide training to teachers concerning the importance of the parent/teacher relationship.
- Each school will send home information to parents in a language they can understand and respond to via the TransAct Program.
- Each school will send home newsletters to all parents with homework tips.
- Each school will send parents interim progress or deficiency reports.

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

E. 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.

Dothan City Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Plan in improving the quality of the Title I, Part A schools. The school district will use the findings of the evaluation to design strategies for more effective parental involvement.

- Each school will conduct yearly surveys that will be sent home at the end of the school year. The Parental Involvement Specialist will be responsible for compiling the data.
- Each school will use the survey data to make improvements to their Parental and Family Engagement Plan.
- Each school improvement committee will review the results.

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

F. 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 Dothan City Schools 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 and Family Engagement Plan
- The Parent Involvement Specialist and resource they can provide
- The Parent Survey
- Parent Education Activities
- 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.

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To build capacity for Parent and Family Engagement, the Local Education Agency will ensure active 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:

G. 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.

State test results are sent to schools and reviewed by teachers upon arrival during Fall Institute days in August. Once administrators and teachers examine the effects, the school then conveys the results to the parents and students. State report cards are sent home informing both students and parents of the results. Student progress is also reported through continuous parental contacting which includes but is not limited to progress reports, report cards, parental contact, parent conferences, Open House meetings, PTO meetings, and Chalkable Parent Portal. All stakeholders of DCS may also check testing results using the Alabama State Department of Education website.

H. 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.

- Letters are sent home explaining student assessment results and how to interpret score reports.
- Providing parent involvement links on the DCS website to useful sites. Students and parents are required to sign the student handbook, which contains the acceptable use policy. Providing scheduled parent-training opportunities at all Title I Schools.

I. 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.

Dothan City Schools, with the assistance of its schools and parents, will educate its teachers, pupil services personnel, principals and other staff, on 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

- Conducting in-service training for teachers utilizing professional development resources.
- Making contact with hard to reach parents at alternate sites such as ballparks, churches, etc.

J. 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 operations, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Dothan City Schools will do the following:

Provide parent involvement links on the Dothan City School's website www.dothan.k12.al.us

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Collaborate with SpectraCare, Boys and Girls Club, Head Start, preschool, and other community organizations to provide training opportunities that will enhance the parental involvement program. Provide funding for parent communication and parent resources in all Title I schools

K. 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 to provide timely communication with all parents in a language they can understand.

L. 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
- Use the results of the Title I Survey to make additions and improvements in parent involvement activities
- Vary times of parent meetings and in some cases, childcare provided if requested or needed

M. 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 seeking parental input on better ways to make parents feel welcomed and valued in the school setting
- By asking parents to lead discussions at PTO meetings regarding the topic of general parental concerns

N. 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 Dothan City Schools 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
- Newsletters
- Parent/Teacher conferences
- Orientation meetings
- Parent Visitation activities

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

One percent of Title I funds will be set aside for parental involvement. These funds may be used for childcare and transportation costs if requested.

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

The office of Student Support Services will host, along with parent involvement specialist, parent meetings which will provide parents with the necessary information for successful relationships between parents and schools (3 summer parent meetings to encourage crucial conversations between parents and schools, parents and children). Parent meetings such as understanding the code of conduct; attendance workshop; and how to address school concerns adequately, will take place throughout the school year. The goal is to have one meeting per 9-week period.

Q. 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 meetings at school, to maximize parental involvement and participation.

Schools will use their assigned parental involvement specialist to conduct in-home conferences and, if needed, transport parents to and from essential school meetings. Also, schools will be flexible, as required, to arrange meeting times to fit parents busy work schedules.

R. 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, sixth and ninth grades. All parents may learn more about their child's school by touring the campus and meeting teachers, administrators and other students. Parents and community members are encouraged to join PTO. Also, parent luncheons are held throughout the school year.

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

Through the office of Student Support Services, Dothan City Schools will establish a parent advisory committee. This committee will be made up of parents representing each school in the district. The names of these parents will come from school principals. The committee will meet once every 9-week period to discuss needs, changes and give input to improving the school community relationship.

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

The Dothan City School System will utilize community-based organizations such as Bright Key at four of our schools, Dothan Exchange Center, Dothan Education Foundation, Wiregrass Foundation, Alfred Saliba Family Services and the Wiregrass United Way as well as businesses such as Wal-mart and Publix 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 such topics as drugs, stress, bullying, cyberbullying, and suicide prevention.

Sec. 1116(f)

U. 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

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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 throughout 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 and parent/teacher conferences, and SchoolCast. TransACT 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 .

Dothan City Board of Education

Dr. Dennis Coe

PLAN APPROVED BY:

9/13/2022

DATE OF APPROVAL:

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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 another 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 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

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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 chosen 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 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 for maintaining 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

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(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))