

District Wide Family/Community Engagement Policy

Mohave Accelerated Schools

PART I. GENERAL EXPECTATIONS

Mohave Accelerated Elementary School and Mohave Accelerated Learning Center agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level Family/Community Engagement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide Family/Community Engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A Family/Community Engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for Family/Community Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of Family/Community Engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Family/Community Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. HOW MOHAVE ACCELERATED WILL IMPLEMENT REQUIRED DISTRICT WIDE FAMILY/COMMUNITY ENGAGEMENT POLICY COMPONENTS

1. **Mohave Accelerated Elementary School and Mohave Accelerated Learning Center** will take the following actions to involve parents in the joint development of its district wide Family/Community Engagement plan under section 1112 of the ESEA:

It is the policy of Mohave Accelerated Schools that parents or guardians of participating children shall have an opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is a key to academic achievement, we seek to involve parents or guardians in an effective home and school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent or guardian involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents or guardians to help their children; educating school personnel about involving parents or guardians and the value of parent contributions; and developing roles for community organizations and businesses to work with parents or guardians and schools.

The building principal will be responsible for:

- Jointly developing an agreed-upon written policy that is distributed to parents or guardians of participating Title I children through the Parent Handbook which is distributed to every family by the staff of the schools they attend.
- Convening annual meeting for all parents or guardians of participating children. Additional meetings with flexible times shall be held throughout the year and be determined by parent or guardian suggestions. Notification of this meeting will be provided when student is enrolled in school.
- Providing a method for parents or guardians who require assistance in understanding the Title I requirements, standards, and assessments through the annual meeting and parent-teacher conferences.

- Providing parents or guardians with an explanation of the school’s performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stakeholders in the spring of the year, through individual reports given to parents or guardians at conference time, and through report cards.
- Ensuring that parents or guardians understand schoolwide assistance and are informed of and involved with their child’s participation in the Title I program. They will also be informed about the curriculum, instructional objectives, and methods used in the program. This information will be delivered through newsletters, conferences and the annual meetings.
- Encouraging parent or guardian recommendations and providing a response in a timely manner.
- Providing parents or guardians with an opportunity to be involved with the planning, review, and improvement of the schoolwide programs. The vehicle used will be the Parent Advisory Team (PAT). If the schoolwide program is not satisfactory to the parents or guardians of participating children, they may submit comments to the PAT.
- Jointly developing a school/parent compact which outlines how parents or guardians, the entire school staff, and students all share responsibility for improved student achievement. The compact will also describe the means by which the school and parents or guardians will build and develop a partnership to help children achieve our high standards and this compact shall be distributed at annual meetings.
- Providing an opportunity for parents or guardians of children in Title I programs, to become partners with the school in promoting the education of their children both at home and at school. Parents or guardians will be given help monitoring their student’s progress and provided assistance on how to participate in decisions related to their student’s education. The school will provide other reasonable support for parental involvement activities as requested by parents or guardians. Parents or guardians will be encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request.
- Continuing to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the schools.

An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness by the Superintendent, findings will be used to design strategies for school improvement and revision policies. The annual spring meetings will serve as the site for the discussions of program adjustments. Providing all of the Mohave Accelerated Learning children with equal access to quality education is a primary purpose. It is crucial that all partners (students, parents or guardians, educators, and communities) have the opportunity to provide input and other resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

2. **Mohave Accelerated Elementary School and Mohave Accelerated Learning Center** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Annually:

Progress review (SEAs disseminate to parents, LEAs, teachers and other staff, students, and the community the results of the LEA's yearly progress review of each (including progress in carrying out parental involvement responsibilities); LEAs disseminate to parents, teachers, principals, schools, and the community the results of the LEA's yearly progress review of each school).

LEAs identified for improvement (LEAs notify parents of children enrolled in schools in the LEA that the LEA has been identified for improvement and other information).

[Section 1116(c) (1) and (6), ESEA.] Guidance, B-8.

Promptly upon identification

LEAs identified for corrective action Parental Notice Requirements

LEAs disseminate to parents and public information on corrective actions as soon as received.

[Section 1116(c) (10) (E), ESEA.] Guidance, B-9.

Schools identified for school improvement, corrective action, or restructuring

(LEAs provide to parents of each student an explanation of what the identification means, how the schools compare to others, reasons for the identification, the LEA's and school's response, how parents can become involved, any corrective action taken, the parental choice and supplemental services options as applicable, restructuring, and other information).

[Section 1116(b) (6), 7(E), and 8(C), ESEA, and 34 CFR 200.37(5).] Guidance, C-21, C-22, and C-23.

Promptly following identification

Schools identified for corrective action –supplemental services notice

(LEAs serving schools that fail to make adequate yearly progress (AYP) by the end of the first full school year after being identified for improvement provide notice to parents of the availability of supplemental services, the identity of the providers, a description of the services, and other information).

[Section 1116(e) (2), ESEA.]

Annually (at a minimum)

Schools identified for restructuring (LEAs serving schools that fail to make AYP after 1 full school year of corrective action provide prompt notice to teachers and parents and provide opportunity to comment and participate in preparing a restructuring plan).

[Section 1116(b) (8)(C), ESEA.] Guidance, C-27.

Promptly after school misses, AYP following 1 full school year of being in corrective action.

Written parental involvement policies

(LEAs notify parents of Title I, Part A children of district-level written parental involvement policy; schools notify parents Determined by LEA

(LEA policy) (School policy)

3. **Mohave Accelerated Elementary School and Mohave Accelerated Learning Center** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Family/Community Engagement activities to improve student academic achievement and school performance:

Mohave Accelerated Learning Schools cover a spectrum of school improvement and technical assistance areas. Each of them responsible for providing in-depth knowledge, expertise, and analysis in its focal area. In all areas, the schools disseminate information including the following:

Student's technical support is available for research-based learning programs, enhancing state assessment skills, internet and studentVue to monitor work and grades.

Parents are trained in how to research student's grades/attendance in Parent-Vue.

Information is provided to parents/guardians via internet and e:mail.

Teachers are trained in technical support for assessment, teaching college and career readiness, innovations in learning, communicating.

Support staff and aides are trained to help teachers in assessing, teaching and communicating via technology.

Administration monitor state/federal/charter requirements, communicate to staff, webinars.

Parents/Community are informed through the school website, training available upon request.

4. **Mohave Accelerated Elementary School and Mohave Accelerated Learning Center** will coordinate and integrate Family/Community Engagement strategies in Part A with Family/Community Engagement strategies under the following other programs:

- Reading Intervention – DIBELS mClass electronic assessment and educational components.
- Galileo - K-12 Online Instructional Improvement and Instructional Effectiveness System is comprehensive, standards-based, and research supported. The system supports an array of assessment, instruction, educator effectiveness, and reporting tools supporting implementation of Common Core State Standards and the fulfillment of educator effectiveness responsibilities.
- IXL - an online learning platform for pre-K to 12th grade, offering subjects like math, language arts, and science. It uses adaptive technology to personalize learning and provides immediate feedback, helping students progress at their own pace.
- Schmoop- a web-based lessons tool for students in Math, Reading and Writing. This is an individual reinforcement program that can be used in the classroom to increase student skills and reteach Title I students for academic success.

5. **Mohave Accelerated Elementary School and Mohave Accelerated Learning Center** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Family/Community Engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in Family/Community Engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Family/Community Engagement policy and activities to design strategies for more effective Family/Community Engagement, and to revise, if necessary (and with the involvement of parents) its Family/Community Engagement policies.

Mohave Accelerated Learning Schools Focus Group Facilitation for developing and conducting evaluation of Family/Community Engagement (Language Translators upon request)

A focus group provides the opportunity for several people to get together in a confidential setting and it allows for structured evaluation that is intended to yield useful data. Schools and districts can facilitate focus groups as the main source of evaluating their Title I Parent and Family Engagement Policy and Program. Focus groups will be announced at Parent Advisory Team meetings encouraging all parents to participate. Also, a supplemental evaluation to follow-up on the feedback that is received from surveys.

Mohave Accelerated will start with an overview of the current Title I Parent and Family Engagement Policy and Plan. Possible discussion items include:

- Think back to the beginning of the year, what programs you would like to see added. to the parent and family engagement policy and plan in the future? Describe what you mean.
- If applicable, to what extent have you found the parent resource center useful? Describe areas of improvement that could be made.
- Let's talk about the opportunities you have had to network with other parents throughout the school year. Name a few instances when you have been able to take advantage of parent
- Explain how those networking experiences have helped you and your children during this school year.
- If anyone has had a similar experience or one that differs, please share.
- Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year? Describe what you mean.
- To what extent have you been able to be involved in the revision and planning process of writing your school's Title I plan and policy?
- How can the school and district get more parents and families to participate in this process? Describe what you mean.

- Think back to some of the conversations you have had with other parents and challenges you may have faced yourself. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?
- Explain what the school can do, within reason, to address these barriers.

Open Discussion Forum

This form of evaluation purpose is to provide parents with the opportunity to discuss matters of importance as it relates to evaluating the content and effectiveness of the parent and family engagement policy. The Open Discussion Forum will be conducted at the school. The administrator, as well as the principals, will be present during this meeting. Topics will include:

- What type of training or programs to improve student academic performance would you be likely to participate in if they were offered by the school?
- What are some of the top barriers that prevent parents from being able to participate in school (functions, activities, and planning events)?
- Explain what the school can do to address these barriers.
- How can the school assist you with helping your children in the core content areas of mathematics, English language arts, science, and social studies?
- What hours are more convenient to conduct trainings, programs, parent meetings, and workshops?
- Provide materials been available to assist you with student learning via the Parent Advisory Team (PAT)? Explain changes that could be made to improve the PAT.
- By a show of hands, how many of you are aware of what the school improvement status is for your school? (Explain what the school's status is and where that information can be obtained.)
- How can we get more parents involved in the revision and planning process of the school's Title I Parent and Family Engagement Plan and Policy and other decision-making committees?

Checklist for Effective Title I Parent and Family Engagement Surveys

- Begin with a family-friendly introduction that explains the purpose
- Begin with easy to answer questions
- Give clear instructions
- Keep question structure simple
- Ask one question at a time
- Maintain a parallel structure for all questions
- Define terms before asking the question
- Ensure the response categories are both exhaustive and mutually responsive
- Label response categories with words rather than numbers
- Ask for a number of occurrences, rather than providing response categories such as often, seldom, or never

- Use a mixture of open, closed, ranking, ordinal, matrix and rating type questions
- Be explicit about the period of time being referenced by the questions

1. **Mohave Accelerated Elementary School and Mohave Accelerated Learning Center** will build the schools' and parents' capacity for strong Family/Community Engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
- **Workshops and Professional Development:**
 - Attendance at in-state and out-of-state professional development workshops and conferences focused on Title I strategies, including evidence-based interventions, data analysis, and differentiated instruction.
 - **Classes:**
 - Participation in classes or webinars to enhance instructional practices, such as English Language Development, and instructional technology integration.
 - **Equipment and Materials:**
 - Purchase of intervention kits, manipulatives, and technology to support targeted reading and math instruction.
 - Examples: Chromebooks, document cameras, or headphones to aid online learning programs like IXL and Schmoop STAR Math.
 - Acquisition of assessment tools like diagnostic reading tests or formative assessment software to monitor student progress.

- **Other Necessary Activities:**

- Family engagement events to strengthen the home-school connection, such as literacy nights or workshops for parents.
- Training sessions for teachers and paraprofessionals on using new tools and strategies to support Title I students.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster Family/Community Engagement, by:

Mohave Accelerated Schools will we provide school shirts to those who cannot afford them. We send home material that we copied off of our printers for homework help. Parents and students can sign on to our A+ and other software we purchase with title money. We have aides to help in classrooms.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Mohave Accelerated Schools will hold monthly teacher in-service meetings. Some of the workshops offered will be training staff in a group discussion how to support parents more and see their value. Example: Training on How to Have Student Led Open House Meetings.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate Family/Community Engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Very little funds are available for pre-school programs for charter schools, so we have had funding support from the community. The schools are researching to find more funds and programs to support pre-school. We offer a summer program for students not quite ready for kindergarten.

E. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent

to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Mohave Accelerated Schools conduct monthly Parent Advisory Team Meetings (PAT). They are mentioned on billboards when driving up to the school, on our website, messages sent home with students.

PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The District wide Family/Community Engagement Policy includes descriptions of other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with Family/Community Engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize Family/Community Engagement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving Family/Community Engagement;
- establishing a district wide parent advisory council to provide advice on all matters related to Family/Community Engagement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in Family/Community Engagement activities; and
- providing other reasonable support for Family/Community Engagement activities under section 1118 as parents may request.]

PART IV. ADOPTION

This District wide Family/Community Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the **Mohave Accelerated Elementary School and Mohave Accelerated Learning Center** on 11/29/2017.