



**Parent & Family Engagement
Plan
2023-24**

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved.

Dale County High School (DCHS) holds an annual Title I Stakeholder Meeting at the beginning of each school year. Parents are given information regarding what Title I funds are, how it is determined if a school receives Title I funds, and how the funds are used to enhance our students' learning and increase student achievement. They are informed regarding the 1% set-aside for parental engagement, as well as parental rights. Our parental engagement money this year was spent on student planners to be used for planning, organization, and enhancing communication between the school, students and parents. Being a Title I school means we receive federal funding to supplement our school's existing programs to support students in academic success and meeting the state standards.

2a. Describe how there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.

DCHS welcomes parents' input and support of school activities, functions, and everyday operations. Parents are given opportunities to communicate with their child's teacher, principal, or other school staff members by scheduling formal conferences, discussing concerns via telephone conversations, writing notes in the student planners, and sending electronic mail. In an attempt to involve all parents, workshops and meetings are scheduled at various times during the day. The following is a sample of activities that are offered at various times of the year and various times of day throughout the school year: open house; monthly parent booster meetings; daily parent conferences held as needed before, during, and after school; honor award ceremonies; senior beta inductions; class ring ceremony; athletic parent meetings; community services projects; feeding of student groups; etc.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

Parent representatives are on the ACIP/Title I Committee and are encouraged to voice their opinions and concerns and participate in the development and approval of the budget. A Title I Stakeholder Survey used to develop school-wide goals is pushed in the spring of each school year in order to solicit feedback from parents about the strengths and areas of concern in our school.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

The funds for parental involvement were used to provide each child with a student planner used for planning, organization, and enhancing communication between the school and parents. Paper was also purchased for sending important information home with dates for upcoming events.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

DCHS conducts meetings throughout the year for the parents of English Language Learners to provide general information about the ESL program and the system's policies and procedures. The presentations, as well as other materials and forms, have been translated into Spanish and other languages that are needed for the parents. The ESL staff assists families during the registration process, translates during meetings and conferences, and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. DCHS will provide all parents with the same opportunities for involvement in their child's school. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the Individualized English Learners Plan will be followed. Translators are also available for parent phone calls and all parent conferences when requested by the teacher and/or parent.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the

School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).

The School-Home Compact was jointly developed by a team of school and parent stakeholders to ensure everyone is working toward the common goal of helping students achieve proficiency on Alabama's academic content standards. The compact is updated annually by the stakeholders of the ACIP. It is discussed and explained during the annual meetings held during the first semester of school. It is then distributed at the beginning of each school year for signatures to bind the agreements. A copy of the compact is kept by the 1st block teacher as well as having a copy within the student planner, so it can be reviewed throughout the year.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.

Parents who wish to make and submit (to the LEA) their comments of dissatisfaction with the Parent and Family Engagement Policy and Plan have the right to speak to the principal or the Dale County Schools Federal Program Director. Our Title I Continuous Improvement Plan Instructional Leadership Team will meet at the end of the year to evaluate and revise, if necessary, the Schoolwide Program, the Parent and Family Engagement Policy, the School-Home Compact, and the method of allocating Title I funds. At any point during the year, the parents are allowed to submit comments of dissatisfaction with the ACIP to the principal. The comments are then reviewed by the Title I chairperson and the DCHS Leadership team.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community in order to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

The leadership and staff of DCHS have a strong belief in the importance of parental involvement. A presentation during the day and evening was held to give an overview of the Schoolwide Program to include, but not be limited to: School-Home Compacts, Parental Needs Assessment Survey, Parent and Family Engagement Policy, Parents' Right-to-Know Policy, Facts about ESSA, and the use of Title I Parent and Family Engagement monies to purchase student planners. The flier format was provided at the end of the first nine weeks and sent home as an attachment to the report cards. A diverse group of parents volunteer and participate in parental involvement activities at DCHS. Parent representatives are chosen to represent all parent stakeholders on our school's Instructional Leadership Team. They are asked to make suggestions, review and improve our school's Title I program. At our annual meetings, parents are asked to offer input in order to better meet the needs of all stakeholders. Title I allocations are used to purchase student planners that are distributed to every student in the school. Conferences (virtually or in-person) are scheduled with parents each year to allow further discussion about Alabama's content standards as well as academic assessments. The goal of this communication is for the parents to know how-to monitor their child's progress and assist them with their academic achievement.

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school 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.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal 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. Our stakeholders will continue to communicate their belief that parents are partners in the educational process. Our parent and community volunteer program provides parents an opportunity to give the gift of time and talent to our school. Our Parent Volunteer Program is continually providing opportunities for parents to become involved in activities throughout the year. Parent and family engagement surveys are sent home each year and parent input is used to help guide the selection of topics for parent workshops held during the school year. Parent conferences are requested by teachers each year at which time the contents of the School-Home Compacts are discussed. The Compact reminds all stakeholders that we are committed to providing quality academic instruction in a positive learning environment which results in an increase in student achievement. Title I annual meeting, parent conferences, IEP conferences, FAFSA meetings, ACT parent meetings will be held. DCHS educates teachers and other school staff on the value of having parents actively involved in the educational process and help in making decisions for DCHS. DCHS teachers and staff play a vital role in the creation of the parental involvement plan and the student parent compact. The teachers have been trained on positive behavior support (PBS) procedures which includes the use of parents in the role of student discipline. Teachers have been trained in RTI, ELL and Homeless legislation to help build ties between parents and the school.

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The Leadership Team coordinates with parents to promote and invite parents to participate in all aspects of the school. DCHS uses all federal resources in ways to foster parental involvement. Title I set-aside money is used to create opportunities for parents to help in educational decision making based on data analysis and needs assessments. Information is shared with ELL parents in written form using Google Translate and verbally through the use of an interpreter in their dominant language.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

DCHS makes every effort to meet the needs of our parents. Conferences are scheduled at the parents' convenience and the option of a phone conference is offered to parents who may have difficulty meeting with teachers during the school day. SchoolCast, Remind messages, email, school website, student planners, and social media are used to remind and inform parents of upcoming activities and deadlines. DCHS and the principal ensures that information related to school and parent programs, meetings, and other activities are sent to the parents in the language the parents can understand. Information is shared with ELL parents in written form using Google translate and verbally through the use of an interpreter in their dominant language. ELL parents and students are invited and encouraged to share traditional recipes, dance and music from their culture.

7. Describe how the school will ensure the provision for 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. (See ESSA Sec. 1117(f))

DCHS will conduct meetings throughout the year for the parents of English Language Learners to provide general information about the ESL program and the system's policies and procedures. The presentations, as well as other materials and forms, will be translated into Spanish. The ESL staff assists Spanish speaking families during the registration process, translates during meetings and conferences, and facilitates communication between the parents and the school when parents have questions or concerns about school-related issues. When students are enrolled, parents and guardians are asked about the primary language spoken in the home. If a student is found to be eligible to receive services, the Individualized English Learners Plan will be followed. The LEA plan for Migrant, Immigrant, Neglected and Delinquent, and Children and Youth Experiencing Homelessness will be followed. DCHS ensures participation of parents with limited English proficiency by providing documents in native languages. DCHS provides for parents with disabilities by providing various methods of access to all school Title I meetings and by providing various resources (written, verbal, auditory, etc...)