



DONNA SHEPARD LEADERSHIP ACADEMY

2026-2027 Parent & Family Engagement Policy

Growing Stronger Together • Unbridled Growth

Donna Shepard Leadership Academy (DSL A) believes families are essential partners in student success. This policy describes how DSL A will build meaningful, two-way partnerships with families, provide opportunities for participation, and support families in helping students grow academically, socially, and behaviorally.

What is it?	DSL A is a Title I campus committed to developing and maintaining strong relationships with parents, families, and the community. Our Parent & Family Engagement (PFE) program is designed to ensure families are informed, welcomed, and included as partners in the educational process. The policy is developed with family input and reviewed annually along with the School-Parent Compact.
Expectations & Objectives	Our goal is to strengthen the home-school partnership so every student can experience Unbridled Growth. • Provide effective two-way communication between school and home. • Share timely information about student learning, behavior, attendance, programs, and school events. • Create meaningful opportunities for families to participate in planning, learning, and campus activities. • Build staff capacity to partner with families as equal members of the school community. • Respond to family questions, suggestions, and concerns in a timely manner.
Funding	Title I funds support the implementation of parent and family engagement activities. In accordance with Title I requirements, a portion of campus Title I funding is reserved for PFE. Family input is considered when determining how these funds are used to support engagement, communication, and learning.
Review	The Parent & Family Engagement Policy and School-Parent Compact will be reviewed at least annually with parent and family input. DSL A will use feedback from meetings, surveys, events, and other communication to evaluate the effectiveness of the PFE program and make revisions as needed.



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DSLA will:	DSLA will involve families in the joint development, review, and improvement of the Title I program and campus PFE practices. • Convene an annual Title I meeting and provide information about the school’s participation in Title I and families’ right to be involved. • Provide timely information about school-sponsored programs, events, curriculum, assessments, and expected levels of student achievement. • Provide communication in English and Spanish, as appropriate, and use family-friendly language. • Welcome parents and families as an integral part of the educational process, consistent with campus and district procedures. • Seek family input through meetings, surveys, committees, PTA, and other opportunities. • Provide reasonable opportunities for families to meet with staff, ask questions, provide feedback, and participate in decisions related to their child. • Coordinate family engagement opportunities with other campus and district programs when appropriate.
School-Family Meetings	DSLA will provide multiple opportunities for families to receive information, provide input, and build partnerships with staff. • Annual Title I Parent Meeting - offered at the beginning of the school year, with an additional virtual opportunity when possible. • Parent conferences and teacher-family meetings - scheduled as needed to discuss academic progress, behavior, attendance, interventions, and student goals. • PTA meetings and campus events - opportunities for families to connect with the school community and provide input. • Academic family engagement events - at least three core academic events during the year, designed to connect families with grade-level learning and practical strategies they can use at home. • Additional meetings may be scheduled at different times or offered virtually when feasible to increase access for families.
How to be involved at DSLA	Families are encouraged to participate in ways that fit their schedules, interests, and strengths. • Attend family engagement and academic learning events. • Participate in PTA, advisory groups, surveys, or campus committees. • Volunteer for approved campus opportunities such as Career Day, reading activities, greeting students, or other school events. • Partner with teachers through conferences, progress checks, and shared problem-solving. • Support learning at home by discussing goals, monitoring progress, and using strategies shared by teachers. • Contact the school with questions, ideas, feedback, or concerns.



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School-Family Training & Activities	Family engagement activities will be connected to student learning and designed to give families useful information or strategies they can apply at home. • Core academic family events will include a clear academic focus connected to grade-level standards/TEKS. • Families will have opportunities to learn about curriculum, assessments, student progress, and ways to support learning. • Campus events may include academic nights, parent workshops, Title I meetings, PTA activities, volunteer opportunities, and student celebrations. • DSLA will work to make events accessible by providing advance notice, varied meeting formats/times when feasible, and bilingual communication as appropriate. • Family feedback will be gathered to help improve future events and supports.
Curriculum	DSLA will provide families information about the curriculum and academic expectations for students. • Grade-level Texas Essential Knowledge and Skills (TEKS) guide instruction. • Teachers use district curriculum resources, classroom instruction, intervention/enrichment, and What I Need (WIN) time to respond to student learning needs. • Families may receive information through campus and district websites, teacher communication, family learning events, conferences, and other school communications.
Forms of Academic Assessment	Student learning is measured using multiple forms of assessment. Families will receive information about the purpose of assessments and student progress. • MAP Growth assessments in applicable grade levels/subjects. • STAAR assessments. • Curriculum-based and classroom assessments. • TELPAS for students participating in the English learner program, as applicable. • Teachers also use formative checks and student work to guide instruction and targeted support.
Expected Achievement Levels	DSLA expects every student to demonstrate academic growth and work toward mastery of grade-level standards. Families will receive information about student performance, progress toward learning goals, and available supports. Teachers and families will work together to identify next steps when students need intervention, enrichment, or additional challenge.



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Ways to Request Regular Meetings	Families may request a conference or meeting whenever they have questions, ideas, feedback, or concerns. • Contact the classroom teacher through the district-approved communication system, email, or phone. • Contact the grade-level counselor, assistant principal, or principal when additional support is needed. • Request an in-person, phone, or virtual meeting when feasible. • DSLA will make reasonable efforts to respond to family communication in a timely manner and to schedule meetings at mutually workable times.
Ongoing Communication	DSLA will maintain consistent communication with families throughout the school year. • Teacher communication regarding academic progress, behavior, attendance, and student needs. • Progress reports/report cards and assessment information. • Campus newsletters, announcements, website, and district-approved communication platforms. • Positive communication that celebrates student growth and success. • Bilingual communication in English and Spanish, as appropriate.
School-Parent Compact	The School-Parent Compact explains the shared responsibilities of the school, families, and students in supporting student achievement. • School responsibilities include providing high-quality instruction, a safe and supportive learning environment, communication about progress, and opportunities for families to participate. • Family responsibilities include supporting attendance and learning, communicating with the school, participating in conferences/activities when possible, and reinforcing academic and behavioral expectations. • Student responsibilities include attending school, engaging in learning, completing work, asking for help, making responsible choices, and contributing positively to the school community. • The compact will be reviewed annually with family input and shared with families.
Building Staff Capacity	DSLA will provide staff learning and guidance on effective family engagement practices. • Staff will be encouraged to communicate with families as equal partners and use respectful, clear, two-way communication. • Staff will focus on building relationships before concerns arise and will share positive information as well as academic or behavioral needs. • Staff will use collaborative problem-solving and provide families with practical ways to support student learning at home.

Families may return feedback to the DSLA front office or contact campus administration.