Dublin ISD Schoolwide Program Title IA Plan - Statutory required thirteen descriptions [section 1112(b)]

The CNA/DIP/CIP/LEA Title IA Plan was developed with timely and meaningful consultation with required Stakeholders: parents, teachers, principals, school leaders, paraprofessionals, specialized instructional support personnel, other school leaders, district leadership, students, Community and Business representatives, and technical assistance providers. The Stakeholder Committee approved plan on August 11, 2026 and was presented to the Board on August 31, 2026.

District-Wide Stakeholder/District Level SBDM Committee 2026-2027

Melissa Summer, Superintendent
Patricia Thornton, Assistant Superintendent
Kassi Eads, Business Manager
Drew Wiederkehr, Non-Classroom Professional
Brandy Carr, Principal
Amanda Lisso, Principal
Norma Briseno, Principal
D'Ann Bradford, Counselor
Ali Goodwin, Counselor
Sasha Sharp, Counselor
Taylor Clayton, Counselor
Addison Ivie, Secondary Student
Elena Azua, Secondary SPED Teacher
George Anne Landreth, Secondary Vocational Teacher
Marcella Bledsoe, Secondary Teacher
Cassidy Miller, Elem. Teacher
Evalynn Emerson, Elem Teacher
Melanie Zinck, Inter. Teacher
Kim Hare, Inter. SPED Teacher
Katie Keith, Parent
Brittney Nail, Parent
Karyn Whaley, Parent
Paul Gaudette, Business Representative
Celinda Jurney, Community Representative
Tribal Organizations, N/A does not apply to district

Title I, Part A—Improving Basic Programs Operated by LEAs

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con **Patrica Thornton** ***at 254-445-6095. Los servicios de traducción están disponibles.***

Intent and Purpose

"To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." [Section 1001]

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.

District Overview/Assurances

Title IA District Reservations:

TIA funds reserved at the LEA level:

$ Parent Involvement Activities – N/A not more than $500,000.00

$ 100 Homeless

- The District Stakeholder Committee involved parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)
- Public Comment was received during a Public Hearing on August 31, 2026 for the ESSA Consolidated Application
- Schoolwide Campus: All 3 campuses (Elem, Inter & Secondary) There are no Targeted Assisted Campuses
- 100% of the following fund sources are used to meet TIA intents and purposes through Transferability: Title IIA and Title IVA
- The District has a Title IA Supplement/Supplant "Exemption" Methodology on file in the business office.
- District is required to set aside 1% of Title IA entitlement for Parent and Family Engagement activities if the entitlement is $500,000.00 or more.
- District reserves Title IA funds for identified needs for Homeless students. Homeless may also be served through local funds or other grants.
- District is required to set aside an equitable amount of funding if a private school is participating in any of the ESSA programs. There are no private schools located within the district and no identified students attending private schools outside the district.
- There are no local institutions for neglected/delinquent children or neglected/delinquent children in community day school programs located within district boundaries and no students living in said institutions attending a school located with District boundaries.
- NO District or campuses are in any need of any improvement statuses.

- List of addendums:
  - LEA Parent and Family Engagement Policy
  - Campus Parent and Family Engagement Policy
  - Campus School-Parent Compact

Title IA Supplement/Supplant Exemption Methodology-Exemption
District Funding Summary (Program/$ amount/FTEs)
Campus Funding Summary (Program/$ amount/FTEs)
3 year State Assessment review
PEIMS Fall Snapshot Disaggregation Program Student Data
Comprehensive Needs Assessment Calendar

These plans will remain in effect for the duration of the LEA's participation in Title I programs. The LEA must periodically review and, if necessary, revise its plan. The LEA is responsible for providing any requested information or updates to the Title IA plan and then must update the plan for review of Stakeholders. The plan will be reviewed quarterly and revised (as needed) annually during the Spring and Fall Title IA Coordination of Programs Stakeholder meetings.

✓ The LEA Title I, Program Plan is to be developed in a timely and meaningful manner with Stakeholder Consultation Section 1112(a)(1)(A)

Implementation: School staff will review the TIA LEA Plan (quarterly) and Stakeholders will review/revise (annually) approving the Title IA LEA Plan both during the Spring Stakeholder Evaluation and Planning Meeting as well as the Fall Stakeholder Meeting. Some input may also be requested by surveys. Stakeholders will include teachers, principals, administrators, specialized instructional support personnel, paraprofessionals, parent of children in the schools served under Title I, and other appropriate school personnel, including those involved with other programs defined under ESSA 1112(a)(1)(A)

Evaluation: For each meeting, a list of required Stakeholders and sign-in by position or by electronic attendance rosters; any survey results, meeting agendas, meeting minutes or notes, and any handouts will be available.
Other correspondence such as surveys will be available
A list of required Stakeholders and their names is included in the LEA Title IA PLAN.

The LEA mainly uses Title IA funds to meet the basic needs for campuses that deal with providing highly effective instruction by appropriately certified teachers for all students on a schoolwide campus. Other State, Federal and Local funds (See Addendum) are used to develop the overall Title I, Part A intents and purposes:

"To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." [Section 1001]

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.

Planning Amounts 2026-2027

$ 353,586	Title IA
$ 15,343	Title IC (SSA)
$ 51,850	Title IIA
$ -0-	Title III-LEP-Do Not Apply for
$ 28,470	Title IVA
$ -0-	RLIS/SRSA

Description 1: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]-

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

All students are held to rigorous academic standards with students being met at their level of performance and then provided instruction meant to challenge and engage them while learning. Student data is then disaggregated to drive student intervention, enrichment, and tutorial activities to help them accelerate and meet State standards. Students that do not meet state assessments follow the HB4545 standards for tutorials.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
Stakeholders will discuss data-driven decisions for the district towards the goal of maximizing student achievement for all students on the State Assessments.		Superintendent; Principals; Counselor; Campus Comm. Specialists **Stakeholder** Team: Principals, teachers, administrators, specialized instructional support personnel, paraprofessionals,	Cambium Reports, Student STAAR Report Cards, TAPR, Federal Report card; State Report Card; Accountability Ratings PEIMS	Throughout the school year according to the CNA Calendar	Stakeholders will analyze data from *state assessments, attendance, discipline referrals, teacher retention, report cards, Progress reports, diagnostic tests in math/reading, RTi identified	Areas of strengths and weaknesses identified and CNA developed and modified as needs change by Stakeholders. LEA progress on State Assessment and meeting SMART Goal using TIA/ESSA funds

Develop & implement a well-rounded program of instruction Identifying Students who are at risk of academic failure Providing additional academic assistance and strategies		parents of children in the schools serviced under Title IA and other appropriate school personnel, including those involved with other programs defined under ESSA Section 1112(a)(1)(A).	Attendance; Discipline; Oct. Snap Shot Staff and parent surveys; Dual Credit classes, AP Courses, Fine Art & CTE / CCMR Programs, Counseling		students, checkpoint & Benchmark Data and surveys. Tutorial Groups, Summer School, usage of TCMPC curriculum in classrooms Professional Development Needs, Mentor Teachers	Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Description 2: How the LEA will identify and address 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.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
Teachers fully certified for their assignments will be highly recruited and hired. District has a DOI for non-certified teachers. The district will review all teacher assignments to make sure they are certified for the classes they are assigned.		Principal Assistant Superintendent Instructional Specialist	time **Title IA** 6100 $ 353,386 **Title IIA** 6100 $ 51,650 **Title IVA**	By the end of September	List of non-certified teachers and their class rosters. Mentor Teachers PD opportunities for certifications TTESS & TIA Evaluations	Notification to parents that they have the right to request information on the qualifications of their child's teachers. Dated letters mailed to parents. Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

All paraprofessionals paid with Title funds will be highly qualified by federal guidelines and certified by the State before they are hired and paid as an educational para in the TIA program. Parents will be notified (by mail) within a timely manner if their child is being taught by a non-certified teacher. Usually a four week period is considered timely.			6100 $ -0-			Delete – not working 1 2 3 4

Description 3: How the LEA will carry out its School Support Improvement activities responsibilities under Section 1111(d)(1)and (2)

Currently the District has no campuses under School Support Improvement						Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Description 4. The poverty criteria that will be used to select school attendance area under Section 1113

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
LEA and all campuses will use the TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection Economic Disadvantage/Free Reduced Percentages. Our district has 1,000 students or more and will rank and serve campuses according to their economic status percentages. Per Pupil amounts will be calculated for each campus.		PEIMS Coordinator Assistant Superintendent Principal Superintendent Federal Programs	Printed list from Ascender State Lists (Food Stamps, Medicare, etc.) from Nocona Estes	October	Copy of LEA and each campus TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection State Lists	SC5000 of the Consolidated ESSA Application will be completed using this data. Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Description 5. The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, IIA 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.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
There are no local institutions for neglected/delinquent children or neglected/delinquent children in community day school programs located within the district boundaries and no students living in said institutions are attending a school within the LEA.						Quarterly Evaluation of Activity Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Description 6. The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
The LEA does not have a McKinney-Vento Homeless Assistance grant. The LEA will reserve an amount from Title IA funds for needed Homeless services that may not ordinarily be provided to other Title I students. Such services		Homeless Liaison Assistant Superintendent PEIMS Coordinator	Time Homeless Surveys Title IA $100.00		List of identified homeless students	List of needed services provided during the year Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

may include but are not limited to: Items of clothing, particularly is necessary to meet a school's dress or uniform requirement; Clothing and shoes necessary to participate in physical education classes Student fees that are necessary to participate in the general education program Personal school supplies such as backpacks and notebooks Medical and dental services, including eyeglasses and hearing aids Counseling services to address anxiety related to homelessness that is impeding learning Food & Transportation, Fees for AP/IB testing, college entrance exams						

(SAT/ACT) and GED testing for school-age students. The district homeless liaison will coordinate the identification and needs of the homeless for the district.						

Description 7. The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116

The District is required to set aside 1% of Title IA entitlement for Parent and Family Engagement activities if the Title IA entitlement is $500,000.00 or more. At least 95% of the 1% will be placed at the campus level for parent involvement activities addressed in the CNA and CIP.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
LEA Parent and Family Engagement Policy Parents are surveyed to provide input on the LEA Parent and Family Engagement Policy during the months of March/April. The LEA (with the assistance of Stakeholders-including parents) will develop, evaluate and approve the LEA Parent and		Superintendent Principal Assistant Superintendent Stakeholders Parents	Surveys 1% required reservation of Title IA entitlement $ N/A	Activities/Meetings will be held as noted on the CNA Process Calendar	Meetings scheduled according to the CNA Process Calendar Campus Plans with parent activities planned with Title IA funds and other funds. Copy of Parent and Family Engagement Plans. Copy of Parent Activities Calendar	Invitations, agendas, sign-ins, notes/minutes, handouts of above meetings. Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Family Engagement Policy (PFE) during the months of April-May. The LEA PFE policy will be distributed by *registration process, *available during Title IA required parent conferences, *placed on the district/campus websites by end of September *These district/campus PFE policies will also be distributed and reviewed during the FALL Stakeholder Meeting. Title IA schoolwide campuses will (with the assistance of Stakeholders) develop, evaluate and update the campus Parent and Family Engagement Policy during the months of March-April. The schoolwide campus PFE policy will be distributed by *registration packets, *available during						

Title IA parent Annual meeting, *placed on the district/campus websites no later than end of September *These district/campus PFE policies will also be distributed and reviewed during the FALL Stakeholder Meeting. **Examples of Parent Activities** *Annual Title IA Parent Meetings (2) held at the beginning of first semester within a 2 week period* *Schedule Title IA Annual Parent Meetings at a time to coordinate with other parent meetings (Meet the Teacher, Reading Nights, Math Nights, Open House, Doughnuts with Dads,*						

coffee with the Principal, etc.) *Interpreters are available at any Title IA meeting, conference, or on request by parents or staff* *If parents are not able to attend either meeting, they may contact the Principal for pertinent information or check the district/campus Campus website overview for parents websites for documents used during the meetings.* *Calendar of parent meetings sent home* *Parent/Family Surveys* *Stakeholder/SBDM meetings* *Parent/Teacher conferences – required for grades PK-5* *Discuss the School-Parent Compact as it*						

relates to academics and overall success *Interpreters are available for any meeting/conference* *Parent requested conferences* *Calendar of activities for parents/families* *Parent/Family surveys provided at the beginning of the year and as an evaluation at the end of the year* *Calendar of Parent/Family activities directed toward academics and overall school success*						

Description 8. If applicable, how the LEA will support, coordinate, and integrate services provided with Title I Part A, with early childhood education programs at the LEA or individual school level, including plans for the "transition" of participants in such programs to local elementary school programs.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
Transition: Preschool to Elementary <u>Ideas for Preschool Teachers</u> • Visit Kindergarten classes to Identify skills needed for success, both academically and socially. • Invite a kindergarten teacher to visit and let children ask questions. • Encourage parent involvement in home and preschool. • Parent meetings, learn about school opportunities, and prepare their child at home for kindergarten. <u>Ideas for Elementary Schools</u> • Invite preschool teachers to visit and discuss what students need to know and be able to do when they		Superintendent Principal Assistant Superintendent Stakeholders Parents	local	April/May	Notices, Announcements, or invitation to activities Each TIA campus will include their transition activities in the Campus Improvement Plans for Title IA program implementation	Invitations, Announcements, agendas, sign-ins, notes/minutes, handouts of meetings. Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

come to kindergarten. • Pre-K and KG Round-UP • Meet the Teacher Night prior to the first day of school • Initiate conversations and collaborate with preschool teachers, planning ahead to meet specific student needs • Invite preschool students to visit and see what kindergarten is like. This could also include their parents. • Maintain a welcoming environment and lay the foundation for a positive relationship with parents • Invite parents to an introductory meeting and tour the school. • Provide quality parent engagement activities to help them become						

engaged in the school quickly.						

Description 9. How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a <u>Targeted</u> <u>Assistance</u> program under Section 1115, will identify the eligible children most in need of services under Title 1, Part A.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
Not applicable - *All Title I, Part A campuses within the District are Schoolwide.*						Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Description 10. How the LEA will implement strategies to facilitate effective transitions for students from Middle grades to high school and from high school to post secondary education including, if applicable [Section 1112(b))10)]

1. Coordination with institutions of higher education, employers, and other local partners; AND

2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
For **Elementary to Middle School** some of the activities that may take place include but are not limited to:		Superintendent Principal		April/May	Notices, Announcements, or invitation to activities. Each TIA campus will include their transition	Invitations, Announcements, agendas, sign-ins, notes/minutes, handouts of meetings.

Meet the Teacher Night and Schedule Pick-Up of schedules prior to the first day of school Collaborate with middle school staff to discuss academic and social expectations as well as student needs. Students should meet as many teachers as possible. Schedule a “field trip” to tour the middle school Invite current middle school students to come back and talk to elementary students about what is different about middle school. Host student and parent meetings to talk about the differences and similarities between elementary and middle school. For **Middle School to High School** some of the activities that may take place include but are not limited to:		Assistant Superintendent Stakeholders Parents			activities in the Campus Improvement Plans for Title IA program implementation	Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

8th grade parent night in the spring; introduction to high school course offerings/course selections Meet the Teacher Night/Schedule Pick-Up of schedules prior to the first day of school Provide time for eighth grade teachers and students to visit the high school Invite high school students for a discussion, allowing eighth grade students to ask or submit questions Some subjects to cover: student organizations, athletics, band, CTE courses, how to organize for classes, lunch, dress codes, tutoring, etc.) Have a meeting with parents discussing credits for graduation, policies on attendance, grades, tardies, and important dates						

Complete 4-year plan Give parent a copy of the Parent and Family Engagement Policy (PFE) and School-Parent Compact if a Title IA campus **For High School to Post Secondary** education some of the activities that may take place include but are not limited to: Host college nights on campus Provide a time for military recruiters to visit Explore vocational/job related interests Assist and encourage students to register for ACT, SAT, AP exams Arrange student visits to college campuses Help students complete FAFSA documents						

Provide Dual Credit & AP classes						

Description 11. How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregates by each of the subgroups of students.

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
During the Comprehensive Needs Assessment (CNA) process, the District and each campus will: review the records for any patterns of any subgroups being removed from classrooms more than others. Conduct a three year review will produce any substantial patterns. Conduct a three year review of the Violent/Criminal Acts reports will also be reviewed.		PEIMS Coordinator Principal Assistant Superintendent			Data from the 3 year reviews presented during the CNA process.	Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Description 12. If applicable, how the LEA will <u>support</u> programs that coordinate and integrate [Section 1112(b)(12)]

1. 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; AND

2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and , if appropriate, academic credit

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
The district will coordinate and support such programs that provide career and technical education and work-based learning opportunities, but Title IA funds will not be used for these programs. CTE strands: Business Management Animal Science Plant Science Nursing Science Family & Consumer Science Graphic Design Welding					List of CTE strands List of CTE courses for math/science credits List of available work programs or internships	List of students enrolled in each of the CTE programs Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Description 13. Any other information on how the LEA proposes <u>to use funds</u> to meet the purpose of this grant and that the LEA determines appropriate to provide, which may include how the LEA [Section 11 12(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; AND

2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

Implementation		*Staff Responsible*	*Resources*	*Time Line*	*#3 SW Element Formative Evaluation*	*#3 SW Element Summative Evaluation*
The district will coordinate with the GT program and develop effective school library programs, but TIA funds will not be used for these purposes.		Principals, Assistant Superintendent, GT Coordinator, and Library Aides	GT letters, testing and results Library reports and inventory	Spring and Summer		Quarterly Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

This LEA Title IA Program Plan was developed with timely and meaningful consultation on May 13, 2026 and reviewed by the District Stakeholders of the Dublin Independent School District on August 1, 2026.

_____
Superintendent

_____
Date

Dublin ISD District Parent and Family Engagement Policy
Public Law 114-95 Section 1116

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school through outreach to all parents & family members and meaningful involvement with parents & family members so that children will benefit from their time at school and the services provided by the Title I, Part A program. The Parent and Family Engagement Policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel work together to achieve such a policy. Activities listed to meet the intent of the Elementary Secondary Education Act (ESEA) will be incorporated into the District Improvement Plan.

Shared Responsibilities for High Student Academic Achievement	
Develop jointly with, agree on with, and distribute to, parents and families of participating children a written parent and family engagement policy that shall be incorporated into the LEA's plan developed under section 1112 and establishes the expectations and objectives for parent and family engagement	*Parent and Family Engagement Policy (FEP) will be written, reviewed, updated annually by the District SBDM that includes parents. The policy responsibilities/activities will be included in the District Improvement Plan (DIP). The FEP will be distributed through student registration packets, teacher conferences, available at all Title IA Annual*

PL 114-95 Section 1116 (a)(2) *Plan and implement programs, activities, and procedures with meaningful consultation with parents of participating children.* *PL 114-95 Section 116 (a)(1)*	*Parent Meeting, office of campus principals, and placed on the district web site at www.dublinisd.us.* *Notices of meetings, meeting agendas, and minutes reflect parent participation. An interpreter is available at all Title IA meetings and is available as requested by the parent. Sign-in sheets will document which parents were in attendance.*
Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.	*School personnel are primarily responsible for these areas. Coordination, assistance, and support is achieved by providing a site and scheduling meetings to be as convenient as possible for parents to attend by scheduling some Title I meetings at a time when parents are coming to school for other activities such as Open House Meet the Teacher and/or Parent Meetings.*
Provide the coordination, technical assistance, and other necessary support to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Provide staff information in effectively engaging parents and family members for building the capacity of the school. *PL 114095 Section 116 (a)(2)(B)*	*Provide professional development to staff members about the value of working with families as partners with the goal of improving student achievement.* *The school district listens to parents' concerns and suggestions and attempts to respond to these things.* *Communication between the home and the school is vital for strong involvement, and the district provides various avenues for communication. Parents are encouraged to phone, email or personally contact their child's teacher or administrator; activity calendars provide current information; progress reports are sent home prior to regular report cards if a student is having academic problems; and parents are contacted regarding any other areas where a one-on-one discussion is deemed necessary by school personnel.*
Coordinate and integrate Title I, Part A parental involvement strategies with other relevant Federal, State, and local programs.	*Since the Dublin ISD is located in a rural, sparsely populated area, many programs common to large districts are not part of the school system.* *Strategies will be implemented through each program available to the students.* *Parents with pre-school children do attend school functions, and consequently, children are familiar with school before enrolling in pre-K or kindergarten. (Registration for pre-K and/or K is scheduled each spring and/or early summer as a child's first formal experience in the public-school setting.)*

	Current Parent and Family Engagement District Policies will be shared during registration. Transition activities are held between campuses.
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of Title I, Part A schools, including identifying barriers that may affect the needs of parents and family members to assist with the learning of their children, and strategies to support successful school and family interactions. to greater participation by parents in Title I, Part A activities. Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement. *The evaluation shall identify:* • *Barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or of any racial or ethnic minority background)* • *The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teacher* • *Strategies to support successful school and family interactions* *PL 114-95 Section 1116 (a)(2)(D)* *The Parent and Family Engagement Policy will describe how the LEA will:* • *Use the findings of the evaluation to design evidence-based strategies for more effective parental involvement and* • *To revise if necessary, the parent and family engagement policy* • *Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative*	*Parents and school personnel evaluate the effectiveness of the policy and solicit ideas for improvements and/or additional activities for consideration each year during the SBDM planning meeting for federal programs.* *Documents used for evaluation:* 1. *Parent Surveys* 2. *Policy Evaluation Document*

group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy *PL 114-95 Section 116 (a)(2)(F)*	
Conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and families. PL 114-95 Section 116(a)(1)	*Parents are encouraged to do the following:* • *Read and discuss the student handbook prior to signing and returning to school;* • *Emphasize the importance of education and encourage participation in school activities;* • *Stay informed about your child's activities by attending parent conferences and other parent meetings;* • *Examine tests that your child has taken;* • *Monitor your child's progress and contact teachers, the counselor, or the principal as needed;* • *Call the office to schedule appointments;* • *Review your child's records when needed;* • *Volunteer at school;* • *Participate in parent organizations ranging from booster clubs to committees that assist the Board of Trustees in formulating education goals and objectives;* • *Familiarize yourself with federally funded programs such as Title I that provide important educational support services for the school;* • *Attend Board meetings to learn more about the operations of the district;* • *Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs, within the guidelines of law.*

This District 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 the sign-in sheet from the SBDM Evaluation and Planning meeting.

This policy was adopted by the District SBDM of the Dublin Independent School District in August 2025. The school will distribute this policy to all parents of participating Title I, Part A children beginning with the 2025-2026 school year. Distribution will be by registration packets at the beginning of the year and throughout the year when a new student enrolls; available at the Title IA Annual Parent Meeting; parent conferences; and posted on the website.

Patricia Thornton
Director of Curriculum and Instruction