

Parent and Family Engagement Policy

2026-2027

Dover Elementary School is committed to the education of the children in our community. We are committed to the goal of maintaining close communication with our parents for developing positive partnerships with Dover Elementary. The staff and faculty will listen to the parents and will seek their input on decisions related to their child's educational needs. Together Dover Elementary, parents, and the community can enhance the children's lives by working as a cooperative team, sharing ideas and visions for the future.

Title 1 regulations require that each school served under Title 1 jointly develop with and distribute to parents of participating children, a written parental engagement policy agreed on by the parents that describes the requirements outlined in Title 1 law.

A. POLICY ENGAGEMENT

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to 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 engaged.

Dover Elementary holds two parent meetings during the first semester of school to review with parents the Title 1 School requirements. During this meeting, the Parent Engagement Policy is discussed, along with an update on test data and the Campus Improvement Plan.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental engagement.

Parents are invited to attend a variety of meetings and activities throughout the school year. Meet the Teacher Night is held at the start of the year to acquaint parents with the building and meet their child's teacher(s). Parents are informed of grade-level expectations and other pertinent information. In addition, an Open House is held in March for parents to have another opportunity to visit their child's classroom. In order to meet the diverse needs of our campus, training on a variety of topics is held throughout the school year. The training sessions are held before, during, and after the school day ends. Parents are invited to participate in parent-teacher conferences at least twice during the school year to discuss their child's progress. Coffee Chats with the Principal are also held at the beginning of each month. This is an opportunity for parents to come and meet with the principal to ask questions about topics that they are curious about and receive information. These meetings may be held before, during, or after the school day to accommodate parents.

3. 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 engagement policy.

An annual meeting is held to invite parents to provide input and discuss the Campus Improvement Plan and the Parent Involvement Policy. The Site Based Decision Making Committee includes parent representatives who look into these documents in greater depth. The PTA creates an inclusive environment for parental involvement and input.

4. Provide parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible.

Our school communicates with parents often about the state's curricular and assessment expectations, school-wide expectations in relation to instruction, grading policies, and individual classroom expectations relating to the academic success of our students. We use a variety of techniques to relay this important information such as the Student Handbook, Classroom Newsletters, School Newsletters, School Website, Seesaw, Phone Calls, Parent/Teacher conferences, CSI Meetings, IEP Meetings, PTA meetings, Site Based Decision Making (SBDM) meetings, individual notes/calls home, Parent Education Nights, parent workshops, Open House, Meet the Teacher Night, Progress Reports, Report Cards, Curriculum Based Assessments, MAP, school marquee, etc. to gather parent input and participation and to deliver important information in hopes of connecting school and home.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher but also of the parent and the child. The school Principal is also an integral part of the relationship. For this reason, a Student-Parent-Teacher-Principal Compact has been developed and is utilized at our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of the school year. The signed compact is kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

C. BUILDING CAPACITY FOR ENGAGEMENT

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

1. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement 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 academic achievement of their children;

Our school will provide for this provision as stated in the Policy Engagement and Shared Responsibilities for High Student Achievement sections of this document.

2. 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,

Our school will provide for this provision as stated in the Policy Engagement and Shared Responsibilities for High Student Achievement sections of this document.

3. Shall educate teachers, student services personnel, principals, and other staff, with the assistance of parents, on 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;

Parental Engagement will be solicited throughout the year in meetings, through surveys, and during one-on-one conferences. The school will provide a multitude of opportunities for parents to become involved in our school over the course of the year in order to take full advantage of the benefits that come with active parent engagement.

4. Shall, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with community-based early learning programs and conduct other activities, such as fully participating in the education of their children;

Our school includes two full-day Pre-K classes that attend daily (one monolingual, one bilingual), Monday through Friday. The teachers will follow the Pre-K guidelines to ensure that this early learning program is appropriate for our students. The school helps to bridge a strong relationship between home and school through multiple avenues for parent involvement. These include parent-teacher conferences as well as parent education opportunities.

5. 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.

Our school has made it a practice to send home all school correspondences in English and Spanish to ensure all information related to our school is understandable. Oral communication is also readily available in English and Spanish.

D. In carrying out the parental engagement requirements of this part, districts, and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

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 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, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and /or students with disabilities, etc.