

ACCREDITED BY



DALE COUNTY BOARD OF EDUCATION

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FY 2025

DALE COUNTY SCHOOLS PARENT ENGAGEMENT PLAN

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.

- The Dale County School System will hold system level meetings to secure parent input into the development of the system policy/plan. The meetings will be held at different times during the day/evening at six Title I Schools: Ariton School, G. W. Long Elementary School, Dale County High School, Southdale Middle School, Midland City Elementary School and Newton Elementary School to encourage participation. The Dale County School System will involve parents and family members in jointly developing the local agency plan by the following:
 - Disseminate school report cards and other accountability information in a timely manner;
 - Respond to inquiries from parents on their school and their child's progress in a timely manner;
 - Include parents on advisory committees;
 - Establish procedures for parent review and comment on school level Title I Plan implementation.

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.

- Dale County schools host several parent engagement activities throughout the school year in an effort to involve as many parents as possible. We start each school year with an Open House for the students and parents to meet the child's teacher(s). We have our annual Title I meetings, Literacy Nights, PTO meetings/events,. Each school must schedule at least 2 meetings at the beginning of the year at different times to maximize parent participation. Parental information is also hosted on individual school websites to provide another medium of information to parents.

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 serve on the Alabama Continuous Improvement Plan/Title I committee and are active participants in the planning, review, and improvement of the Title I program and budget. Also, the Title I/Stakeholder Survey which is used to develop school-wide goals, is sent to parents each year in order to solicit feedback about the strengths and areas of concern in our school. Parent representatives are included in our School/Parent Compact review, ACIP reviews and our School Mission/Beliefs review. At the District level we involve community stakeholders that are invested in the success of our school system to serve on committees at the District level

Describe how funds allocated for parent involvement are being used in the school.

- Title I funds allocated for parent involvement are used to print our Student and Parent Handbooks, Student and Parent Planners, and other Parent notification/Communication printings. We also have monthly Parental involvement calendars and Newsletters that go out to parents. We may funds use for postage or other items that we use for Parent Notification and Communication

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.

- As parents of children attending a Title I school, they are presented twice a year with an opportunity to view our PowerPoint that explains what it means to be a Title I school. The school sends home a monthly calendar with each student to communicate with parents about school-wide activities. Our school website and Facebook page are also great resources we use to share school-wide information. The Remind App is used by classroom teachers, as well as, the office to communicate information to parents about curriculums, assessments, and student expectations. Stakeholders also receive class-specific information from teachers through weekly classroom newsletters and through parent/teacher conferences. Information is translated into Spanish and other languages as needed.

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).

- We have a school Student-Parent-Teacher Compact that is signed by both the student and parent at the beginning of each school year. Each spring, the compact is reviewed by teachers, parents, and other stakeholders to determine what changes should be made. The compact is then revised and submitted to parents and students at the beginning of the next school year.

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

- Surveys are administered twice per year to seek parent input on our schools and our school's Continuous Improvement Plan. The plan is readily available to parents in the front office and on the school website. The building principal is also available by phone or email to address any concerns or comments of dissatisfaction. Conferences can also be scheduled with administrators and/or teachers to discuss concerns. Parents are given the opportunity to serve on School Improvement teams, as well as the ACIP Committee, to provide parental input.

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 schools:

Shall 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, as appropriate, to foster parental involvement. The school's Student-Parent-Teacher Compact is a commitment to share in the responsibility of the child's education and signifies a partnership to ensure student success. Our schools' websites provide multiple links for parents to partner with their children in order to help with student achievement. Students have the availability to access computer-based, targeted learning software at home that is provided by the school. Parents are also given access to home educational resources at our annual Literacy Night. Information is given to inform parents of how to monitor student progress through the PowerSchool home portal. They are also able to

monitor progress through weekly folders that are sent home, progress reports, and report cards

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.

- Our schools educate teachers and other staff members on the value of having parents actively involved in the educational process. Parents are invited to attend Title I meetings, parent advisory meetings at both the district and school levels, parent visitation activities, parent-teacher conferences, and PTO meetings.
- Communication is made possible through calendars, newsletters, daily binders, district/school websites, Facebook, and the Remind App. Parents are also encouraged to volunteer at the schools and in the classroom for various tutoring, progress monitoring, guest reading, and special class project opportunities.

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.

- Our schools coordinate and send out information on school and parent programs through every available platform. We use a variety of methods to share information in an effort to meet the needs of all parents. Information is shared with EL parents in written form using Google Translate, and if needed, can be shared verbally through the use of an interpreter.

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.

- Parents are a valuable part of each student's success and our school makes every effort to build a positive school-parent relationship. Conferences are scheduled at the parent's convenience and the option of a phone conference is offered for those who may have difficulty meeting with teachers during the school day. Parents are given usernames and passwords to the PowerSchool Home Portal in order

to keep up with grades and assignments. Teachers encourage parents to communicate through email, phone calls, daily binders, and parent conferences in order to share information and discuss concerns.

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))

During the school enrollment process, parents are asked to complete a home language survey, a special needs survey, and an employment survey. Based on the survey results, the school counselor will make the appropriate staff members aware of any disability, limited English proficiency, or migratory student. This information is also communicated to the appropriate central office personnel in order to secure necessary services. Our schools ensure the participation of parents with limited English proficiency by providing an EL staff member to translate or facilitate communication between the parents and the school. Parent participation and involvement are encouraged regardless of exceptionality, and support will be provided on campus to assist parents with their needs. Our campus is handicapped accessible and handicapped parking is provided close to the school entrance. We have eliminated all barriers for students wishing to enroll in special sub-groups.