



Parent and Family Engagement Plan 2024-2025

1. Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% parent and family engagement set-aside, and the rights of parents involved. (Sec. 1116(c)(1))

The school holds an annual meeting in September each year and posts the PowerPoint presentation on the school website.

2a. Describe how there will be a flexible number and format of parent meetings offered, 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.

Two meetings were offered for the annual meeting each in the evenings. In addition, to the annual meeting for parents, in the elementary grades, teachers send home folders weekly with information for parents. School administration sends out a weekly newsletter via email every Friday to all parents. Teachers conduct conferences with parents in the fall and spring. Those parents unable to attend the parent conferences are offered to have phone call conferences. An annual parent survey will be sent out in the fall to identify the needs of parents and the Parent Teacher Academy will offer meetings and training sessions to address those needs. UCS contacts parents in a variety of ways for important meetings and events through email, phone calls, newsletters, Facebook, and the website.

2b. Describe how parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making).

UCS is committed to building a strong parent and family-school partnership. UCS promotes and encourages parents and families and school personnel to be involved in all aspects of their child's education to include: - Parent Connect: monthly meeting/training held specifically for parents to learn about important and timely topics at UCS (digital safety, high stakes testing, CTE program highlights, how to help their child academically, etc.) - Communication: a Friday communication is sent every Friday to every parent for upcoming events; System Calendar of events; fall festival; UCS website; teacher emails and phone calls, school-wide communication platform used for instant communication through apps, texts, phone calls, and emails.

2c. Describe how funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3)).

There are no funds allocated by the state for parent involvement as UCS does not meet the financial criteria to set aside funds to parent involvement for Title I.

3. Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

UCS strives to ensure that information related to school and parent programs, meetings and activities is available to all parents in an understandable and uniform format. A school-wide calendar of events with information is sent home and available on the website at the beginning of the year. Parent notifications and resources will be sent home in parents' native language, where applicable, and interpreters will be available at parent events and meetings if needed. UCS provides program information to parents in a variety of methods: parent notices, weekly Friday emails, brochures, flyers, news releases, posters, website.

4. Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec. 1116(d))

UCS will have a Title I Committee, which will be composed of representatives from the community, parents, teachers and administrators involved in the Title I Schoolwide program. The committee members will be responsible for any programmatic and financial decisions as stated in the federal and state legislation to include: Title I Policy and Plan; School-Parent Compact, program development, implementation, and evaluation; and distributing any information needed to their constituency groups. The focus of UCS's Parent and Family Engagement Policy is to involve parents and families in the educational process of their child through professional development, communication, school activities, and volunteer programs. Goals and progress will be communicated to the stakeholders through the Parent Teacher Academy meetings, local school staff meetings, newsletters, emails, and the local media so there is a shared commitment for a quality education for all students attending UCS.

5. Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Procedures are in the ACIP plan to allow parents to submit to the UCS Board comments of dissatisfaction with the Parent and Family Engagement Plan.

6a. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

In addition to the monthly Parent Connect meetings held, additional meetings with parents will be held to understand Federal Programs requirements including Parents' Right to Know, proficiency levels of academic standards and curriculum, interpretation of state and local assessments, and methods for monitoring their child's education at home will be provided. Appropriate school personnel will inform parents of continuing education opportunities and will work with parents on techniques and activities to help their child achieve challenging state content standards. The LEA Parent and Family Engagement Plan meets the ESSA guidelines. Also, our ACIP contains a component describing strategies to increase active participation of parents in their child's education. A copy of this plan is located at the school. Procedures are in plan to allow parents to submit to the UCS Board comments of dissatisfaction with the Parent and Family Engagement Plan. Through the guidance of the Parent and Family Engagement Liaison, UCS conducts and implements strategies for parents to share concerns apprehensions, and expectations. Information regarding the curricular expectations and requirements will be shared with parents during registration and the fall orientation. In addition, UCS may use the following model approaches to improving parental involvement: Parents as Teachers and/or Teachers Involve Parents in Schoolwork (TIPS).

6b. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school 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.

UCS will involve parents in the planning, review, and improvement of programs under Title I, which explains how the school will require components of a quality education program for all students. Parents will be invited to participate in developing plans from the beginning to ensure collaboration between schools and parents as equal partners. A comprehensive needs assessment will be conducted and objectives based on the results of the assessment will be developed. A plan will be developed that is clear and specific to result in quality education for all participating students. The plan will be shared, understood and implemented by the entire school community. Parents will be involved in developing a plan that involves: - An enriched curriculum aligned with state standards - Effective instructional methods - Timely and effective assistance whenever students are having difficulty mastering any of the standards - Teachers who are receiving high-quality, ongoing professional development to enable every student to meet the state standards Parents will be notified of their child's academic progress through progress reports, parent conferences, student work samples, progress report cards (sent home every month), teacher conferences/contacts (throughout the year), and Cornerstone/504/IEP meetings. Parents will receive results of individual student assessments and the interpretation of those results, through dissemination as they become available from the state for standardized assessments and periodically for system-level assessments.

6c. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal 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.

UCS fosters relationships with organizations and businesses within the community and encourages them to become involved with UCS to foster parental involvement in such areas as:

- Allow time off from work to attend school related meetings
- Have community and business leaders as speakers at Parent Teacher Academy meetings and training sessions
- Donate to schools on behalf of parents who are employees
- Sponsor school-wide events promoting student achievement

6d. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

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 the parents can understand.

Parents will be notified of their child's academic progress through progress reports, parent conferences, student work samples, progress report cards (sent home every month), teacher conferences/contacts (throughout the year), and Cornerstone/504/IEP meetings. Parents will receive results of individual student assessments and the interpretation of those results, through dissemination as they become available from the state for standardized assessments and periodically for system-level assessments.

6e. Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children. (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request.

UCS will provide professional development for staff members to help strengthen their skills in working with parents and community. Parents will be able to attend training sessions via our monthly Parent Connect meetings. These meetings focus on a variety of subjects to include training on core curricular subjects, study skills, technology, student assessment strategies, interpretation of student assessment data and successful parenting techniques. UCS educates its teachers, support personnel, principal and other school leaders in the value and utility of contributions of parents, and in how to reach out, communicate, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and schools by: - Emailing every Friday a newsletter - Sending home graded assignments and monthly progress reports - Scheduling parent-teacher conferences - Making phone calls, sending home homework, and notes and weekly folders - Encouraging parents to serve as

volunteers/tutors - Serving together on school committees - Conduct Reading and Math nights for parents - Parent participation in class parties, festivals, etc.

7. Describe how the school will ensure the provision for 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 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

As part of Title I, Part A parental involvement requirements, UCS will provide full opportunities for all parents including 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, as described above including alternative formats upon request, and to the extent practicable, in a language parents understand. The Title I Committee, which includes parents, participated in the development of the Parent and Family Engagement Policy.