Fall | 26

LEA CONSOLIDATED PLAN

DOTHAN CITY SCHOOLS

SUPERINTENDENT: DR. GARRICK ASKEW

APPROVED BY THE BOARD OF EDUCATION ON JULY 14, 2026

Sec. 1112. [20 U.S.C. 6312]
A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- Is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- As necessary, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate
- has an active plan date.
- Documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- Has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

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

Sec. 1112(b)(1)(A)
1. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

All Dothan City Schools (DCS) are mandated to develop an Annual Continuous Improvement Plan (ACIP) as a foundational framework for the academic year. This process is led by the school leadership team, which collaborates after receiving state standardized test scores. The ACIP is informed by an analysis of student performance data and is evaluated against established goals set by the state department. These goals include metrics for interim progress and performance standards. Teachers across grades K-12 systematically monitor student progress by leveraging data from mandated state assessments, formative assessments, benchmark assessments, and other local measures that are instrumental in gauging students' success in meeting state-defined performance benchmarks. Assessment data is disaggregated by subgroup and aligned with accountability indicators, including Achievement, Growth, College and Career Readiness (CCR), and Chronic Absenteeism. This data is reviewed at both the Local Education Agency (LEA) and school levels and is utilized within Multi-Tiered System of Supports (MTSS) data cycles to identify student needs, monitor progress, and inform instructional decision-making.

Additionally, these assessments furnish critical information for parents and students, assist in diagnosing educational needs, guide instructional methodologies, evaluate program effectiveness, inform

professional learning priorities and prompt necessary revisions to program components. Professional learning is sustained, job-embedded, collaborative, and data-driven in accordance with ESSA Section 8101(42). Professional learning opportunities are aligned to identified student needs, accountability indicators, and ACIP priorities to strengthen instructional practices and improve student outcomes.

Sec. 1112(b)(1)(B)
2. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Dothan City Schools (DCS) extend services to all students within school-wide programs, with a strong focus on supporting at-risk populations. These populations include migratory students, those with limited English proficiency, students with disabilities, homeless individuals, youth in foster care, neglected or delinquent students, and economically disadvantaged learners. The goal is to help these students achieve both local and state benchmarks for academic success, while adjusting as needed when the ACIP committees convene. The state courses of study, along with grade and subject-specific pacing guides and ACIPs, provide a comprehensive framework for instructional practices within classrooms. School administrators and central office personnel conduct walkthroughs to verify the implementation of ACIP components. Regular meetings of school leadership teams are convened to review and analyze data, monitor program execution, and modify program elements to ensure compliance with the state's achievement standards.

Dothan City Schools implements a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, and attendance data to identify students who may be at risk for academic failure. Through this framework, students are identified for additional support using multiple data sources, including classroom performance, benchmark assessments, state assessment results, attendance data, behavioral indicators, and other progress-monitoring measures. The MTSS framework includes multiple levels of support designed to address student needs through increasingly intensive interventions. Students may be referred for tiered assistance based on identified needs, and intervention plans are developed and monitored by school-based teams. Students receive evidence-based interventions (ESSA Tier I–IV) that are aligned to identified needs and are regularly progress monitored to evaluate effectiveness. Intervention data is reviewed through MTSS and ACIP processes to determine whether adjustments are necessary to improve student outcomes. In addition, schools utilize instructional technology and computer-assisted programs that provide real-time performance feedback, allowing educators to monitor progress, identify learning gaps, and provide targeted support to students in a timely manner.

Sec. 1112(b)(1)(C)
3. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines to need help in meeting the challenging State academic standards.

Embedded within Dothan City Schools' (DCS) ACIPs is a targeted at-risk plan that outlines each school's strategies and interventions to provide additional educational support to students identified as needing

assistance to meet challenging State academic standards. CSI schools may receive additional literacy support through district and school improvement initiatives, including literacy specialists, Turnaround Literacy Specialists when available, instructional coaches, intervention personnel, evidence-based instructional coaching, and targeted literacy interventions designed to improve reading outcomes and strengthen instructional capacity. Such assistance includes evidence-based interventions (ESSA Tier I–IV), including intervention classes, intervention teachers, supplemental tutoring programs, summer learning opportunities, strategic instructional practices, and technology-based programs designed to address identified student needs. These interventions are selected based on student performance data and are regularly monitored for progress to evaluate effectiveness and determine whether adjustments are needed to improve student outcomes.

English Learners (ELs) across all Dothan City Schools receive support through the Specially Designed Academic Instruction in English (SDAIE) methodology, which integrates content instruction with English language development. EL instructors communicate WIDA standards and instructional strategies to classroom educators, and ACCESS assessment results are analyzed and shared with teachers. EL students are also eligible to participate in intervention programs and supplemental supports offered by the school or LEA.

Instructional Coaches, Reading Coaches, intervention personnel, and other support staff provide additional guidance and support to teachers working with at-risk students. Teaching practices and resources supported through the Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI), Office of School Improvement (OSI), and other evidence-based instructional frameworks are implemented throughout DCS, with an emphasis on strengthening Tier II and Tier III supports for students demonstrating academic need. The district continues to strengthen MTSS implementation by expanding behavioral specialist support to improve attendance, student behavior, intervention effectiveness, and positive school climate outcomes. Behavioral specialists collaborate with school-based teams to support intervention planning, progress monitoring, attendance improvement efforts, behavioral interventions, implementation of positive behavioral supports, and student engagement initiatives. Student progress is reviewed through MTSS processes, school leadership team meetings, ACIP monitoring cycles, and data review processes to ensure interventions are implemented with fidelity, aligned to student needs, and adjusted as necessary to improve student outcomes.

Sec. 1112(b)(1)(D)
4. Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Dothan City Schools (DCS) enhance support for all institutions by implementing several strategies:

- Providing sustained, job-embedded, collaborative, and data-driven professional learning aligned to ESSA Section 8101(42) to assist principals and instructional leaders in implementing school improvement strategies;
- Acquiring integrated learning systems;

- Securing materials for standardized test preparation;
- Offering system-wide enrichment and accelerated curricula;
- Developing ACIP plans in collaboration with the School Improvement Team, presenting them to faculty, implementing them at the school level, and monitoring by principals;
- Ensuring faculty participation in professional learning focused on ARI, AMSTI, STEM, SREB strategic teaching methods, high-impact instructional practices, differentiation, and evidence-based instructional strategies;
- Creating multiple professional learning opportunities that are aligned to student performance data, accountability indicators, ACIP priorities, and identified school needs.
- Dothan City Schools utilizes a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, and attendance data to identify student needs, strengthen instructional programs, and improve school conditions for learning. Student progress and program effectiveness are monitored through leadership team reviews, classroom observations, walkthroughs, and ongoing analysis of student outcome data.

Sec. 1112(b)(2)

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

Data on teacher performance will be evaluated through Educate Alabama, with a strong recommendation that principals assign their most effective educators to the lowest-achieving student groups. Professional learning is strategically aligned to address identified equity gaps and ensure that low-income students and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers. Dothan City Schools is committed to employing only certified teachers within their designated content areas. The district utilizes an Out-of-Field report generated from PowerSchool at the beginning of each school year to identify teachers who are not appropriately certified for their assigned courses. Following this review, the district maintains an internal certification tracking document in collaboration with the Data Management Office, Human Resources, Federal Programs, and the Superintendent. This document is updated after each Board of Education meeting to reflect staffing changes and certification status updates. The district continuously monitors certification progress and ensures that teachers meet all required certification requirements, with updates documented as certifications are earned or completed. When a teacher is not appropriately certified for their assigned subject(s) and grade(s), an individualized plan must be documented outlining the steps necessary to obtain the required qualifications in their instructional area. Assignment decisions are reviewed to ensure equitable access to effective educators across all student groups, particularly in schools and classrooms serving high percentages of economically disadvantaged and minority students.

Sec. 1112(b)(3)

6. Describe how the local educational 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 local education agency.

Comprehensive School Improvement and Support (CSI) schools are identified based on key accountability indicators. For elementary and middle schools, these indicators include academic achievement, academic growth, progress toward English language proficiency (ELP), and chronic absenteeism. High school indicators include academic achievement, academic growth, graduation rate, progress toward English language proficiency (ELP), college and career readiness (CCR), and chronic absenteeism. For each indicator, schools receive a scaled score and an overall grade on a 100-point scale. The bottom 5 percent of Title I schools with the lowest performance on the accountability indicators are identified as CSI schools, as are any high school with a 4-year graduation rate of 67 percent or less. Additionally, a Title I school may be identified as CSI if one or more student subgroups remain chronically underperforming after implementing a Targeted Support and Improvement (TSI) plan for up to three years. Alabama identifies schools for Comprehensive Support and Improvement every three years. A CSI school may exit such status by performing above the bottom 5% of Title I schools and demonstrating improvement since it was initially identified. A CSI school identified due to its graduation rate may exit if its graduation rate increases to at least 67 percent. An equity formula is utilized to determine CSI allocations, considering factors such as student enrollment, academic performance, proficiency rates, and special populations, including English Learners, students with disabilities, homeless students, and other identified student groups.

As school improvement teams engage in improvement planning, they are expected to target the accountability indicators demonstrating the lowest performance. While Dothan City Schools (DCS) provides guidance and support throughout the school improvement process, each CSI school remains responsible for developing and implementing its improvement plan. The goal of a school improvement plan is to increase student success through meaningful and sustainable changes to school systems, instructional practices, and professional learning. School improvement plans are developed and reviewed in partnership with school leadership teams, educators, families, community stakeholders, and district personnel to ensure identified needs, resource disparities, and evidence-based interventions are appropriately addressed. All CSI school improvement plans are developed through the Annual Continuous Improvement Plan (ACIP) process and aligned with eGap requirements to ensure consistency between identified needs, selected interventions, funding sources, implementation activities, and expected outcomes.

Dothan City Schools provides guidance and support to assist school improvement teams throughout the planning, implementation, and monitoring process. School improvement plans are developed using student performance data, stakeholder feedback, school-level needs assessments, accountability indicators, and resource allocation reviews. Plans are aligned with the requirements of Section 1114(b) and provide a framework for delivering services to all students.
The ACIPs encompass several vital elements, including:

- **Needs Assessments:** Comprehensive needs assessments are conducted using student performance data, stakeholder feedback, accountability indicators, and resource allocation reviews to identify strengths, challenges, and areas for improvement.

- **School-wide Reform Strategies:** School-wide reform strategies are selected based on identified needs and include evidence-based interventions (ESSA Tier I–IV) designed to improve student achievement and school performance. Strategies may include integrated learning systems, Accelerated Reader and Accelerated Math programs, instructional technology, the Alabama Reading Initiative (ARI), the Alabama Math, Science, and Technology Initiative (AMSTI), STEM initiatives, Office of School Improvement (OSI) instructional practices, instructional coaching, literacy support services, intervention teachers, supplemental tutoring programs, and other research-based approaches. CSI schools may receive additional support through district and school improvement initiatives, including literacy specialists, Turnaround Literacy Specialists when available, instructional coaches, intervention personnel, evidence-based instructional coaching, and targeted literacy interventions designed to strengthen instructional capacity, improve reading achievement, and accelerate student learning outcomes. Reform strategies are supported through a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, and attendance data to identify needs, monitor implementation, and evaluate effectiveness. The district continues to strengthen MTSS implementation by expanding behavioral specialist support to improve attendance, student behavior, intervention effectiveness, and positive school climate outcomes. Behavioral specialists collaborate with school-based teams to support intervention planning, progress monitoring, attendance improvement efforts, behavioral interventions, implementation of positive behavioral supports, and student engagement initiatives.
- School-wide reform strategies are regularly monitored through ACIP implementation reviews, MTSS processes, stakeholder input, and student performance data to evaluate effectiveness and ensure interventions are aligned with identified needs and school improvement goals.
- **Literacy and School Improvement Supports:** CSI schools may receive additional literacy support through district and school improvement initiatives, including literacy specialists, intervention personnel, evidence-based instructional coaching, Turnaround Literacy Specialists when available, and targeted literacy interventions designed to improve reading achievement and strengthen instructional capacity.
- **Parent and Family Engagement Strategies:** Parent and family engagement efforts include Parent Teacher Organizations (PTOs), newsletters, family engagement events, surveys, stakeholder meetings, and the PowerSchool Parent Portal. Engagement activities are aligned to student outcomes, including academic achievement, attendance, and behavior, and are informed through stakeholder feedback and annual evaluation processes.
- **Transition Practices:** Comprehensive strategies are implemented to support successful transitions from early childhood education to elementary school, from elementary school to middle school, and from middle school to high school.
- **Assessment and Accountability:** Principals, instructional leaders, program specialists, and educators collaborate to plan, implement, monitor, and support learning initiatives designed to improve student outcomes and meet accountability expectations.
- **Professional Learning:** Professional learning opportunities are aligned to school improvement goals, student performance data, accountability indicators, and identified instructional needs. Professional learning is sustained, job-embedded, collaborative, and data-driven in accordance with ESSA Section 8101(42).

- **Support for At-Risk Students:** Effective interventions are identified through the district's Multi-Tiered System of Supports (MTSS), which includes data meetings, intervention planning, progress monitoring, attendance reviews, behavioral supports, and targeted instructional strategies. Students receive evidence-based interventions (ESSA Tier I–IV) that are regularly monitored and adjusted based on student response data. At-risk students are also provided access to counseling, mentoring, literacy interventions, behavioral supports, and other support services as appropriate.
- **Comprehensive Budget:** The ACIP includes a detailed budget integrating state, local, and federal funding sources. Resource allocation is reviewed annually to identify and address resource disparities that may impact student performance and the implementation of improvement strategies.
- **Annual Goals and Assurances:** Clear goals, performance targets, and assurances are established to support accountability, implementation monitoring, and continuous improvement.
- **Title I Diagnostic Components:** Schools evaluate instructional paraprofessionals and teachers to ensure compliance with state requirements, review strategies for attracting and retaining qualified educators, analyze teacher turnover rates, and assess educator experience levels. Schools provide supporting documentation and evidence related to staffing decisions and retention initiatives.

Dothan City Schools monitors CSI implementation through ongoing data reviews, leadership team meetings, ACIP progress monitoring, state instructional audits, and stakeholder feedback. Plans are revised as necessary based on implementation data, stakeholder input, and student outcomes to ensure continuous improvement and sustained progress.

Through these comprehensive strategies, Dothan City Schools is committed to fulfilling its responsibilities under Section 1111(d)(1) regarding Comprehensive Support and Improvement (CSI) Schools, ensuring that CSI plans are collaboratively developed and implemented in partnership with stakeholders while addressing accountability indicators, resource disparities, and evidence-based improvement strategies.

Sec. 1112 (b)(3)

7. 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.

If Dothan City Schools (DCS) provides public school choice as stipulated in Section 1111(d)(1)(D) for students enrolled in schools identified for Comprehensive Support and Improvement (CSI), the district prioritizes the lowest-achieving students through a structured and equitable process.

- Priority Enrollment for Lowest-Achieving Students: When offering public school choice options, DCS systematically identifies and prioritizes enrollment for the lowest-achieving students. This process is informed by student performance data, accountability indicators, local assessment results, and needs assessments conducted as part of the Annual Continuous Improvement Plans

(ACIPs). These measures ensure that students demonstrating the greatest academic need are given priority consideration for transfer opportunities. This ensures that students who would benefit most from a transfer are given precedence in the selection process.

- Seamless Enrollment Process: The DCS ensures that any student opting to transfer under the public-school choice policy is enrolled in classes and other activities at the receiving public school, like all other students. The agency establishes clear protocols and communication channels to facilitate a smooth transition for transferring students, ensuring equitable access to educational resources, extracurricular activities, and support services. Enrollment, scheduling, and course placement decisions are monitored to ensure that transferring students have equitable access to rigorous coursework, intervention services, extracurricular activities, and support programs available to all students at the receiving school.
- Right to Remain in Transferred School: The local education agency permits students who transfer to another public school to remain enrolled until they have completed the highest grade offered by that institution. This policy provides stability and continuity in education, allowing students to benefit from a consistent learning environment throughout their academic journey. The agency clearly communicates this option to students and their families, reinforcing its commitment to supporting student success and well-being. The district reviews and monitors the implementation of school choice procedures to ensure compliance with federal requirements and to maintain equitable educational opportunities for participating students. Through these measures, DCS demonstrates its dedication to providing meaningful public-school choice options while ensuring that the needs of the lowest-achieving students are prioritized and that their educational experiences are equitable and supportive.

Sec. 1112(b)(3)

8. 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.

Dothan City Schools (DCS) is committed to fulfilling its responsibilities under Section 1111(d)(2) concerning Targeted Support and Improvement (TSI) schools and Additional Targeted Support and Improvement (ATSI) schools. This commitment involves a structured approach to developing and implementing comprehensive improvement plans that address the specific needs of identified schools. To support TSI and ATSI schools in developing their improvement plans, the district will facilitate collaboration with various stakeholders, including school staff, parents, community members, and local organizations. This collaborative process will ensure that a diverse set informs the improvement plans of perspectives and adequately reflects each school's unique challenges and strengths.

Improvement plans are developed through the ACIP process and are grounded in a comprehensive needs assessment that includes disaggregated data for each identified subgroup. This analysis includes academic achievement, growth, graduation rate, attendance, English language proficiency, and other accountability indicators to identify areas requiring targeted support. This analysis will include disaggregated data on academic performance, graduation rates, and other relevant metrics to pinpoint areas needing targeted interventions. Plans incorporate evidence-based interventions (ESSA Tier I–IV) aligned to the identified needs of each subgroup and designed to improve student outcomes. Interventions are selected based on student performance data, research-based practices, and school-level needs assessments Upon completion, the LEA will review and approve the improvement plans to ensure they meet the established criteria and address the identified needs effectively.

The approval process includes verification that identified needs, selected interventions, funding sources, implementation activities, and expected outcomes are aligned within both ACIP and eGap planning systems. The district monitors implementation through ongoing ACIP progress monitoring, leadership team meetings, data reviews, stakeholder feedback, and regular analysis of subgroup performance data. This monitoring includes regular check-ins with school leadership, data collection on interventions' progress, and student outcomes analysis. Student progress and intervention effectiveness are reviewed throughout the school year to determine whether adjustments are necessary to improve outcomes for identified student groups.

The LEA will provide technical assistance and resources to schools to facilitate the effective execution of their plans. If a school does not demonstrate sufficient progress after implementing its improvement plan, the district will require revisions to the plan, increase technical assistance and oversight, intensify support strategies, and implement more targeted, evidence-based interventions. Continued lack of progress may result in additional district-directed actions designed to improve implementation fidelity and student outcomes. The LEA is committed to ensuring every student has access to a high-quality education and will take decisive steps to support schools in achieving their improvement goals. Through this process, Dothan City Schools ensures that TSI and ATSI plans are stakeholder-informed, data-driven, aligned to accountability indicators, supported by evidence-based interventions, and continuously monitored for effectiveness. Through this comprehensive approach, the LEA aims to foster continuous improvement in TSI and ATSI schools, ultimately enhancing student achievement and promoting equity across the education system.

Sec. 1112(b)(4)
9. Describe the poverty criteria used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is —

- **At least as high as the percentage of children from low-income families served by the LEA as a whole;**
- **At least as high as the percentage of children from low-income families in the grade span in which the school is located; or**
- **At least 35 percent. *(ESEA section 1113(a)(2).)***

Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

- **Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and**
- **Serve the eligible school attendance areas in rank order. *(ESEA section 1113(a)(3).)***

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

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

Dothan City Schools (DCS) offers breakfast and lunch to all students' district-wide at no charge through the Community Eligibility Provision (CEP) program. This program enables high-poverty schools and districts to provide these meals free of charge. The percentage of poverty is determined by the number of Direct Certified (DC) students matched electronically by the Alabama Department of Human Resources and the Alabama Medical Agency. Direct Certified status is based on the percentage of students who are eligible for free meals due to their participation in means-tested programs such as the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and the Food Distribution Program on Indian Reservations (FDPIR) as well as Medicaid through the Medical Demonstration Project.

The district utilizes Direct Certification data to determine school poverty percentages and establish Title I eligibility in accordance with Section 1113 requirements. The District uses the following approaches to determine school poverty percentages and allocate Title I funds equitably:

1. Multiply the number of students identified by DC in a CEP and non-CEP school by the 1.6 multiplier, then rank and segregate. Multiply the number of students identified through Direct Certification in both CEP and non-CEP schools by the 1.6 multiplier and rank schools accordingly.

2. The number of students directly through DC in both CEP and non-CEP schools should be used to rank and serve. Use the number of students directly identified through Direct Certification in both CEP and non-CEP schools to rank and serve schools.

Schools are ranked annually based on poverty percentage using a district-wide ranking methodology rather than grade-span groupings. Schools are served in rank order based on greatest need and available funding. High-priority schools are those with a poverty rate exceeding 75%. These schools must be served and must be ranked based on their poverty percentage rate. Low-poverty schools have a poverty rate at or below 75%, with a minimum requirement of 55% based on the calculated poverty percentage. The district reviews poverty data annually to ensure compliance with federal Title I requirements and to ensure that funds are allocated equitably based on student need. Currently, schools being served in DCS in the following order: Girard Elementary, Jerry Lee Faine Elementary, Beverlye Intermediate School, Selma Street Elementary, Morris Slingluff Elementary, Hidden Lake Primary, Dothan 6th Grade Center, Kelly Springs Elementary, Dothan Preparatory Academy, Heard Elementary, Carver 9th Grade Academy, Dothan City Virtual School, Dothan High School and, the Carver School of Mathematics, Science, and Technology.

Sec. 1112(b)(5)

10. 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 neglected and delinquent children in community day school programs.

The programs implemented by Dothan City Schools (DCS) for schoolwide and targeted assistance encompass a comprehensive range of initiatives to support students identified as at risk or in need of additional academic, behavioral, attendance, or intervention services. These initiatives include evidence-based interventions (ESSA Tier I–IV), such as instructional support personnel, instructional coaches, intervention teachers, supplemental tutoring programs, targeted intervention services, literacy specialists, Turnaround Literacy Specialists when available, the iReady, the Kuder Career Planning System for students in grades 8–12, ACCESS distance learning opportunities, the Literacy Act and Numeracy Act Summer Program for students in grades K–3 and K-5, summer school for grades 6-12, and Accelerated Recovery Center (ARC) focused on credit recovery. These interventions are selected based on identified student needs and performance data and are regularly monitored for progress to evaluate effectiveness and improve student outcomes.

Parent Involvement Specialists, where available, or other designated school personnel support meaningful family engagement through communication, parent education opportunities, stakeholder input processes, and activities designed to strengthen partnerships between home and school. Parent and family engagement efforts are aligned to student outcomes, including academic achievement, attendance, behavior, and school engagement, and are informed through survey results, stakeholder feedback, and annual evaluation processes.

All Title I schools within DCS operate schoolwide programs under Section 1114, enabling the coordination of federal, state, and local resources to strengthen the overall educational program and improve outcomes for all students. Schoolwide programs are aligned to each school's ACIP and are

informed by comprehensive needs assessments, student performance data, accountability indicators, resource allocation reviews, and stakeholder input. CSI schools may receive additional support through literacy specialists, Turnaround Literacy Specialists when available, instructional coaches, intervention personnel, and evidence-based literacy initiatives designed to improve student achievement and strengthen instructional effectiveness.

Dothan City Schools utilizes a Multi-Tiered System of Supports (MTSS) framework to identify student needs, provide tiered supports, and monitor student progress. Academic, behavioral, and attendance data are reviewed through school-based problem-solving processes to ensure interventions and services remain aligned to student needs and school improvement priorities. The district continues to strengthen MTSS implementation by expanding behavioral specialist support to improve attendance, student behavior, intervention effectiveness, and positive school climate outcomes. Behavioral specialists collaborate with school-based teams to support intervention planning, progress monitoring, attendance improvement efforts, behavioral interventions, implementation of positive behavioral supports, and student engagement initiatives.

Furthermore, services for neglected and delinquent students are coordinated and integrated with educational agencies and community partners to maximize student participation and academic success. The Department of Youth Services collaborates closely with DCS and utilizes federal funding to support certified teachers and paraprofessionals who provide instructional services to students residing at the facility. Educational services provided through these partnerships are designed to support academic achievement, successful transitions, continued progress toward graduation, and postsecondary readiness.

Additionally, federal funding supports the Local Education Agency's Accelerated Recovery Center (ARC), which serves overage and under-credited students aged 16 and older. The ARC provides targeted academic support, credit-recovery opportunities, individualized pathways toward graduation, and transition planning designed to reduce dropout risk and improve graduation outcomes.

Sec. 1112(b)(6)
11. Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Homeless children and youth are guaranteed the opportunity to receive a free and appropriate public education, irrespective of their residency status. Dothan City Schools (DCS) is committed to ensuring that these students have equal access to academic and ancillary services that enable them to achieve the same rigorous state academic standards as their non-homeless peers. The Dothan City Schools System applies for the Stewart B. McKinney Homeless Assistance Act grant to support this commitment, facilitating equitable educational opportunities. The district has established admission procedures specifically designed for students identified as homeless. During registration, a Residency Questionnaire will be utilized to identify homeless children and youth, including preschool-aged children. Students

identified as homeless are immediately enrolled in school, even when records typically required for enrollment are unavailable, in accordance with the McKinney-Vento Homeless Assistance Act. The district ensures that enrollment is not delayed due to missing documentation, residency requirements, immunization records, or other barriers. Parent Involvement Specialists, where available, school counselors, and other designated staff members will assist parents, guardians, or unaccompanied youth in obtaining the appropriate documentation. In Dothan, homeless children may receive temporary housing through organizations such as the House of Ruth and the Rescue Mission. At the same time, the local Housing Authority assists with long-term homelessness. School-based counselors are available to facilitate transitions and adjustments for these students.

Additionally, homeless students can participate in all programs funded by DCS. School-based teams review each student's circumstances, strengths, and needs to determine eligibility for Title I services, Exceptional Student Services, counseling services, academic interventions, and other district-available supports. Homeless students receive the same opportunities to participate in academic programs, extracurricular activities, extended learning opportunities, and support services as their housed peers. Dothan City Schools strives to create a stable educational environment for homeless children and youth by prioritizing enrollment in their school of origin and providing transportation to and from that school. Provisions are also in place for parents, guardians, or unaccompanied youth to request or decline enrollment in the school of origin, ensuring their preferences are respected. Title I funds reserved under Section 1113(c)(3)(A), when applicable, may be used to provide supplemental services and supports that remove barriers to enrollment, attendance, and academic success for homeless students. The district coordinates homeless services with community agencies, and McKinney-Vento supports ensure that students experiencing homelessness receive comprehensive assistance that promotes educational stability, regular attendance, academic achievement, and overall student success.

Sec. 1112(b)(8)

12. Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Dothan City Schools' (DCS) Head Start Program has been dedicated to serving children from identified low-income families for over four decades. The program offers comprehensive services, including a structured preschool curriculum, health and nutrition support, parent involvement initiatives, and social services as outlined in the Head Start Performance Standards. The Dothan City Early Education Center consolidates all preschool classes operated by the Office of School Readiness into a single facility to streamline access and resources. Dothan City Schools coordinates early childhood programs, including Head Start and the Office of School Readiness, to ensure alignment among instructional practices, family engagement activities, and student support services. To facilitate a seamless transition from early childhood education programs to elementary school, Dothan City Schools implements a variety of transition activities designed to support students and families and promote school readiness. These activities include counselor-led lessons for fifth-grade students addressing the forthcoming changes they will experience, as well as Open House events, parent-student visits, and conferences specifically tailored for Pre-K parents. Collaboration between early childhood staff and elementary school personnel

supports continuity of instruction and helps ensure students enter kindergarten prepared for academic success. Through these initiatives, DCS aims to ensure that students are well-prepared for their subsequent educational journeys.

Sec. 1112(b)(9)

13. 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.

There are no Targeted Assistance Schools in the Dothan City School System. All Title I schools within the district operate schoolwide programs in accordance with Section 1114; therefore, the requirements of Section 1115 regarding the identification of eligible students for Targeted Assistance programs are not applicable at this time. Should a school operate a Targeted Assistance program in the future, Dothan City Schools will implement procedures consistent with federal requirements to identify and serve students most in need of additional academic support.

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

14. 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 higher education institutions, employers, and other local partners.

Dothan City Schools is committed to implementing comprehensive strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education. To support the transition from eighth grade to high school, the following strategies will be employed:

- Eighth graders will complete a web-based Kuder Career Interest Inventory, which will enable them to identify their interests and create a personalized four-year academic plan.
- High school counselors will engage with eighth-grade students and their parents during a dedicated parent night to discuss graduation requirements, explore four-year plans, and review course selection options for the upcoming academic year.
- The counselor from the Dothan Technology Center will meet with eighth graders to introduce them to the various career pathways available at the center.
- Eighth graders will participate in Wiregrass Works, where they will attend a career expo designed to expose them to potential career opportunities and vocational options. Dothan City Schools will implement the following strategies to facilitate the transition from high school to postsecondary institutions:
- Organized field trips to local colleges will allow students to explore academic environments and available programs.
- Career expos and college fairs will be hosted to provide students with information on diverse educational and vocational opportunities.
- A career coach will work individually with students, guiding them through the planning process for their postsecondary education and career aspirations.

- College and military recruiters will visit each high school to engage with students and offer insights into various career paths and educational opportunities.
- Cooperative education (co-op) opportunities will be available for juniors and seniors, providing them with practical experience in their fields of interest while still in school.

Through partnerships with higher education institutions, business and industry partners, Wiregrass Works, the Dothan Technology Center, and other community organizations, students are provided opportunities to explore career pathways, develop employability skills, and prepare for postsecondary success. Through these initiatives, Dothan City Schools aims to foster strong connections with higher education institutions, employers, and local partners, ensuring students are well-prepared for their educational and career trajectories.

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

15. 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.

To facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, Dothan City Schools will implement a series of strategic initiatives designed to enhance student access to early college high school, dual or concurrent enrollment opportunities, and career counseling aimed at identifying student interests and skills.

Transition from Middle Grades to High School:

- The introduction of dual enrollment opportunities begins during eighth-grade parent nights and orientation programs, allowing students and their families to understand the benefits, eligibility requirements, and expectations associated with dual enrollment and early college opportunities.
- Eighth-grade students complete the Kuder Career Interest Inventory and participate in planning sessions with the career coach and career academy counselor to develop an individualized four-year academic and career plan aligned to their interests and goals.
- All students in grades 9–12 participate in career preparedness coursework designed to help them identify their skills, work values, career interests, and postsecondary aspirations, thereby supporting informed educational and career decisions.
- Participation in the Wiregrass Works Career Expo provides students with exposure to regional workforce opportunities, career pathways, and industry expectations, helping students connect educational planning to future employment opportunities.

Transition from High School to Postsecondary Education

- Dothan City Schools will offer dual enrollment and early college opportunities for students in grades 10-12, encompassing career technical and academic areas. This will allow students to earn college credit while still in high school.
- Dual enrollment opportunities are provided through partnerships with postsecondary institutions and are designed to expand access to rigorous coursework, industry-recognized credentials, and college credit attainment.

- Career counseling will be provided using the Kuder system, enabling students to assess their interests and align them with potential career paths and educational opportunities.
- High school counselors will deliver comprehensive career planning and counseling services to all students, ensuring they receive personalized guidance tailored to their aspirations.
- Students receive information regarding college admissions, financial aid opportunities, scholarship resources, military pathways, workforce development programs, and career technical education options to support informed decision-making after graduation.
- Through collaboration with higher education institutions, Wiregrass Works, the Dothan Technology Center, local employers, and community partners, Dothan City Schools expands student access to postsecondary opportunities and career pathways while strengthening college and career readiness outcomes.

Through these initiatives, Dothan City Schools provides a comprehensive framework that enhances student access to educational and career opportunities and supports successful transitions from middle school to high school and from high school to postsecondary education and the workforce.

Sec. 1112(b)(11)
16. 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 students, as defined in section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners).

Dothan City Schools utilizes a comprehensive behavior framework that incorporates Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), Whole Child strategies, attendance supports, and data-driven decision-making processes to reduce the overuse of exclusionary discipline practices and improve student outcomes. DCS is committed to supporting efforts to reduce disciplinary practices that remove students from the classroom. This commitment is operationalized through a variety of strategic initiatives aimed at identifying and assisting schools with high rates of disciplinary actions, disaggregated by student subgroups as outlined in Section 1111(c)(2), including economically disadvantaged students, major racial and ethnic groups, children with disabilities, and English learners.

The district continues to strengthen MTSS implementation by expanding behavioral specialist support to improve attendance, student behavior, intervention effectiveness, and positive school climate outcomes.

To address this issue, Dothan City Schools implements the following strategies:

- Discipline, attendance, behavioral, and student outcome data are reviewed through district and school-level MTSS processes to identify trends, monitor disproportionality, address chronic absenteeism, and develop targeted supports for identified student groups. Data reviews are utilized to identify barriers to student success, inform intervention planning, and ensure equitable implementation of discipline practices across all student populations.

- School-based Problem-Solving Teams (PSTs), operating within the district's MTSS framework, collaborate to develop and implement targeted academic, behavioral, attendance, and social-emotional interventions designed to improve student outcomes and foster positive school environments.
- In partnership with Dr. Benner and the University of Alabama, Dothan City Schools participates in the Whole Child Initiative to support educators in implementing high-impact youth development strategies. These strategies include warm welcomes, optimistic closures, positive behavior supports, circles, relationship-building practices, restorative approaches, and student engagement strategies designed to improve school climate and reduce disciplinary incidents.
- Dothan City Schools has expanded behavioral specialist support across multiple schools to strengthen MTSS implementation, Positive Behavioral Interventions and Supports (PBIS), attendance initiatives, student engagement efforts, Whole Child implementation, and behavioral intervention planning. Behavioral specialists collaborate with school-based MTSS/PST teams to support data analysis, intervention implementation, progress monitoring, attendance improvement strategies, behavioral interventions, and positive school climate initiatives designed to reduce exclusionary disciplinary practices and increase instructional time.
- All teachers are offered periodic professional learning focused on behavior management, classroom culture, de-escalation techniques, and proactive strategies that equip educators with practical approaches for addressing student behavior constructively and maintaining positive learning environments.
- Professional learning is sustained, job-embedded, collaborative, and data-driven in accordance with ESSA Section 8101(42), with a focus on reducing exclusionary discipline practices, strengthening implementation of PBIS and MTSS, increasing positive behavioral supports, and improving student engagement and attendance outcomes.
- The annual Student Incident Report (SIR), attendance data, and other student outcome measures are reviewed to analyze trends disaggregated by student subgroup. This review enables the district to identify schools and student groups experiencing disproportionately high rates of disciplinary action, chronic absenteeism, or behavioral concerns and to implement targeted supports designed to improve equitable outcomes and reduce discipline disparities.
- Behavioral intervention methods, restorative practices, and positive behavioral supports are utilized prior to exclusionary disciplinary consequences whenever appropriate, with the goal of addressing and resolving behavioral concerns before they escalate and require removal from the instructional environment.
- Dothan City Schools has instituted a Student Disciplinary Tribunal process that provides students and families with procedural safeguards and opportunities to present evidence, witnesses, and other relevant information.
- Through these initiatives, Dothan City Schools seeks to reduce exclusionary discipline practices, improve student engagement, increase instructional time, strengthen attendance outcomes, promote equitable disciplinary practices, and foster positive school climates that support academic success for all students.

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

17. Describe, if determined appropriate by the local educational agency, the how such agency will support programs that coordinate and integrate academic and career and technical education content

through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

Dothan City Schools is dedicated to supporting the integration of academic and career technical education (CTE) through a coordinated approach that emphasizes experiential learning opportunities and skills attainment essential for in-demand occupations within the state. High school students have access to diverse career technical programs and dual enrollment opportunities through Wallace Community College and the Dothan Technology Center. The Dothan Technology Center offers both dual enrollment academic and career technical coursework, as well as traditional career technical programs, providing students with multiple pathways for college and career readiness. Each career technical program within Dothan City Schools convenes twice annually with its advisory council. This council plays a critical role in ensuring educators remain informed about current workforce needs, industry trends, and high-demand occupations relevant to each program area.

Furthermore, the advisory committee provides valuable recommendations regarding training equipment and curriculum modifications to align with local business and industry needs. Dothan City Schools has established dual enrollment partnerships with Wallace Community College, offering programs such as Welding, Emergency Medical Technician (EMT), and Medical Assisting, as well as academic courses in Math, History, English, and Computer Science. Students can attend classes on the college campus or at the Dothan Technology Center, providing flexibility and accessibility. Students also participate in career exploration activities, career expos, workforce development events, industry engagement opportunities, and work-based learning experiences that connect classroom instruction to real-world applications. The Dothan Technology Center also allows students to explore various career options while earning advanced diplomas, industry certifications, and college credit. Among the high-demand programs of study available are Health Science, Industrial Systems, Education and Training, Pre-Engineering, Automotive Services, and Marketing Information Technology. Through collaboration with Wallace Community College, the Dothan Technology Center, local employers, business and industry partners, and workforce development organizations, Dothan City Schools aligns academic and technical instruction with workforce needs and promotes skills attainment in high-demand career fields. Through these comprehensive initiatives, Dothan City Schools aims to foster a seamless integration of academic and career technical education, empowering students with the skills and knowledge necessary to succeed in today's competitive job market.

Sec. 1112(b)(12)(B)
18. If determined appropriate by the local educational agency, describe how the such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Dothan City Schools is committed to enhancing work-based learning (WBL) opportunities for juniors and seniors, providing students with valuable interactions with industry professionals and enabling them to earn academic credit. The WBL program includes paid and unpaid internships, allowing students to gain practical experience in their chosen career-technical fields. To participate, students must meet the requirements set forth by the State Department and secure placements that align with their career technical program paths. Academic credit is awarded based on the number of work hours

verified by the WBL coordinator, ensuring students receive recognition for their efforts and contributions. In addition to long-term positions, Dothan City Schools facilitates short-term job shadowing and apprenticeship opportunities through its career technical programs. These experiences provide students with direct exposure to workplace expectations, employability skills, industry standards, and career-specific competencies, while strengthening the connection between classroom instruction and real-world application. Students are evaluated and awarded grades for these short-term experiences, which are directly related to their career tech studies. Local business and industry partners play a critical role in supporting work-based learning opportunities by providing mentorship, supervision, career exploration experiences, and authentic workplace environments that prepare students for postsecondary education and workforce success. To further enrich the WBL experience, Dothan City Schools invites various industry professionals to serve as career speakers. Through partnerships with the Dothan Technology Center, Wallace Community College, local employers, and workforce development organizations, students gain access to meaningful career-connected learning experiences that support both academic achievement and career readiness. Through these initiatives, Dothan City Schools strives to create meaningful work-based learning experiences that equip students with the skills, knowledge, and connections necessary for success in their future careers.

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

19. Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

Dothan City Schools recognizes the importance of identifying and serving gifted and talented students, particularly those from economically disadvantaged backgrounds. To support equitable identification and access to advanced learning opportunities, the district uses available federal, state, and local resources to strengthen systems for gifted and talented students. Title I funds may be used to support efforts designed to identify gifted and talented students who may be underrepresented in gifted programs, including students from economically disadvantaged backgrounds. These efforts may include screening tools, data analysis, and other identification practices to ensure that all students have equitable access to opportunities in advanced academic programming. Title II funds may be used to enhance the knowledge and skills of teachers, principals, and school leaders in identifying and supporting gifted and talented students. Professional learning is sustained, job-embedded, collaborative, and data-driven in accordance with ESSA Section 8101(42) and is designed to help educators identify and support gifted and talented students from diverse backgrounds and with varying learning needs. This training enables educators to recognize student strengths, implement appropriate instructional strategies, and support advanced learners within the general education environment. It is important to note that Dothan City Schools does not directly utilize Title I or Title II funds to operate the gifted and talented program itself. The gifted and talented program is supported through state and local funding sources, ensuring that students identified as gifted receive appropriate educational services and opportunities. Federal, state, and local resources are coordinated strategically to maximize impact, support district priorities, and ensure equitable access to educational opportunities for all students. Through these efforts, Dothan City Schools seeks to create a comprehensive framework to identify, support, and challenge gifted and talented students while promoting equity, access, and excellence for all learners.

Sec. 1112(b)(13)(B)
20. 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.

Dothan City Schools is committed to using Title I, Part A funds as a supplemental resource to enhance educational opportunities for students, particularly by developing robust school library programs that foster digital literacy skills and improve academic achievement. The district maintains the Atriuum library management system through state technology funds. This system supports efficient management of library collections and enhances student access to print and digital learning resources. At the school level, state library enhancement funds are utilized to purchase books, eBooks, digital resources, and instructional materials that support literacy development and academic achievement. Title I, Part A funds may be used, when appropriate and allowable, to supplement schoolwide instructional programs by providing additional literacy resources, technology tools, instructional materials, and supports designed to improve student access to high-quality learning opportunities. With funding from the State Department, schools can acquire books, digital literacy resources, and materials that align with the vision of promoting global learning. Each school's media specialist plays a critical role in evaluating and selecting resources based on student needs, instructional priorities, and school improvement goals. Every school library is staffed by a state-certified school media specialist and equipped with technology resources and broadband access that support student learning, research, collaboration, and digital literacy development. School media specialists collaborate with classroom teachers to integrate digital literacy skills, information literacy, research practices, and technology-based learning opportunities into classroom instruction.

Additionally, schools can utilize local, state, or federal funds to invest in programs such as Accelerated Reader, Accelerated Math, and STAR, which provide personalized learning experiences and support academic growth. Students also benefit from access to eBooks through local public libraries and other state-supported digital resource platforms. Collaboration between classroom teachers, instructional leaders, and school media specialists is encouraged to support literacy development, digital citizenship, research skills, and academic achievement across all content areas. School library programs are aligned with school improvement goals and support student access to high-quality instructional resources, technology integration, and opportunities to develop the digital literacy skills necessary for college, career, and lifelong success. Through these comprehensive efforts, Dothan City Schools aims to create an enriching library environment that enhances digital literacy and significantly improves students' overall academic achievement.

Sec. 1112(b)(7)
21. Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116.

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

Sec. 1116(a)(2)(A))
A. Describe how the local education 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 under 1111(d)(1) and (2).

The District is committed to involving parents and family members in the development of the LEA Consolidated Plan under Section 1112, as well as in the formulation of support and improvement plans for schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) as outlined in Section 1111(d)(1) and (2). This collaborative approach ensures that family perspectives, student needs, school performance data, and stakeholder feedback are considered when district and school plans are developed, reviewed, and revised to improve student outcomes.

1. Parent Advisory Groups: The District will maintain a district-level Parent Advisory Council and support school-level stakeholder groups that include parents and family members representing Title I schools and diverse student populations. These groups will review district and school performance data, provide feedback on priorities and strategies, and offer recommendations regarding the development, implementation, and annual revision of the LEA Consolidated Plan and support and improvement plans for CSI, TSI, and ATSI schools.
2. Parent Advisory Council Meeting: Parent feedback gathered through these meetings will be documented and considered during revisions to the LEA Consolidated Plan, ACIP processes, and school support and improvement planning activities.
3. Surveys and Feedback Mechanisms: To gather additional input, the District and schools will use surveys, feedback forms, advisory meetings, stakeholder engagement opportunities, and annual Title I meetings to solicit parent and family input regarding academic programs, family engagement activities, school climate, student support services, and improvement priorities.
4. Collaboration with School Improvement Committees: Parent representatives will participate in reviewing school performance data, identifying areas of need, developing improvement strategies, evaluating progress, and providing input regarding the effectiveness of implemented activities.
5. Communication and Updates: Communication will occur through multiple methods to ensure families have access to information and opportunities to provide ongoing input before plans are finalized and submitted for approval.

Through these collaborative processes, Dothan City Schools ensures that parent and family engagement is meaningful, continuous, documented, and directly connected to improving student outcomes and school performance.

Sec. 1116(a)(2)(B))
B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities

to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

The Dothan City Schools (DCS) is committed to enhancing the capacity of both schools and parents to promote active parental involvement, thereby fostering a partnership aimed at improving student academic achievement. This support will include coordination, technical assistance, monitoring, training, budgeting guidance, and ongoing communication to help schools implement effective parent and family engagement activities that improve student academic achievement and school performance. This will be accomplished through a variety of strategic activities:

- Parent Meetings: Parent meeting topics will be informed by annual survey results, school performance data, and identified family needs to ensure activities are relevant and responsive.
- Teacher Training: Schools will provide professional learning for teachers, administrators, and staff focused on effective family engagement practices, relationship-building strategies, culturally responsive communication, and strategies for increasing meaningful family participation in student learning.
- Accessible Communication: Schools will use multiple communication methods and translation resources, when needed, to support families with limited English proficiency, disabilities, or limited literacy skills.
- Newsletters and Progress Reports: Communication efforts will focus on providing families with timely, understandable, and actionable information that supports student success at home and school.
- District Support and Participation: District representatives will provide technical assistance and support to schools throughout the year, including guidance on Parent and Family Engagement Plan requirements, implementation expectations, documentation, annual evaluation, and compliance monitoring.
- Planning and Budgeting Assistance: Schools will receive guidance regarding allowable expenditures, documentation procedures, and evaluation processes to ensure parent and family engagement funds are used effectively and in alignment with Title I requirements. The LEA may also collaborate with community organizations, employers, business leaders, philanthropic organizations, and individuals with expertise in family engagement to strengthen school capacity and expand meaningful opportunities for families.

Sec. 1116(a)(2)(C))
C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

Parent and family engagement activities will be coordinated, to the extent feasible and appropriate, with Title I, Title II, Title III, Title IV, Special Education, McKinney-Vento, Head Start, Early Childhood programs, Career and Technical Education, and other federal, state, and local programs to ensure services are aligned, complementary, and non-duplicative. To ensure a cohesive approach, the District will implement the following structured actions:

1. School Visits and Support: These visits will also provide opportunities to align engagement efforts across programs and ensure consistency in implementation, documentation, and support.
2. Communication of Engagement Plans: Communication will include guidance on timelines, required documentation, annual evaluation, and coordination with other student support programs.
3. Assistance in Planning and Budgeting: This support will help schools coordinate Title I parent and family engagement activities with other district initiatives and available resources.
4. Annual Title I Advisory Meeting: Information gathered through this process will be used to revise engagement plans and improve coordination among programs.
5. Parent Advisory Council Meetings: Parent Advisory Council meetings will provide ongoing opportunities for parents to identify needs, review engagement efforts, and recommend improvements across district and school programs.

Through these coordinated efforts, Dothan City Schools seeks to reduce duplication of services, strengthen communication, maximize available resources, and improve outcomes for students and families.

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

D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part A, that includes this that includes identifying barriers to greater participation by parents in activates 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 race or ethnic minority background.

1) barriers to greater participation by parents in activities authorized by this section (with particular attention to economically disadvantaged parents are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Each spring, the LEA will implement a comprehensive Title I Survey, allowing all parents to provide input regarding the activities, training, and opportunities available for parents and students. The Principal and the Parent Involvement Specialist will oversee the distribution and collection of these survey. Survey results will be analyzed at both the school and district levels and used to inform revisions to Parent and Family Engagement Plans, ACIP development, school improvement planning, and future parent engagement activities. Each year, all Title I schools will evaluate the effectiveness of their School-wide Continuous Improvement Plans and Parent and Family Engagement Plans, focusing on strategies for enhancement. The district-level Parent Advisory Council will receive the survey results for review, enabling them to offer comments and suggestions. Annual evaluations will include analysis of participation data, survey results, stakeholder feedback, event attendance, and barriers impacting participation. Particular attention will be given to economically disadvantaged families, parents with disabilities, families with limited English proficiency, families with limited literacy, and racial or ethnic minority populations. Findings will be used to revise engagement strategies and improve access. Schools will utilize TransACT and other translation and communication resources to ensure information is provided in languages and formats families can understand and access.

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

To support parents and family members in assisting their children's learning, each school will organize meetings in the evenings and during the day. These meetings will cover a range of topics relevant to student achievement, including homework assistance, study skills, understanding student assessments, academic content standards, effective collaboration with educators, and the requirements of Title I, Part A. Comprehensive documentation of these workshops, including materials, agendas, and sign-in sheets, will be maintained at each school to ensure accountability and track participation. Parent and family needs will be identified through annual surveys, advisory council meetings, stakeholder feedback, and school-level engagement activities. This information will be used to determine training topics and support services offered during the following school year.

3) strategies to support successful school and family interactions

To promote effective interactions between schools and families, each school will provide professional learning for teachers and staff focused on strengthening parent-teacher relationships, effective communication practices, and family engagement strategies.

- Schools will send home information tailored to parents in a language they can understand, utilizing the TransAct Program to facilitate accessibility and engagement. .
- To support student learning at home, Regular newsletters containing homework tips and educational resources will be distributed to all parents.
- Schools will issue interim progress reports and deficiency notifications to parents, ensuring they are informed about their child's academic performance and can engage proactively in their education.

The effectiveness of these strategies will be evaluated annually using survey data, participation rates, stakeholder feedback, and student outcome data to ensure continuous improvement of parent and family engagement efforts. Through these initiatives, the LEA aims to foster an inclusive and supportive environment that encourages active parent and family involvement, ultimately improving educational outcomes for all students. Through this annual evaluation process, Dothan City Schools will continuously improve parent and family engagement practices to strengthen partnerships, remove barriers to participation, and improve student achievement, attendance, and school success.

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.

Dothan City Schools (DCS) recognizes that parental and family engagement is a fundamental component of student success within DCS. In alignment with federal statutes and best practices, the district will conduct an annual evaluation of the Parent and Family Engagement Policy, ensuring meaningful involvement from parents and family members in this process. The evaluation process is designed to

assess the effectiveness of engagement activities, identify family needs, determine barriers to participation, and evaluate the extent to which parent and family engagement efforts contribute to improved student outcomes. To facilitate this evaluation, DCS utilizes a Parent Advisory Council and school-level parent representatives to provide meaningful input from families across the district.

The Parent Advisory Council will meet at least annually, and additional meetings may be held as needed, to review survey results, discuss family engagement needs, evaluate program effectiveness, and provide recommendations on district- and school-level parent engagement activities. Following these meetings, parents will receive information regarding recommendations, evaluation results, and proposed revisions to the Parent and Family Engagement Plan through accessible communication methods. DCS will implement the following strategic activities to involve parents in the school review and improvement process actively:

- Each school will include parents on its School Improvement (ACIP) Committee. Parent representatives will participate in reviewing school performance data, identifying needs, evaluating engagement efforts, and providing recommendations for improvement.
- Each school will administer annual parent surveys to gather feedback regarding the effectiveness of Parent and Family Engagement activities and to identify future needs. Survey results will be reviewed by school leadership teams, parent representatives, advisory councils, and district personnel to identify strengths, areas for improvement, and future priorities.
- Each school will train parents on topics that will be selected based on identified parent needs and annual evaluation data and may include student assessments, curriculum, academic expectations, supporting learning at home, Title I program requirements, parent rights, parent-teacher conferences, and effective communication with school personnel.
- Each school will provide parents with a copy of the school's Parent and Family Engagement Plan and give each parent a copy of the school's student/parent handbook. Parent and family engagement activities will be evaluated annually through surveys, participation data, stakeholder feedback, and school improvement reviews to determine their effectiveness in improving communication, family participation, student achievement, attendance, and school performance. Results from the annual evaluation will be used to revise district and school Parent and Family Engagement Plans, improve engagement strategies, remove barriers to participation, and strengthen partnerships between families and schools. Through this continuous improvement process, Dothan City Schools seeks to ensure that parent and family engagement remains meaningful, responsive to family needs, and focused on improving outcomes for all students.

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 and family interactions.

Dothan City Schools (DCS) is committed to the annual evaluation of the Parent and Family Engagement Policy in collaboration with parents and family members. This evaluation aims to assess the policy's content and effectiveness in enhancing the academic quality of all schools served under Title I, Part A. The annual evaluation will include a review of parent participation data, meeting attendance records,

stakeholder feedback, annual parent surveys, family engagement activities, and student outcome data, including academic achievement, attendance, and school climate indicators, where appropriate. By involving parents meaningfully in this process, the district seeks to identify strategies that promote successful family interactions and strengthen the partnership between schools and families.

- The district will have a Federal Program Advisory Council that includes parents, family members, educators, and administrators. The council will review the annual evaluation findings and provide recommendations to continuously improve district- and school-level Parent and Family Engagement Plans. This committee will be responsible for conducting the annual evaluation and ensuring that multiple perspectives are considered when assessing the effectiveness of the Parent and Family Engagement Policy.
- Annual Surveys will be issued at the school level, and the district will gather data on the policy's effectiveness. These surveys will seek feedback on their experiences with the engagement initiatives, communication practices, and overall satisfaction with the school's involvement opportunities. Survey results, participation data, stakeholder feedback, and engagement records will be analyzed to identify strengths, barriers to participation, trends, and opportunities for improvement.
- A District Leadership Team will analyze academic performance data from Title I schools to determine the correlation between parent and family engagement activities and student achievement outcomes. The analysis will consider student achievement, attendance, behavior, and other indicators used to evaluate the effectiveness of family engagement efforts. This data-driven approach will help identify effective practices and areas where additional support may be needed.
- The district will maintain open lines of communication with all schools regarding the Parent and Family Engagement Plan. Information regarding evaluation findings and recommended improvements will be shared with stakeholders through advisory meetings, school leadership teams, parent meetings, and other communication methods. This ongoing dialogue will ensure that schools are well informed about the plan's objectives, strategies, and implementation processes, thereby facilitating a unified approach to family engagement.
- Based on the evaluation outcomes, the District will revise and enhance the Parent and Family Engagement Policy as necessary. This may include developing new strategies to facilitate successful family interactions, providing additional resources for parents, and implementing targeted training for staff to better support family engagement. Evaluation findings will be incorporated into annual planning processes and used to strengthen family-school partnerships, increase parent participation, and improve student outcomes.

By actively involving parents and family members in the annual evaluation of the Parent and Family Engagement Policy, DCS aims to create a responsive and effective framework that not only meets families' needs but also contributes to improved academic outcomes for all students in Title I, Part A schools. This collaborative approach underscores the District's commitment to fostering strong partnerships between families and schools to pursue educational excellence.

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

G. Describe how the local education agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental

involvement and to revise, if necessary, the parent and family engagement policies described in this section.

Dothan City Schools (DCS) is committed to using the findings from the annual evaluation of the Parental Involvement Plan, as outlined in Section 1116(2)(D), to develop evidence-based strategies to enhance parental involvement and, when necessary, to revise existing parent and family engagement policies. This process will include meaningful consultation with parents, family members, school leadership teams, Parent Advisory Council members, educators, and other stakeholders. To achieve this, Dothan City Schools will implement the following actions:

- Annual Parent Surveys: Each school will administer yearly surveys at the end of the academic year, designed to gather comprehensive feedback from parents regarding the effectiveness of the Parental Involvement Plan. Survey findings will be reviewed alongside participation records, family engagement activity data, and stakeholder feedback to identify evidence-based strategies that increase parent engagement and student success. The Parental Involvement Specialist will oversee the distribution, collection, and compilation of these surveys, ensuring that the data reflects all parents' diverse experiences and insights.
- Data-Driven Improvement: Each school will systematically analyze compiled survey data, participation records, stakeholder feedback, and annual evaluation results to identify strengths and areas for improvement within the Parental and Family Engagement Plan. This analysis will be a foundation for designing targeted, evidence-based strategies to enhance parental involvement in school activities and student learning.
- Review by School Improvement Committees: The survey results will be presented to each school's improvement committee, which includes parents, educators, and administrators. Parent Advisory Council recommendations will also be reviewed and considered when developing revisions to district and school-level Parent and Family Engagement Plans. This collaborative review will facilitate a thorough discussion of the findings, enabling the committee to develop actionable recommendations to revise the Parent and Family Engagement Plan as needed.
- Implementation of Revised Strategies: Based on the feedback and recommendations from the school improvement committees, DCS will implement revised strategies and policies to foster more effective parental involvement. Revised strategies will align with evidence-based family engagement practices and be designed to improve communication, participation, family capacity-building, and student outcomes. These strategies will be grounded in research and best practices, ensuring that they are responsive to parent feedback and aligned with federal guidelines and educational objectives.

By engaging parents in the evaluation process and using the findings to inform policy and practice, Dothan City Schools aims to create a dynamic and responsive framework for parental involvement that ultimately improves educational outcomes for all students in Title I, Part A schools.

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

H. Describe how the local education agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purpose of developing, revising, and reviewing the parent and family engagement policy.

Dothan City Schools (DCS) is committed to fostering meaningful parental involvement in the activities of all Title I schools. To achieve this, DCS will maintain a Parent Advisory Council consisting of representative parents and family members from participating schools that reflect the diversity of the student populations served. This council will be critical in developing, revising, and reviewing the Parent and Family Engagement Policy to ensure it meets the community's needs. To facilitate effective engagement, the following actions will be undertaken:

- Annual Meetings: DCS will organize yearly meetings with each Title I school at the beginning of the academic year. Annual meetings will also provide opportunities for parents to review district and school Parent and Family Engagement Plans, Title I requirements, annual evaluation findings, and school improvement efforts. These meetings will serve as a platform to discuss vital topics, including:
    - Title I participation, available services, and an overview of parents' rights under federal regulations. - A comprehensive explanation of the school's curriculum and alignment with state content standards.
    - An overview of the State Student Assessment Program, including assessment goals and expectations.
    - A presentation of the School-wide Continuous Improvement Plan, highlighting strategies for enhancing student achievement. - An introduction to the School Parental and Family Engagement Plan, detailing the initiatives promoting parental involvement.
    - Information on the role of the Parent Involvement Specialist and the various resources they can provide to support families.
    - A discussion of the Parent Survey, soliciting input on engagement initiatives.
    - Opportunities for Parent Education Activities empower parents to support their children's education.
    - A forum for addressing other timely subjects relevant to parent engagement and student success.
- Accessibility and Flexibility: To accommodate the varied schedules of parents and guardians, these annual meetings will be scheduled during the school day and evening hours. Schools may also provide virtual participation opportunities, translated materials, and other accommodations to increase accessibility and participation. This flexibility is intended to maximize participation and ensure that all parents can engage in discussions that affect their children's education.
- Parent Advisory Council: The Parent Advisory Council will meet regularly to provide ongoing feedback and recommendations. The council will review annual evaluation findings, survey results, district Parent and Family Engagement Policies, and proposed revisions prior to adoption.

Through these initiatives, DCS aims to cultivate an inclusive environment that actively involves parents in the educational process. This will enhance the overall effectiveness of Title I programs and contribute to improved student outcomes. This commitment to parental engagement is aligned with federal guidelines and reflects best practices in educational policy and community involvement

Sec. 1116€

In order to build capacity for parent and family engagement, the local education agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement; the LEA shall:

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.

To build capacity for parent and family engagement, Dothan City Schools (DCS) is dedicated to fostering effective parent involvement and establishing a collaborative partnership among schools, parents, and the community to enhance student academic achievement. DCS will provide parents with information and resources related to Alabama academic standards, state and local assessments, graduation requirements, accountability measures, and strategies for supporting student success. To achieve this goal, the LEA will implement comprehensive strategies to assist parents of children served by the school or local educational agency in understanding critical educational topics.

- Communication of State Test Results: Following a review of assessment results, schools will communicate results to parents and students. Schools will provide explanations of assessment reports and guidance on how parents can use assessment information to support learning at home.
- Distribution of State Report Cards: State report cards are published publicly by the Alabama State Department of Education. Dothan City School will issue a press release and send a notification to parents to review the State Report for each school and the District. These report cards serve as a vital tool for parents to understand their child's academic standing and the school's performance in relation to state standards.
- Ongoing Parent Communication: The district is committed to maintaining continuous communication with parents regarding their child's academic progress. Communication will occur through progress reports, report cards, parent conferences, school websites, family engagement events, PowerSchool Parent Portal access, newsletters, and other communication tools.
- Access to State Assessment Information: All stakeholders within DCS can access comprehensive testing results via the Alabama State Department of Education website. This resource empowers parents to stay informed about state assessments and benchmarks, further enhancing their ability to support their child's educational journey.

By implementing these strategies, the DCS aims to equip parents with the knowledge and resources necessary to understand challenging state academic standards, local academic assessments, and the requirements outlined in federal guidelines. This proactive approach will enable parents to effectively monitor their child's progress and collaborate with educators to improve their child's academic achievement, ultimately contributing to a supportive and engaged educational community.

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.

To enhance parent engagement in their children's academic success, we will offer a range of materials and training to help parents support their children's learning. This will include literacy training,

mathematics support, digital literacy, technology usage, online safety, digital citizenship, and awareness of copyright laws and responsible technology use.

- Communication of Assessment Results: Schools will provide resources to help parents understand student assessment data and identify strategies to support learning needs at home.
- Resource Links for Parents: The District and schools' websites will feature dedicated links for parental involvement, directing families to valuable educational resources that can aid in their children's learning.
- Handbook Acknowledgment: It will be mandatory for both parents and students to sign the handbook, which includes the acceptable use policy, ensuring that families are informed about appropriate technology use and resources.
- Parent Training Sessions: Training sessions will be developed based on parent needs assessments, survey results, student achievement data, and stakeholder feedback. Topics may include literacy, mathematics, technology integration, assessment interpretation, college and career readiness, attendance, behavior, and strategies for supporting student success at home.

Through these initiatives, we aim to foster a strong partnership between parents and the school, ultimately enhancing student achievement. Parent and family engagement activities will be aligned with school improvement goals and designed to support academic achievement, attendance, behavior, and overall student success.

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.

Dothan City Schools (DCS), in collaboration with its schools and parent community, will provide comprehensive education to teachers, specialized instructional support personnel, principals, and other staff regarding the importance and benefits of parental contributions. Professional learning opportunities will include training on family engagement best practices, culturally responsive communication, building family-school partnerships, reducing barriers to participation, and strategies for engaging families as equal partners in student learning. This initiative aims to foster effective outreach, communication, and collaboration with parents as equal partners in the educational process. To achieve this, we will implement the following strategies:

- In-Service Training: We will conduct in-service training sessions for educators, utilizing professional learning resources to enhance their understanding of how to engage with parents effectively. These sessions will focus on effective two-way communication, meaningful consultation with families, implementation of parent and family engagement programs, and the use of parent feedback to improve school practices and student outcomes.
- Outreach to Hard-to-Reach Parents: Outreach efforts may also include community centers, housing communities, faith-based organizations, virtual engagement opportunities, home visits when appropriate, and partnerships with community agencies serving families. Through these efforts, Dothan City Schools aims to strengthen the partnership between educators and parents, ultimately enhancing the educational experience for students and fostering a collaborative school community.

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.

Parent and family engagement efforts will be coordinated, when appropriate, with Title I, Title II, Title III, Title IV, McKinney-Vento, Special Education, Career and Technical Education, Head Start, First Class Pre-K, and other state and local initiatives that support student success. The following strategies will be implemented to encourage and support parents in actively participating in their children's education:

- Online Resource Accessibility: We will establish and maintain a dedicated section on the Dothan City Schools website (www.dothan.k12.al.us) that provides links to parent involvement resources. Resources may include academic supports, family engagement materials, assessment information, community services, parent training opportunities, and links to district and school improvement resources.
- Collaborative Training Opportunities: Dothan City Schools will collaborate with community organizations, including SpectraCare, Boys and Girls Club, Head Start, and local preschools, to develop and provide training opportunities aimed at enhancing parental involvement. Additional collaboration opportunities may include community agencies, higher education partners, faith-based organizations, businesses, and nonprofit organizations that support family engagement efforts. These partnerships will facilitate the sharing of resources and expertise, thereby strengthening the overall parent involvement program.
- Funding for Communication and Resources: We will allocate funding specifically for parent communication initiatives and resources in all Title I schools. Parent and Family Engagement funds will be used in accordance with federal requirements to support meaningful family engagement activities, communication efforts, training opportunities, and resources that improve student achievement. This investment will ensure that parents have access to the necessary tools and information to effectively support their children's educational journey.

Through these efforts, Dothan City Schools aims to create a supportive environment that encourages parental participation and integrates various community resources, ultimately enhancing educational outcomes for students.

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.

To ensure that information regarding school and parent programs, meetings, and other activities is effectively communicated to the parents of participating children, Dothan City Schools will implement the following measures: All Title I schools will utilize platforms such as TransACT to facilitate timely communication with parents. Schools will provide information, to the extent practicable, in languages parents can understand and in formats accessible to parents with disabilities. This program will enable us to provide information in various languages, ensuring that all parents receive important updates and resources in a format they can easily understand. Communication methods may include translated documents, interpretation services, SchoolCast notifications, email communications, district and school

websites, newsletters, parent meetings, and other communication tools. Reasonable accommodations will be provided to support meaningful participation for parents and family members with disabilities. By prioritizing clear and accessible communication, we aim to enhance parental engagement and support within our school community.

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.

Dothan City Schools (DCS) is committed to providing reasonable support for parental involvement activities upon request. This support will be implemented through several key strategies:

- Establishing Parent Advisory Councils: District-level and school-level Parent Advisory Councils will be formed to give parents a voice in all matters related to parental involvement in Title I, Part A programs. Parent Advisory Council will regularly review family engagement activities, survey results, annual evaluations, and recommendations from parents and stakeholders. These councils will serve as a valuable resource for feedback and suggestions.
- Utilizing Title I Survey Results: The district will actively use feedback from the Title I Survey to identify areas for enhancement and implement improvements. Requests from parents identified through surveys, advisory meetings, annual evaluations, conferences, and stakeholder feedback processes will be considered when planning future family engagement activities.
- Flexible Meeting Times and Childcare Options: To accommodate diverse schedules, the agency will vary the times of parent meetings. Additionally, childcare services will be provided upon request, ensuring that all parents can participate in these important gatherings without barriers.

These initiatives demonstrate the agency's dedication to fostering meaningful parental involvement and creating an inclusive environment that supports all families.

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 the such activity.

To involve parents in the development of training for teachers, principals, and other educators aimed at enhancing the effectiveness of such activities, Dothan City Schools will implement the following strategies:

- Gathering Parental Input: We will actively seek feedback from parents on effective strategies to make them feel welcomed and valued within the school environment. Parent feedback may be collected through surveys, Parent Advisory Councils, stakeholder meetings, annual evaluations, school improvement committees, and parent engagement activities. This input will be instrumental in shaping training content that resonates with families' needs and perspectives.
- Parent-Led Discussions: We will invite parents to lead discussions at Parent-Teacher Organization (PTO) meetings focused on general parental concerns. Parents may also participate in district and school-level planning meetings, professional learning sessions, advisory committees, and stakeholder engagement opportunities to provide direct input regarding family engagement practices. These discussions will provide valuable insights into the challenge's parents face and help identify areas for improvement in teacher training. Information gathered from parents will be used to strengthen professional learning opportunities in communication, family engagement, relationship-building, cultural responsiveness, and effective family-school partnerships.

By incorporating parental perspectives in these ways, Dothan City Schools aims to create a collaborative approach to professional learning that ultimately enhances the educational experience for students and strengthens the school community.

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

The Dothan City Schools System (DCS), in collaboration with its schools, will utilize these funds to provide materials and training that empower parents to support their children's academic achievement. To the extent allowable under Title I, Part A, and after all other reasonably available funding sources have been exhausted, DCS may use Title I funds to provide literacy training and family learning opportunities designed to strengthen parents' ability to support student achievement at home. This will include literacy training and technology resources aimed at fostering parental involvement through various methods, such as:

- School Compact: School Compacts will be reviewed annually with parents and aligned to school improvement goals, academic expectations, and family engagement priorities.
- Communications: Providing ongoing communication through newsletters, SchoolCast notifications, district and school websites, social media platforms, emails, and other communication methods that include literacy resources and family learning activities.
- Parent-Teacher Conferences: Parent conferences will include discussions of student academic and behavioral progress, intervention supports, assessment results, and strategies parents can implement at home.
- Orientation Meetings: Orientation meetings and family literacy events may include demonstrations of instructional strategies, literacy resources, and technology tools available to families.
- Parent Visitation Activities: Family engagement activities may include literacy nights, reading workshops, family learning events, and opportunities for parents to observe effective instructional practices.

Through these initiatives, Dothan City Schools aims to enhance parental involvement and equip families with the tools necessary for improving student literacy outcomes.

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.

In accordance with federal requirements and allowable uses of Title I funds, DCS may utilize parent and family engagement funds to support reasonable and necessary expenses that remove barriers to parent participation.-When appropriate and allowable, schools may provide transportation assistance, childcare support, translation services, accessibility accommodations, virtual participation options, and other supports that increase meaningful parent participation. Requests for support will be reviewed based on available funding, identified needs, and federal program requirements.

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

Parent leadership opportunities will be provided to build parents' capacity to serve as advocates, mentors, and ambassadors for family engagement efforts within their schools and communities. Parent leaders may assist with family engagement activities, orientation programs, advisory councils, parent workshops, and community outreach efforts. Training topics may include effective communication, supporting student achievement, understanding school processes, advocacy skills, and strategies for increasing family engagement.

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 cannot attend such conferences at school, in order to maximize parental involvement and participation.

Some schools employ a designated parental involvement specialist to facilitate in-home conferences for parents who are unable to attend school meetings. When appropriate, schools may offer alternative meeting formats, including virtual conferences, telephone conferences, home visits, and community-based meetings to increase accessibility for families. This approach ensures that parents can engage directly with teachers and educators who work with their children. Additionally, schools will prioritize flexibility in scheduling by offering meetings at various times to accommodate parents' busy work schedules. If necessary, transportation will also be provided to assist parents in attending important school events, further promoting parental involvement and participation.

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

Family engagement practices will be informed by evidence-based strategies, stakeholder feedback, annual evaluations, and best practices identified through federal, state, and local guidance. Additional transition activities may be implemented to support families during key educational transitions, including preschool-to-kindergarten, elementary-to-middle school, middle-to-high school, and high school-to-postsecondary pathways. Schools may also implement family engagement nights, academic workshops, leadership opportunities, and community partnership activities designed to strengthen family-school relationships.

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

Dothan City Schools (DCS) will establish a district-wide Parent Advisory Council through the Office of Student Support Services. This council will consist of parents representing each school in the district, selected by school principals. The council will convene twice a year, to discuss parents' needs and concerns, provide feedback, and offer recommendations to enhance parental involvement in agency-

supported programs. This collaborative effort aims to strengthen the relationship between schools and families, ensuring that parental perspectives are integrated into decision-making processes.

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

Dothan City Schools (DCS) will actively develop appropriate roles for community-based organizations and businesses to enhance parent involvement activities within the Dothan City School System. Key partnerships will be established with organizations such as Bright Key, Dothan Exchange Center, Wiregrass Foundation, Alfred Saliba Family Services, and Wiregrass United Way, as well as local businesses like Walmart and Publix. These partnerships will contribute to parent involvement activities by:

- Supporting family engagement events, parent workshops, student incentives, and educational resources.
- Connecting families to community-based services and supports that address academic, social-emotional, behavioral, and wellness needs.
- Providing educational programs, workforce development information, health and wellness resources, and family support opportunities.
- Facilitating personal and social lessons addressing issues like drugs, stress, bullying, cyberbullying, and suicide prevention.

By engaging these organizations and businesses, the agency aims to create a supportive network that fosters greater parental involvement and strengthens the overall school community.

Sec. 1116(f)
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.

Dothan City Schools (DCS) will provide multiple opportunities for informed participation by parents and family members, including those with limited English proficiency, those with disabilities, and migratory children. Throughout the school year, parent meetings will be held to share important information about their child's education, provide materials for skill practice, and offer valuable tips for at-home support. To ensure effective communication, a variety of media will be utilized, including telephone calls, emails, parent-teacher conferences, and SchoolCast notifications. For non-English-speaking parents, translators will be available through services such as TransACT or in-person assistance, ensuring that all communications, including school reports required under section 1111, are provided in a format and language that parents can understand. This comprehensive approach aims to foster inclusive and informed participation from all families in the educational process.

This LEA Parent and Family Engagement Policy has been developed jointly with and agreed upon by parents of children participating in Title I, Part A programs, as evidenced by the Federal Programs

Advisory Council minutes and sign-in sheet. The school district will distribute this policy to all parents of participating Title I, Part A children on or before.

Dr. Mick Ekrew, Ed.

PLAN APPROVED BY:

7/14/26

DATE OF APPROVAL:

PARENTS' RIGHT-TO-KNOW REQUIRED INFORMATION

(1) INFORMATION FOR PARENTS-

(A) IN GENERAL. —At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds that the parents may request. The agency will provide the parents, on request (and promptly), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

(i) Whether the student's teacher—

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION. —In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each parent of a child who is a student in such school, concerning such student—

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

LEA CONSOLIDATED PLAN ASSURANCES

Each local educational agency plan shall provide assurances that the local educational agency will—

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are chosen to receive benefits under this part

(2) provide services to eligible children attending private elementary schools and secondary schools by section 1117, and timely and meaningful consultation with private school officials regarding such services

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school levels, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication and reduce fragmentation of the instructional program

(5) collaborate with the State or local child welfare agency to—

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has established an employee to serve as a point of contact for the local educational agency

(B) not later than one year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care, which procedures shall—

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive a vehicle in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))

(ii) ensure that, if there are additional costs incurred in providing transportation for maintaining children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))