

DEKALB COUNTY SCHOOLS
LEA Title I Consolidated Plan
2025-2026



DEKALB COUNTY
SCHOOLS

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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.

LEA District staff leads principals, counselors, and teachers in data analysis at the school level. This data drives each schools' Continuous Improvement Plan and professional development offerings. The schools' MTSS/RtI plans address how students will be helped in areas of weakness and challenged in areas of strength. The district uses the Alabama Course of Study, along with an adopted curriculum to ensure classroom instruction is rigorous. We also have an Instructional Framework in place from Marzano Resources to ensure teachers share a common language and implement instructional strategies to make content accessible to all students.

Individual student reports are discussed with parents at the first parent/teacher conference and are sent home with students. Communication with parents concerning students' academic progress is an ongoing process. School wide performance indicators are correlated with the State's student performance standards as determined by the ALSDE, using student assessment information from assessments such as the following: Pre-ACT, ACT, WorkKeys, Alabama Alternate Assessment (AAA), ACAP, ACCESS for ELs, and iReady. Assessment results, report cards, and parent conferences are used to inform parents of the students' progress. A system-wide call-out system is available for principals to use to contact parents concerning other family & parent engagement opportunities like open house, parent training sessions, and PTO meetings. Schools continually assess student performance through the use of core reading tests and progress monitoring. In addition to the academic indicators described in this Plan. DeKalb County Schools will use the following student data indicators:

- Attendance rate among students and staff
- In-school and out-of-school suspensions
- Retention rate – one or more grades
- Behavior
- School Incident Report Data
- EDUCATE AL/LEAD Alabama
- Alabama's Accountability System
- Parent and Family Engagement Participation
- Graduation Rate
- College and Career Readiness Indicators - CCRIs
- Stakeholder survey data

Students identified as at risk of not meeting the state's challenging student academic achievement standards will be given supplemental reading and math instruction through research proven strategies and methodologies. Local school MTSS Teams will make specific recommendations to meet individual student's needs. In most cases, classroom sets of iPads and/or Chromebooks, and, in some cases, computer labs, equipped with evidence-based programs, are available for student use. Classroom teachers, as well as resource personnel, provide explicit instruction in a small group setting. Parents of all children are encouraged to play an active role in their child's education. The goal of the school system is to provide accelerated enrichment and intervention for the at-risk student population.

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.

DeKalb County Schools will monitor students' progress in meeting academic needs of identified at-risk students through the following appropriate intervention services in reading and math instruction:

- iReady- IReady is the district priority for addressing reading and math needs for students scoring in the K-8th grade range. The district uses the Pathways option to address individual student needs, and the Toolbox option for teachers to deliver instruction based on needs. IReady is also available

for students in grades 9-12 with Special Education referrals or IEPs. This helps with goal setting and progress measurement.

- mClass - mClass will be utilized with Grades K-3 to collect diagnostic and progress monitoring data related to the development of reading skills.
- SPIRE- This program is used to intervene with and monitor progress for students identified as having characteristics of Dyslexia.
- Summer School- Each summer the system provides a credit recovery summer school program for students needing to gain credit or accelerate. The system also provides Literacy and Numeracy Camps to students in grades K-3, English Language Acquisition Programs for EL students, Migrant summer programs for students identified as Migrant, and STEM Camp for acceleration.

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.

DeKalb County Schools are equipped with a credit recovery program to support grades 9-12. A virtual academy, offers digital curriculum opportunities supported with various levels of face to face meetings for students in grades 6-12. Virtual programs are available in a full-time student model and a blended model. DeKalb County provides varying levels of summer school remediation and credit recovery. Each of the above opportunities align with all state standards, policies and guidelines. DeKalb County Schools includes a balanced curriculum across content areas that focus on communication, collaboration, critical thinking/problem solving, creativity, diversity, and enthusiasm for learning through the avenue of differentiated instruction. Through the RtI framework, students can receive Tier II and Tier III Instruction instruction based on specific skill needs. We also provide Dyslexia Intervention through SPIRE. Programs established to serve our students include English Language Learners (ELL), serving students K-12; Gifted and Talented, directly serving 2-6 while students in grades 7-12 are served indirectly; Special Education, serving students ages 3-21; Title I, serving students in PreK-12; Advanced Placement, serving students in 9-12, Dual Enrollment, and Career, Technical education, serving students in 7-12.

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.

The District Leadership Team, Advisory Committee, and each school's Continuous Improvement Planning committee are responsible for reviewing comprehensive needs assessment data and determining the success of the projects funded through Federal funds, which include, but are not limited to academic, social-emotional, and STEAM activities. Based on evaluation data, committees must determine whether to continue, revise, or begin new projects to best meet the needs of the targeted population. The planning process encompasses a thorough analysis of all data, determining priority needs and goals, and strategies to achieve goals and methods to evaluate success of funded projects. This process provides a framework for ensuring annual revisions and success of the projects. The process will be monitored by the Academic Recovery Specialist and the District Leadership Team a minimum of three times per year. CIPs will be revised as needed during the school year. The district has also partnered with Marzano Resources for High Reliability Schools-based professional development to improve the climate and culture of each school and to ensure effective teaching occurs in every classroom.

Describe how the local educational agency will identify and address, as required and 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.

All teachers are certified by the State of Alabama at this time, either by a traditional certificate, emergency certificate, or provisional certificate. All teachers are trained in order to deliver high quality instruction to all students. All parents are provided with a Parents Right to Know letter at the beginning of school in order to provide parents with an opportunity to request the qualifications of their child's teacher. The district maintains a list of school faculties, including their tenure status. Teachers are not placed at any school as a result of their experience level, but at the discretion of the school principal and superintendent. Ineffective and inexperienced teachers receive instructional coaching from district or school-based coaches. Out-of-field teachers receive coaching and assistance navigating the process and tracking needs from the Secretary to the Superintendent, who works with certification. First year teachers can participate in the Teacher Mentoring Program organized by ALSDE and implemented by DeKalb County Schools.

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.

Schools identified as CSI schools are notified by the district. Currently, there are no CSI Schools, as all schools are TSI, ATSI, or have a clear status. A checklist is given to them, which includes the notification of faculty. CIPs are updated to reflect the status and to reflect the target population's needs and plans to close the gap. The Accountability Coordinator will work with the school in selecting appropriate and proven strategies and interventions to address the need

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.

The district provides all students in schools identified as CSI schools to make applications to transfer. Transfers are granted based on space availability at the receiving school. Priority is given to the lowest achieving students. These applications have deadlines which allow administrators to review the requests and make student approval selections based on multiple criteria.

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.

The district does not currently have any CSI schools. However, there are TSI and ATSI schools, as well as schools with low State Report Card grades. These schools are focus areas for the district. Schools identified as focus schools in need of support are provided guidance and oversight by the Federal Programs Director and a Curriculum Supervisor. They work collaboratively with local schools to analyze achievement and culture data to develop a comprehensive needs assessment. The Federal Programs Director works with local schools to implement the federal program budget, guidance, and CIP plans.

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 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 the 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.**

All DeKalb County schools are school-wide Title I served. At each school more than 35% of students come from low-income families. DeKalb County School System determines Title I school allocations on the number of children identified as public low-income as of the 20th day Report count. The funds are distributed on a per pupil allocation. Schools are ranked in order from highest poverty percentage to the least poverty percentage.

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.

As a school-wide district, school committees vote on their budgets, which include categories such as instructional support, materials and supplies, technology, and professional development that prepares teachers to address student needs. We have no local institutions for neglected or delinquent children. We will provide services through virtual school and/or homebound should the need arise. We also have a Youth Services Center for transition services from facilities. See N& D transition plan for more information.

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.).

All DeKalb County Schools are Title I school-wide schools. All homeless children are provided the same opportunities as other students. Students are provided necessary assistance such as guidance and counseling through the school counselor, and health and nutrition services through the Child Nutrition Program. Homeless children and youth will be provided the opportunity to receive a free and appropriate public education regardless of their residency status. The program 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 program provides procedural guidelines 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. The Homeless Liaison and/or school counselor will assist parents, guardians or unaccompanied youth in obtaining the proper documentation.

The Homeless Education Program 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 decline enrollment in the school of origin. A dispute resolution policy is also offered when decisions are in question. The Title I-Set Aside for Homeless Education is used to provide part of the salary for the Homeless Liaison, as well as excess costs of transportation for eligible students.

The program provides for a Homeless Liaison who 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. This includes a provision for tutoring for those at risk of class failures or with extended absences. We have an Attendance Supervisor who monitors attendance, as well as works with McKinney-Vento and Migrant liaisons on meeting student needs to ensure regular attendance.

The enrollment of homeless, Unaccompanied Homeless Youth, immigrant, migrant, limited English proficient children, and children in foster shall not be denied or delayed due to any of the following barriers:

- Lack of Birth Certificate
- Lack of school records or transcripts
- Lack of immunization or health records
- Lack of proof of residency
- Lack of transportation
- Guardianship or custody requirements
- Lack of Social Security Card

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.

DeKalb County School System has nineteen Pre-K programs throughout the district. The Teaching Strategies Gold Preschool Curriculum, a scientifically researched based program is utilized in the preschool program. Through designated key experiences for children, teaching and parenting strategies, and child observation materials, the curriculum provides a decision-making framework. Educational experiences are planned and designed to facilitate children's construction of concepts, development of skills, and engagement in the learning process. The evidence-based research curriculum is developmentally appropriate, and implemented with attention to the needs, interests, abilities, learning styles, and developmental levels of the individual children. The system also provides a full range of services to special needs children ages 3-5 in

both private, church-based, child care centers, and other community preschool settings. A Developmental Delayed certified teacher and Speech Language Pathologists provide services in order to meet the needs of preschool needs children in DeKalb County. DeKalb County also provides a special needs preschool program with an early childhood special education teacher. All of the preschools listed above plan activities in the spring to transition students into the kindergarten program. This is accomplished by a "day in kindergarten visit". A Migrant JumpStart summer program is offered to Pre-K students who will attend Kindergarten the following school year. The LEA takes part in a coordinated agreement with local Head Start Programs, as well as private and church-based Preschool programs.

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.

All DeKalb County Title I schools are schoolwide programs, so the LEA does not have any schools that operate a Targeted Assistance program.

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

All students are required to complete a four-year plan for high school in the eighth grade. This four-year plan will enable students to know the classes needed to reach a career goal. We have one middle school adjacent to the feeder high school. Here, guidance counselors work with our students on transition plans. We have two junior high schools that neighbor feeder pattern schools in separate communities. Here, the schools partner to support aligned transition plans. Tours of the DeKalb County Technology Center are provided for 8th and 9th graders, so that an awareness of other programs are available to all students. A separate 9th grade orientation is held for incoming freshmen so that parents and 9th grade students can ask questions, plan, and acclimate themselves to the high school. The DeKalb County School system works with local junior colleges and colleges to ensure that high school students have opportunities to explore careers and gain information about programs/degrees at the next level. Career Days are held at high schools so that employers can discuss job opportunities during high school and after high school. DeKalb County employs two career coaches who work with seniors to complete scholarship and college applications. In addition, Snead State and Northeast Alabama Community College provides personnel to help students and parents fill out FAFSA applications in the fall to ensure that each child can apply for scholarships and financial aid. All High Schools host college/career nights. Career Technical Courses are offered at each school.

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.

DeKalb County Schools has an ongoing partnership with Northeast Alabama Community College and Snead State Community College to offer Dual Enrollment opportunities to students. All students participate in Kuder before graduation. And, the district employees job coaches to allow students access to individuals who can help with career counseling.

DeKalb County students have an opportunity for education and training beyond high school through opportunities to participate in dual enrollment college courses, AP coursework, and credentials earned through our Career Technology Program. We are committed to expanding the number of high school students earning early postsecondary course credits and industry certifications, broadening the reach of these programs to include students who lacked these opportunities in the past. Early postsecondary opportunities allow students to: earn postsecondary credits while in high school; become familiar with

postsecondary expectations; develop confidence and skills for success in postsecondary; make informed postsecondary and career decisions; and decrease the time and cost of completing a postsecondary certificate or degree. DeKalb County Students participate in KUDER to help plan for college and career goals. KUDER trained staff facilitate this online career planning. The results are shared with the students and parents in individual meetings. The 8th grade holds a transition night to map out the 4-year plan. KUDER results are utilized when planning for high school. The DeKalb County Technology Center is visited by interested students as part of a transition to high school and identifying interest for careers. Each student is required to participate in a Career Preparation class which also offers opportunities to explore careers and colleges. All of our high schools offer students opportunities to participate in dual enrollment classes at the local junior colleges. Our high school students attend career fairs, make college visits and are exposed to information before their senior year. The career coach, postsecondary partners, counselors, teachers, and administrators work to ensure that all students make a successful transition to a career, military, or postsecondary education after the completion of their high school degree.

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).

We monitor the Civil Rights Report, SIR, and other data for administrators' discipline practices. We encourage administrators to counsel students, and ensure students with ELL and disabilities are provided the appropriate services. We partner with the juvenile court system and other agencies to provide a non-residency program to prevent students from entering the court system. A partnership with the Children's Advocacy Center provides additional at-risk counseling support. Additionally, school teams participate in Managing Crisis Safely training.

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.

Skill attainment, also known as credentialing, is an important aspect of DeKalb County Schools. A centralized career technical center, as well as multiple programs at the high schools, provide a range of opportunities to students. The career technical director will work to ensure credential opportunities for students participating in career technical courses in grades 7-12. Carl Perkins funds are used for career technical education. Students across the district are exposed to instructional strategies that encourage collaboration and higher order thinking skills. There is an instructional model in place to ensure common language is used in classrooms across the district. Hands-on opportunities are used as much as possible, along with real world connections, to increase students' college and career readiness.

If determined appropriate by the local educational agency, describe how such an 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.

DeKalb County School students have the opportunity to participate in Cooperative Education their junior and/or senior years if they have met the requirements according to the State Department of Education (SDE). Students may also participate in volunteer apprenticeship programs as a senior pathway, either with or without pay and with/without credit. Health Science students who meet SDE requirements may participate in clinicals, without pay but earning credits, gaining practical hands-on experience in health-related occupations.

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Coordination between the Federal Programs Director and Special Education Director is important to proper identification of gifted and talented students. All second graders will be screened for gifted and talented. The Special Education Director will work with the Federal Programs Director and EL staff to ensure that EL students will have bilingual personnel during the screening assessment for the limited English proficient students. The Special Education Director maintains a tracking document to ensure that there is not under identification of populations of students for gifted and talented. The system will serve the gifted and talented students in grades 3-6 through teachers holding the proper credentials for gifted and talented. At the high school level, gifted and talented students will be encouraged to enroll in rigorous coursework including AP, dual enrollment and online courses through ACCESS.

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of Title I, Part A, 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.

Libraries are currently funded by state funds. Federal Programs provides access to Edgenuity, Edmentum, iReady, and other digital learning support software. State funds are used to support district wide effective school library programs and are supplemented with federal funding. Renaissance and Zoo Bean are used in K-8 for schools whose committees elect to purchase it, and will be utilized to encourage students to read. The School library programs have Chromebook carts, computer stations, iPads, Interactive Boards, and many other tools to support digital literacy skills through the use of State and Federal funds.

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).

A. Describe how the local education agency will involve parents and family members in jointly developing the LEA Consolidated Plan under section 1112, and the development of support and improvement plans for any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as described in 1111(d)(1) and (2).

The LEA hosts a Federal Programs Advisory Council each Fall and Spring. After a review of all programs, stakeholders, including parents, are given the opportunity to provide feedback and contribute to the plan, with their school team and as a member of a subcommittee. Each Title I school will also include parent representation on their CIP team. School-specific information is discussed based on school status, including TSI and ATSI designations. CIPs also include sections on this topic, and parents are participants on these teams.

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 District Parent Involvement Committee meets annually to discuss, review, and assess the District Parent Involvement Plan and each school's ACIP, Parent/Teacher/Student Compact, and district plans. The members of the district committee are also members of the local school parent committee. These members

are the liaison for the district back to the schools, and from the schools back to the district. This has been instrumental in recommendations to improve the safety and academic success of our schools. This committee will meet to discuss the needs of school communities, to assess the progress of programs, and to plan for the future of the students of DeKalb County Schools. The district works alongside schools in this endeavor to ensure that schools have the support they need for implementation.

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.

Each Title I school will begin each school year by participating in an Open House—schools will be open one night during the week before school begins or the first week of school to allow parents to come with their child to meet with teachers and staff, visit classrooms, and tour the school. Each school has a school-specific plan for the Open House event. Parent/teacher conferences will be scheduled throughout the school year. Student presentation activities (Science Fair, Art Fair, PTO programs) will be held in the fall and spring. Parents will also participate in the annual Parent Involvement Survey/Evaluation, and well as the Title I Parent Survey, of the current year program. Parent/teacher conferences will be held as needed concerning each individual child. The schools also hold an Annual Title I Parent Meeting.

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 Title I, Part A, 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).

Each year all parents, in Title I school-wide schools, participate in a parent survey. This survey was created to address and include all items required by federal guidelines. Surveys are translated into the primary language of limited English proficient parents, and parent volunteers and translators will also assist with gathering responses. Survey results will be analyzed at the school level and then an analysis provided to the district Federal Programs Director. The district Federal Programs Director will then analyze data for the entire system to guide revisions to the district Title I Plan and Parental Involvement Plan. Schools will use their data in revisions to their school plans. Survey results will be shared with advisory councils at the district and school levels and through the annual required parent meeting at each school. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Documents are translated by translators employed by the school system.
- Forms, newsletters and schedules are sent out to keep parents informed in their primary language.
- Meeting announcements are posted on district and school websites
- Information is communicated through email, school marquees and local newspaper
- The school messenger phone system is used to notify parents of meetings, upcoming events, and announcements. Messages are delivered in parents' primary language.

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 Title I, Part A, that includes identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.

The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and

using technology, as appropriate, to foster parental involvement, by ways such as: Recruiting Read Across America parent and community volunteers for reading day, Parent Involvement Committee sponsors workshops featuring children's books, Encouraging PTO to offer workshops, Budgeting funds at the school level to purchase materials, and Parenting Partners Programs. All of these opportunities provide families with opportunities to give feedback, as well as the annual perception surveys that are distributed to all parents. Everyone is also invited to the Federal Programs Advisory Council, which is held twice annually and allows for feedback to be given.

F. Describe how the local education agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, that includes identifying strategies to support successful school and family interactions. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, OSR Pre-K, Migrant preschool services, and other 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, by:

- Kindergarten orientation
- Migrant Home Liaison will provide in home preschool instruction and family literacy
- Coordinating community educational family nights to support learning
- Modeling effective strategies for working with young children academically
- Providing locations for Adult ESL and GED classes to be taught on school campuses.
- Hosting ELL parent meetings in conjunction with the Alabama Cooperative Extension Center to provide instruction in parenting skills and family literacy.

The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- During the first semester of each school year, the school district will provide all teachers and administrators with an overview of Title I and Parental Involvement.
- Following an initial overview, bulletins outlining more in-depth Title I and parental involvement components will be provided to all teachers and administrators.
- District representatives will work with school principals to co-facilitate Title I Parent Meetings.
- Schools will host and provide parent training sessions per year. Training will be planned and developed in conjunction with parent needs determined by parent surveys and parent committee members.

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

The Federal Programs Advisory Council and the Continuous Improvement Plan committees utilize Title I parent survey data results to revise and update the Parent & Family Engagement Plan as needed. The committees review Title I parent survey results each Spring. The committees meet twice annually. When data indicates that changes are needed, strategies are researched to address the needs, and the committee determines an implementation plan.

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 Federal Programs Advisory Council develops, revises, and reviews the Parent & Family Engagement Plan annually. Parents are also involved in the development of the Home-School compact each spring. A needs assessment is conducted annually, and the data results drive the development and revision of the Parent and Family Engagement Plan. Each school is asked to invite parents that are representative of their student population to attend these meetings.

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.

All students receive a Home-School Compact outlining school-parent-student responsibilities. These compacts are used as a contract between the home and school. Parents are advised in changes in and requirements of local academic assessments. Home reports for State Assessments are provided for parents. School counselors provide parent training to explain the results and student academic achievement. Grade reports are sent home every 4 ½ weeks. Reporting periods are posted on the school and district website. Schools also use the School Messenger System to notify parents when grade reports are being sent home. Parent conferences are held as needed to discuss academic and behavior issues. Additionally, at the Title I Parent Meeting, Title I-A requirements are discussed so parents are aware of the benefits for their children.

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.

The District Federal Programs department provides assistance with parent and family engagement when requested. The department and schools provide 2-3 training sessions per year at each of the local schools. They also assist families in finding supportive access opportunities to school and community services, adult language classes, and support for parents in regards to homework help, skills development, and understanding student performance measures. Student/Parent Handbooks are located on the DeKalb County Schools website. A printed copy is available upon request in both Spanish and English translations. This handbook serves as a guidebook for families to understand the uses of technology in the classroom. It outlines both appropriate and inappropriate uses of technology according to the district technology plan. Additionally, parents have opportunities at Open Houses and topic-specific training to learn how to use texts and math manipulatives to help with school readiness and extra practice. Materials and supplies are distributed to the families who attend events, or to families served with home visits from the McKinney-Vento or Migrant programs.

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 District Family and Engagement Plan is disseminated to all families. School personnel receive training, at the district and local level, on the importance of fostering strong parent and family engagement programs through the use of parent committees and with program specific requirements, such as those from the Literacy Act or Numeracy Act. Multiple opportunities are provided for parents to become equal partners on federal planning committees at each school and at the district level.

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.

DeKalb County has 19 Office of School Readiness First Class Pre-K classrooms serving students on ten campuses and one special needs Pre-K. Parent engagement is a requirement of OSR Pre- K programs. Parent and family engagement logs are kept for documenting workshops and training sessions. Head Start is also provided by Community Action Head Start Services. Certified early childhood teachers teach these programs. The programs help children to develop socially, emotionally, physically, and academically. In addition, the school system employs a Speech Language Pathologist to provide language and speech instruction to preschool students. Special Education offers Early Intervention Services. Jumpstart programs for preschool-aged Migrant students support preschool needs during summer services. A home-school liaison visits the homes of Migrant families to provide additional pre-school services. McKinney-Vento also offers services through a liaison and tutors.

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.

The district website provides an option to change the content to multiple languages. DeKalb County employs five translators to translate meetings, written documents, parent conferences, etc. for families. Staff also use TransAct for specific documents and the Talking Points App for informal communication. The district employs migrant home-school liaisons to provide assistance for migrant families. All written communication is provided in a language parents can understand. Through a partnership with ALSDE, we also have access to MasterWord, an on-demand translation service for various languages.

N. Describe how the local education agency will ensure it provides such other reasonable support for parental involvement activities under this section as parents may request.

The LEA Federal Programs department provides resources as requested by families. The specialist conducts, facilitates, and coordinates parent training sessions on each DeKalb County School campus. Training topics are dependent on parent requests and needs. Schools also make sure reasonable measures are taken to ensure that parents can participate, with offerings at multiple times and virtually.

O. Describe how the local education agency may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. Parents serve on committees at the school and district level to develop all LEA plans. Results of surveys, formal and informal interviews, and meetings are used to assist in the creation of professional development activities. The committee convenes annually to discuss the development and implementation of the LEA Consolidated Plan.

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

Literacy training is a topic for parent training for DeKalb County Schools. Information regarding the Literacy Act, as well as how to develop strong readers is shared with parents. Pamphlets and handouts are provided as resources and reminders to parents, as well as modeling of lessons to help parents prepare for supporting their child with literacy. Schools host training sessions, as well as the District with the mobile parent unit. Books are distributed to families to ensure they have access to practice these skills and engage with their students and school.

Q. Describe how the local education agency 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.

All parent meetings are held in each community on a flexible schedule for the convenience of parents in attendance. Morning and evening times are provided for working families, as well as virtual options when feasible. Beginning in 2023, a mobile parent unit will be available to take training sessions into communities. Title I Parent Engagement funds are used to purchase materials and supplies for these meetings and take-home activities.

R. Describe how the local education agency may train parents to enhance the involvement of other parents.

DeKalb County recognizes the importance of parent and family engagement. Parents are encouraged to share information and invite other parents and families to participate in local parent related activities and to serve on committees. The district utilizes social media, communication apps, and traditional forms of communication to promote family engagement. Parents can also serve as volunteers to assist with these events.

S. Describe how the local education agency 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.

The Federal Programs Department and schools conduct 2-3 parent trainings per school year on each local school campus. Meetings are scheduled at flexible times- including both morning and evening times, as well as in online streaming options. The Federal Programs director and staff assist each principal in conducting the Annual Title I Parent Meetings. Each teacher will be available during planning time to meet with parents. Administrators will also make teachers available on parent/conference nights and nights where Title I school related events take place. The LEA and local schools host morning and evening meetings with parents. School principals, resource officers, and classroom teachers make in-home visits based on need. Translators are available at parent activities and meetings. Migrant and McKinney-Vento Liaisons conduct in-home visits as needed.

T. Describe how the local education agency may adopt and implement model approaches to improving parental involvement.

The LEA, working with local schools, will work to develop a comprehensive model for parental involvement. Parent communication tools include: the all-call system, school websites, open house, parent/teacher conferences, social media, and face-to-face communication. The district hosts themed events across the district and will have a mobile unit to reach more parents.

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

The advisory council meets twice annually. Each school is contacted annually to submit names of teachers and parents to serve on the advisory council. The Title I Parent Meeting also provides information on how parents can be involved in such committees. Students enrolled in the Teacher Preparation Program at the Tech School also serve as members of the committee.

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

The LEA will work with local businesses and community organizations to develop partnerships to assist Title I schools. Community and business partnerships are visible throughout the district. Local businesses and community organizations will be invited to serve on the district advisory committee. They are also invited to attend festivals to volunteer or distribute resource information.

W. Describe how the local education agency will 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), 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 and family engagement opportunities will continually change and evolve based on the needs of students, parents, the community, and each local school. These changes will be guided by parent survey opportunities and various parent meeting programs. Data is gathered through the continuous improvement process. Stakeholders provide feedback through surveys conducted each spring. Data is used to establish goals and implement strategies within the continuous improvement plans. Information is also provided to parents about academic standards, State and local assessments, and school report cards as they are available.

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 Council sign-in sheets, agendas, handouts are maintained by the district. The advisory council members include multiple stakeholders groups: teachers, parents, counselors, principals, district supervisors, SRO, nurses, juvenile court, and community members. The council meets twice an academic year (Fall, Spring).

08-22-2025