



School Parent, Guardian, and Family Engagement Policy 2025-2026

West Mecklenburg High School

Directions: Every Student Succeeds Act (ESEA) requires each Title I school to develop a written parent and family engagement policy. Use the outline below to ensure your school's policy includes all of the required components.

I. Parent and Family Engagement Policy

A. Principal, Assistant Principal, Title I Coordinator, School Improvement Process Managers, Lead Teachers, Counselors, Teachers, Social Worker, and Parent/Guardian representatives.

B. Briefly describe the process your school used to:

1. Participants were selected from the existing School Improvement Team (SIT), which includes administrators, teachers, and parent representatives. Additional parents were recruited through school newsletters and parent committee outreach.

2. The SIT and parent representatives met over two sessions to review the draft policy, ensuring it reflects the components of Title I, Section 1116 of Every Student Succeeds Act (ESSA). The policy was finalized to address specific needs, including those of over-aged/under-credited students and the need to improve overall academic growth.

3. The policy will be implemented through annual distribution to all families and reviewed at the Annual Information Meeting. Progress on policy goals will be monitored by the SIT and reported at quarterly parent-family meetings.

II. Annual Information Meeting

An annual Title I meeting will be held in September. The meeting will inform parents of the school's participation in Title I, Part A, and will introduce the

Understanding the School Report Card and ESSA Group Celebration event, highlighting how Title I funds support school improvement.

Strategies for English Learner (EL) parents:

- Meeting invitations, flyers, and presentation slides will be translated into the most common languages spoken by EL families in the school.
- Interpreters will be present at the meeting to facilitate full understanding and participation for EL parents.

III. Flexible meeting times

A. Strategies to offer flexible times:

- Success Conferences: Individual conferences for over-aged/under-credited students will be scheduled during the school day, after school, and virtually (via phone or video conference) to accommodate parent work schedules.
- Academic Achievement Celebration: This celebratory event will be scheduled in the early evening (6:00 PM – 7:30 PM) to allow for greater parent/guardian participation after typical work hours.

- Understanding the School Report Card and ESSA Group Celebration: This event will be offered in a hybrid format, with both an evening in-person session and a morning virtual session option.

IV. Title I Part A Planning

A. Timeline and strategies for involving parents in Title I plan:

Parents and families will be involved in the planning, reviewing, and improvement of the Title I, Part A Program during the following times:

| Timeline | Strategy | |
|-----------------------------|--|---|
| Fall (September/October) | Introduce and review the Title I program and its planning process at the | Annual Information Meeting and through the Understanding the School Report Card and ESSA Group Celebration. |
| Spring (March/April) | Conduct the annual | evaluation of the Parent and Family Engagement Policy (see Section X) to gather parent feedback on the effectiveness of the Title I program and inform planning for the next school year. |
| Ongoing | Parent representatives on the School Improvement Team (SIT) will meet monthly to provide feedback on program implementation. | |

V. Parent Information and Opportunities

A. How you will provide parents and families with information:

| Information/Opportunity | Delivery Strategy | | |
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| | Timely information about Title I Part A Programs | Annual meeting, school website, newsletter, and information packets translated into necessary languages. | |

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| | School performance profiles | Presented and discussed in detail at the | Understanding the School Report Card and ESSA Group Celebration. |
| | Assessment results of their child's performance | Individual results discussed during | Success Conferences and at regular parent-teacher conferences. |
| | Curriculum, assessment forms, proficiency levels, and state standards | Presented at the | Understanding the School Report Card and ESSA Group Celebration and available on the school website with translated materials and accommodations for parents with disabilities. |
| | Opportunities for regular meetings to participate in decision making | Monthly School Improvement Team (SIT) meetings and quarterly Parent-Family Committee meetings. | |
| | Timely responses to suggestions and questions | Dedicated email and phone line for parent engagement feedback with a commitment to respond within 48 hours. | |

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| | Reasonable access to staff, opportunities to volunteer | Staff contact information provided in the school directory; volunteer opportunities shared in the newsletter and at the | Academic Achievement Celebration. |
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VI. School-Family Compact

A. Discuss timeframe and strategies to present and explain compact:

The School-Family Compact will be presented to all families in September.

- **Strategy:** The compact will be reviewed, explained, and signed during Success Conferences for students who are over-aged/under-credited to emphasize the shared responsibility for getting them on track for graduation.
- **Language Barriers/Disabilities:** The compact will be translated into relevant languages, and a digital version will be available with accessibility features (e.g., screen reader compatibility) for parents with disabilities.

VII. Building Parent and Family Engagement Capacity

A. How you will address capacity building:

| Area of Capacity Building | Strategy | | |
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| | Assistance in understanding standards, assessment, Title I, monitoring child's progress | The | Understanding the School Report Card and ESSA Group Celebration event will serve as a primary training opportunity, focusing on how to interpret data to monitor their child's academic progress. |
| | Provide materials and training to help parents work with their children | Offer bi-annual workshops focused on | literacy training, strategies for homework assistance, and accessing online student support resources. |

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| | Educate teachers and other staff to work with parents | Professional development sessions for staff will include training on effective communication and conducting productive conferences, especially for the | Success Conferences. |
| | Coordinate and integrate parental involvement programs/activities | All family events will be planned collaboratively across departments (Title I, Special Education, EL) and calendar synchronized to maximize participation. | |
| | Develop appropriate roles for community-based organizations and businesses | Local businesses and community organizations will be solicited to sponsor and participate in the | Academic Achievement Celebration. |
| | Conduct other activities as appropriate | Host a "Graduation Pathway" night specifically focused on high-school credit requirements, reinforcing the work of the | Success Conferences. |
| | Ensure that information is sent home in the language used in the home | Use a school-wide communication system that automatically translates mass communications into the family's preferred language. | |

VIII. English Learners and Disabled Parents and Families

A. Provide full opportunities for the participation of English Learner parents or with disabilities by using translators and having case managers present at all meetings.

IX. Parent/Family Requests

A. Survey link will have options for parents who need additional support

X. Annual Evaluation

A. Timeline and plan for involving parents in an annual evaluation

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- Timeline: The annual evaluation will be conducted in March/April of the school year.
- Plan: Parents will be invited to participate in a survey and a focus group to review the content and effectiveness of the current Parent and Family Engagement Policy in improving academic quality. The data collected **will be used to make revisions to the policy for the following school year.**

and effectiveness of the parent and family engagement policy in improving the academic quality of the schools.

XI. Other Parent and Family Engagement Practices (School may include the following).

A. Describe how your school addresses the following (if part of schoolwide plan):

- Pay reasonable and necessary expenses : Provide funding for childcare cost for all three evening events (Success Conferences, Academic Achievement Celebration, Understanding the School Report Card).
- Arrange school meetings at a variety of times : Utilize the flexible scheduling strategies outlined in Section III, including virtual options and varied times for family events.

{Please have this document translated into Spanish or other languages for your school}