

**D.P. Morris Elementary School
Parent and Family Engagement Plan
2025-2026**

D.P. Morris Elementary school is committed to the education of the children in our community. We feel parent involvement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. D.P. Morris' motto for the 2025-2026 school year is "Deep Roots, Strong Connections, Bright Futures." Our message is meant to reach not just our school, but our whole community. We are committed to growing life-long learners, keeping strong communication between school and home, and offering meaningful family involvement throughout the year.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law.

1. POLICY INVOLVEMENT

- a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.**
 - i. Our school holds a Title I Parent Meeting in August aimed at explaining the following:
 - 1. Title I funding
 - 2. The Title I requirements for our school
 - 3. Review our current test data (to the extent available)
 - 4. Ways to help your children succeed in school
 - 5. Our school's Parent Involvement Policy, including:
 - a. How to get involved
 - b. How to volunteer
 - c. How to help shape our policies and practices
 - d. Invitation to join our SBDM Committee
- b. Offer a flexible number of meetings, 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.**
 - i. Parents are invited to participate in a variety of meetings and activities over the course of the school year. In addition to regular teacher conference periods, we have specific Parent/Teacher Conference days in October that accommodate day and evening schedules. We host Math/Literacy night in the fall, and in the spring we host a campus wide Open House. D.P. Morris also offers multiple ways for parents to volunteer on campus during events such as grade level orientation (first two weeks of school) meetings, Father's read-in, and Career Day.

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- c. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy.**
 - i. Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent involvement Policy, in an effort to give all parents a voice in shaping this living document.
 - ii. Formal drafting and review are completed through our SBDM Committee in April and May of each year. Our PTA affiliation connects our school to parental involvement resources at the state and national level.

- d. Parents must receive timely information about school programs, the curriculum, the assessments used to measure progress, and the proficiency levels students are expected to meet. When parents request it, the school must also offer regular meetings to share suggestions, participate in decisions about their child's education, and respond to those suggestions as quickly as possible.**
 - i. Our school regularly communicates curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom routines pertinent to the academic success of our students.
 - ii. We use a variety of communicative techniques such as Parent Square via email and the app, Classroom/ Campus Newsletters, Counselor Newsletters, School Website, Communication Folders, Parent/Teacher Conferences, reports on MTSS progress, PTA meetings, individual notes/calls home, Family Fun Nights, Surveys, Parent Information Night, Mid-Year Progress Reports, Report Cards, benchmark results (where appropriate), mClass, Progress Learning & MAP data reports.

2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- a. Each school must work with parents to create a school-parent compact that explains how parents, staff, and students will share responsibility for improving student achievement.**
 - i. The education of a student is a shared responsibility between the teacher, the parent, and the child. Our Parent-Teacher-Student Compact outlines the duties each party agrees to uphold to support student success. Copies are given to teachers, students, and parents, and are used during conferences to reinforce these shared responsibilities. The compact also encourages greater family involvement and reminds parents that they are equal partners in their child's learning.

3. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part.

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- a. **Shall provide assistance to the parents of children served by the school, as appropriate, in understanding such topics as the state's academic content standards, state student academic achievement standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children.**
 - i. Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.
- b. **Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;**
 - i. Our school will provide for this provision as stated in the Policy Involvement and Shared Responsibilities for High Student Achievement sections of this document.
- c. **Shall educate principals, teachers, and other staff, 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 staff will be cognizant of educational research on parent involvement.**
 - i. Parental input will be solicited throughout the year during meetings, through surveys, and during one-on-one conferences. Information derived will be utilized by the school's administrative team, grade-level teams, the PTA, and our SBDM committee to strengthen ties between school and home for the purpose of increasing student achievement.
- d. **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 parents can understand.**
 - i. D.P. Morris has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. A system translator assists our school with oral communication when necessary.

2. IMPLEMENTATION

- a. **In carrying out the parent involvement; Districts and schools must give parents full opportunities to participate, including parents of children with limited English proficiency, disabilities, or migratory backgrounds. Information and reports must be provided in formats and languages parents can understand whenever possible (to the extent practicable).**
 - i. Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process

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and the academic progress of his/her child, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in English and Spanish, providing easier accessibility to parents and/or students with disabilities.