MARYVILLE CITY SCHOOLS
PARENT AND FAMILY ENGAGEMENT POLICY
2026–27

In alignment with the Every Student Succeeds Act (ESSA) and in support of strengthening student academic achievement, Maryville City Schools (MCS) receives Title I, Part A funds. As such, MCS will jointly develop with, agree on with, and distribute to parents and family members of participating children a written district-wide Parent and Family Engagement Policy.

This policy establishes the district's expectations for meaningful parent and family engagement and describes how MCS will implement parent and family engagement activities in accordance with Section 1116 of ESSA.

MCS recognizes that meaningful family engagement is an essential component of student success. Parent and family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

1. Families play an integral role in assisting their child's learning;
2. Families are encouraged to be actively involved in their child's education at school;
3. Families 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; and
4. Other activities are carried out as described in Section 1116 of ESSA.

Policy Development and Annual Review

Maryville City Schools will involve parents and family members in the joint development, annual review, and revision of this Parent and Family Engagement Policy.

MCS will provide multiple opportunities for families to participate and provide input through methods that may include:

- District-wide parent and family engagement meetings;
- Title I school meetings and advisory opportunities;
- Parent surveys and feedback forms;
- Electronic and written opportunities for feedback;
- School and district committees; and
- Other opportunities designed to encourage representation from families throughout the district.

The policy will be updated periodically to meet the changing needs of families and the district and will be distributed to families of participating children and made available to the local community.

Involvement in District Planning

MCS will involve parents and family members in an organized, ongoing, and timely manner in the joint development of the district plan under Section 1112 of ESSA and, when applicable, support and improvement plans under Section 1111.

Families will be provided meaningful opportunities to review district priorities, provide input, and make recommendations regarding programs and services supported through Title I.

If the district plan is not satisfactory to the parents and family members of participating children, MCS will submit parent comments with the plan when it is submitted to the Tennessee Department of Education.

Support for Title I Schools

Maryville City Schools will provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent and family engagement activities designed to improve student academic achievement and school performance.

District support may include:

- Guidance and resources for developing and annually reviewing school-level Parent and Family Engagement Policies;
- Assistance with the development and annual review of School-Parent Compacts;
- Guidance regarding Annual Title I Meeting requirements;
- Resources and strategies for meaningful family engagement;
- Assistance with required documentation and recordkeeping;
- Support for providing accessible communications and language assistance; and
- Professional learning and technical assistance for school staff.

Annual Title I Meeting

Each Title I school will convene an Annual Title I Meeting at a convenient time and invite all families of participating students.

The meeting will provide families with information regarding:

- The school's participation in Title I, Part A;
- Title I program requirements;
- Parents' rights to be involved;
- The district and school Parent and Family Engagement Policies;
- The School-Parent Compact;
- The school improvement/schoolwide plan;
- Curriculum used at the school;
- Academic assessments used to measure student progress;
- Expected levels of student achievement;
- Opportunities for families to participate in decisions regarding their child's education; and
- The use of Title I funds for parent and family engagement, as applicable.

Schools will maintain documentation of the Annual Title I Meeting, including invitations or notifications, agendas, attendance/sign-in documentation, and materials provided to families.

Communication and Opportunities for Participation

MCS and its Title I schools will provide families of participating children with:

- Timely information about Title I programs;
- Opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children;
- Reasonable access to staff;
- Opportunities to participate in school activities;
- Flexible meeting times and formats when appropriate; and
- Information about programs, meetings, and activities in an understandable and uniform format.

Schools will respond to parent and family suggestions as soon as practicably possible.

To the extent practicable, information will be provided in a language families can understand. Alternative formats and accommodations will be provided when appropriate to support meaningful participation.

School-Parent Compact

Each Title I school will jointly develop with parents and family members a School-Parent Compact outlining how families, school staff, and students will share responsibility for improved student academic achievement.

The compact will address:

- The school's responsibility to provide high-quality curriculum and instruction;
- Ways families can support their child's learning;
- Student responsibilities, as appropriate;
- The importance of ongoing communication between families and teachers;
- Parent-teacher conferences;
- Reports to families regarding student progress;
- Reasonable access to school staff;
- Opportunities for families to volunteer, participate, and observe classroom activities, as appropriate; and
- Regular, meaningful, two-way communication between families and school staff.

School-Parent Compacts will be reviewed annually with meaningful parent and family involvement. The School-Parent Compacts will also be posted on each Elementary School's website.

Reservation of Funds

When Maryville City Schools receives a Title I, Part A allocation exceeding $500,000, the district will reserve at least 1% of its Title I, Part A allocation to support parent and family engagement activities, as required by ESSA.

Parents and family members of students served in Title I schools will be involved in decisions regarding how these reserved funds are used.

At least 90% of the funds reserved for parent and family engagement will be distributed to Title I schools, with priority given to high-need schools as required by federal law.

Reserved funds will be used to carry out activities and strategies consistent with the requirements of Title I parent and family engagement.

Coordination of Services

To the extent feasible and appropriate, MCS will coordinate and integrate Title I parent and family engagement strategies with other relevant federal, state, and local programs and initiatives.

The district will seek opportunities to coordinate services, resources, and family engagement efforts to support families in participating fully in their children's education.

Building Capacity for Effective Family Engagement

MCS and its Title I schools will build the capacity of families and school staff for strong and effective family engagement.

The district and schools will provide assistance to families, as appropriate, in understanding:

- Tennessee academic standards;
- State and local academic assessments;
- Title I requirements;
- How to monitor their child's academic progress; and
- How to work with educators to improve student achievement.

MCS and its schools will provide materials and training to help families support their children's academic achievement, which may include literacy, mathematics, technology, and other resources based on identified needs.

The district will also provide training, guidance, and support to teachers, principals, school leaders, specialized instructional support personnel, and other staff regarding:

- The value and utility of contributions from families;
- How to reach out to, communicate with, and work with families as equal partners;
- How to implement and coordinate family engagement programs;
- How to build relationships between families and school staff;
- How to respond to family needs and concerns; and
- How to build meaningful connections between families and schools.

To the extent feasible and appropriate, families will be involved in helping inform this professional learning.

Accessibility and Inclusive Participation

MCS will provide full opportunities, to the extent practicable, for the participation of families with:

- Limited English proficiency;
- Disabilities;
- Limited literacy;
- Economic disadvantages; and
- Other barriers that may limit meaningful participation.

MCS will also provide appropriate opportunities for families of migratory children, when applicable.

Information and school reports required under Title I will be provided in an understandable and uniform format and, to the extent practicable, in a language families understand. Alternative formats and appropriate accommodations will be provided upon request or as needed.

Annual Evaluation of Parent and Family Engagement

Maryville City Schools will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the academic quality of Title I schools.

The annual evaluation will identify:

- Barriers to greater participation in parent and family engagement activities, with particular attention to families who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
- The needs of parents and family members in assisting with the learning of their children, including engagement with school personnel and teachers; and
- Strategies to support successful school and family interactions.

Evaluation methods may include surveys, meetings, feedback forms, participation data, discussions with families, and other appropriate measures.

Use of Annual Evaluation Findings

MCS will use the findings of the annual evaluation to:

- Design evidence-based strategies for more effective parent and family engagement;
- Identify and address barriers to participation;
- Improve school and district family engagement practices;
- Determine additional supports or resources needed by families and schools; and
- Revise this Parent and Family Engagement Policy when necessary.

MCS will communicate relevant findings and resulting improvements to families and Title I schools.

Family Participation in Title I Activities

MCS will involve parents and family members in the activities of Title I schools and provide opportunities for families to participate in the development, implementation, review, and improvement of Title I programs.

Opportunities may include:

- District and school advisory committees;
- Parent and family meetings;
- Family learning events;
- Surveys and feedback opportunities;
- School improvement planning;
- Parent and Family Engagement Policy review;
- School-Parent Compact review; and
- Other school and district activities designed to promote meaningful family participation.

MCS will seek participation from a representative group of parents and family members that reflects the needs of students and families served by Title I programs.

Additional Support

Maryville City Schools will provide other reasonable support for parent and family engagement activities as families may request.

This may include:

- Training sessions and resources to help families support student learning;
- Resources to help families understand academic standards, assessments, and student progress;
- Opportunities for parents to serve on school and district committees;

- Multiple opportunities and methods for providing feedback;
- Strategies to strengthen two-way communication between families and schools; and
- Other supports identified through family feedback and the district's annual evaluation.

Through the implementation of this policy, Maryville City Schools reaffirms its commitment to meaningful partnerships among schools, families, and the community to support student achievement and success.