



## Title I School-Level Parent and Family Engagement Policy

### Marysville Charter Academy for the Arts

2024-25

2.0 With approval from the local governing board, Marysville Charter Academy for the Arts has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. This policy is a result of parent input at parent meetings. The school has distributed the policy to parents and family members of children served under Title I, Part A. This document is distributed to families electronically and paper copies are sent home. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

### 2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Marysville Charter Academy for the Arts, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) Information about Title 1 is shared with parents at a meeting in the fall, and distributed electronically.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2]) Meetings for parents are held in person and via Zoom in order to accommodate parents.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) The cycle of continuous improvement includes input from parents related to the academic programs at MCAA, which is provided at in person meetings, zoom meetings, through surveys, through the school site council and the Parent Teacher Community Organization meetings.

- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])  
Information about Title 1 is shared with parents at a meeting in the fall, and distributed electronically.
  2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])  
Information about curriculum, assessment data, and student achievement levels shared in school newsletters, monthly PTCO meetings, and School Site Council meetings.
  3. 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 such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])  
Parents and family members are encouraged to attend parent meetings, PTCO meetings, School Site Council meetings, meet with our Campus Supervisor, Outreach Consultants, Counselor or Principal. These meetings and resources give parents ample opportunities to share concerns and partner in the success of the school.
  4. If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5]) Parent/Guardian input is solicited regularly and opportunities for parents to meet with members of the school staff are abundant. Feedback is analyzed when creating all school plans and documents.

## **2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)**

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 with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])  
Parents are encouraged to utilize Aeries Parent Portal and the ParentSquare app to facilitate communication about student progress. Informational meetings occur for all families at back-to-school night, for prospective students through New Student Orientations, for our middle schoolers transitioning to High School through an Introduction to High School Workshop and for targeted populations and

struggling students at Pre-SST meetings and through Outreach Consultant/Counselor phone calls and meetings.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2]) Materials and strategies are available to parents through the Outreach Consultants, and our office staff helps with Parent Portal. The Parent Portal links parents to education and provides easy access to grades, attendance, and graduation status. Meetings are held to keep parents updated on the educational program and opportunities for parents to engage in their children's education.
- c) The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other 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. (20 U.S.C. § 6318[e][3]) Discussions to increase parent involvement occur during staff meetings and collaboration times. Parent and community members' voices are valued and offered opportunity of input during meetings, parent nights, SSC meetings, and during other parent meetings offered throughout the school year. For the 24-25 school year, we have established a school committee to increase opportunities for parent involvement.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]). Our office has computers for parent access and provides time to work with parents to help educate them on where to look for student resources.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]) Communication is sent home via Parent Square and is distributed in both English and Spanish.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) Funding is available to help pay for fingerprinting volunteers. The PTCO also recruits and supports volunteers for activities around student success

## 2.3 Accessibility

Marysville Charter Academy for the Arts, to the extent practicable, provides opportunities for the informed 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 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

MCAA provides opportunities for all parents to participate, including parents with limited English proficiency, and parents with disabilities. Documents and information are sent out in English and Spanish.

## 2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part 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 and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Marysville Charter Academy for the Arts provides a high quality curriculum and instruction program in an effective learning environment for all students including specialized populations which includes our students under Title 1, English Learners and students who qualify for special education under IDEA by using only both state adopted and Board approved curriculum.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
  1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Parent-teacher conferences are encouraged and can be requested at any time by the parent or initiated by the school. This is advertised through our back to school information, newsletters, teacher syllabi, and other school based communication.
  2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Our school mails out grades and progress reports 4 times per semester. Also, using our office, counseling, and outreach consultants we try to ensure every parent can access their student's Parent Portal. This allows parents to see in real time how their child is doing.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents can contact us to set an appointment during regular business hours with staff. Parents/Guardians have access to attendance clerks, Counselor, outreach consultants, and administration either in person, email, or by phone. Parents are recruited to be volunteers for the school and the school can help cover the cost of fingerprinting to ensure finances do not deter their involvement. Parents can also request and make arrangements to observe any of their child's classes.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

The ParentSquare App is widely utilized at MCAA by parents and staff. This platform, along with email allows for Parents, Teachers, Staff and Students to have easy monitored two-way communication.

*\*It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

*\*\*The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*