

Title I School Parent and Family Engagement Policy



Title I, Part A regulations require that each school served under Title I, Part A jointly develop with and distribute to parents of participating children, a written parent and family engagement policy agreed on by the parents that describes the requirements of the Elementary and Secondary Education Act (ESEA) section 1116. Parent and Family Engagement (c) through (f) as listed below.

Part I. General Expectations

Arete Preparatory Academy agrees to implement the following statutory requirements:

- The LEA 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 1116 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 1116 of the ESEA, the LEA will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESEA
- The LEA will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide 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 in an understandable and uniform format, 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 parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools. **Arete Preparatory Academy** *is exempt from this requirement. The LEAs allocation is less than \$500,000 and is not required to reserve funds under the 1% parent and family engagement provision.*

- The school district will be governed by the following statutory definition of “parent and family engagement,” and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parent and family 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; and
- (D) the carrying out of other activities, such as those described in section 1116 of the ESEA.

Part II Policy Involvement

1. **Arete Preparatory Academy** will take the following actions to involve parents in the development of its districtwide parent and family engagement plan under section 1116 of the ESEA:

- The academy’s OPS Team will meet quarterly to gather input and discuss strategies for improving parent and family engagement support.
- OPS Team meetings will be calendared and dates sent to participants in advance of each meeting at least one month prior.
- The academy’s OPS Team will meet annually and during the spring semester to review, plan and revise the Parent and Family Engagement Policy.
- The academy will hold flexible meetings for parents who cannot attend the scheduled Parent and Family Engagement Policy meeting hosted by the OPS Team in person to request feedback virtually, by phone, email, or other.
- The Great Hearts Parent Satisfaction Survey (spring semester) will provide another opportunity for parents to share their perspectives.

2. **Arete Preparatory Academy** will take the following actions to involve parents and family members in developing the local educational agency plan under section 1112 of the ESEA, and support and improvement plans under section 1111(d)(1)-(2) of the ESEA:

- The academy will actively engage parents and family members in the planning process by inviting them to participate in school and CMO advisory committees and other parent leadership groups.

- The school will provide multiple opportunities for input through surveys, meetings, focus groups, and community forums conducted at flexible times and, when possible, in both in-person and virtual formats.
- The academy will share information about the LEA/school improvement plan in an understandable and uniform format, using clear language and providing translation and interpretation services as needed.
- Draft plans will be made available to parents and family members for review, and their feedback will be collected and considered prior to finalizing the plans.
- In addition, the academy will provide parents and family members with training and resources to support meaningful participation, including information on Title I requirements, student academic data, and school performance goals.
- The academy will maintain ongoing communication with parents and family members regarding the implementation and progress of the plans and will annually evaluate the effectiveness of parent and family engagement activities using the Great Hearts Arizona annual Parent Satisfaction Survey.
- Feedback collected will be used to improve future planning and engagement efforts to ensure continuous collaboration in support of student achievement.

3. **Arete Preparatory Academy** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

- Providing model templates for parent-student-school compact and parent engagement policy via the Great Hearts CMO Academic Support Specialist and Grants Manager.
- Coaching academy leadership teams on parent and family engagement best practices through the Great Hearts CMO Executive Directors of Lower and Upper Schools.
- Providing professional development for faculty on family engagement.
- Coordinating activities with early childhood programs, special education, McKinney-Vento, and other services.
- Communicating regularly with families using multiple platforms and languages.
- Supplying materials and resources to assist families.
- Evaluating engagement activities annually and using parent feedback to improve programs.

4. **Arete Preparatory Academy** will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies of the following other relevant Federal, State, and local programs:

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| • Parent-Student-School Compacts | • Parents Right to Know |
| • Four Week Letter | • Arete Prep Parent Advisory Council |
| • Arete Prep Parent Service Organization | • Title III (Education of English Learners) |
| • Individuals with Disabilities Education Act | • Title I Annual Meeting (CMO) |
| • McKinney-Vento Homeless Assistance Program | |

5. **Arete Preparatory Academy** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include

identifying barriers to greater participation by parents in parent and family 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 needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary (and with the involvement of parents), its parent and family engagement policies.

- The academy will annually evaluate the effectiveness of the Parent and Family Engagement Policy with the involvement of parents and family members (OPS Team).
- This evaluation will include collecting feedback through the Great Hearts Parent Satisfaction survey, meetings, and other communication methods to identify barriers to participation and to assess the needs of families in supporting student learning.
- The Great Hearts CMO is responsible for collecting and disseminating the parent satisfaction survey data to the headmaster. The headmaster is responsible for collecting additional data to inform the evaluation of the Parent and Family Engagement Policy.
- The academy and OPS Team will use the results of the evaluation to improve engagement strategies, strengthen communication, and support stronger partnerships between families and faculty.
- Based on the findings, the academy will revise the Parent and Family Engagement Policy, as needed, with input from parents and family members (OPS Team) and will implement evidence-based practices to improve student academic outcomes.
- Careful consideration will be given to engaging families who may face barriers to participation such as economic disadvantages, language, disabilities, or limited literacy.

6. **Arete Preparatory Academy** will build the school's and parents' capacity for strong parent and family 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. **Arete Preparatory Academy**, a single-site LEA, will provide assistance to parents of children served by the LEA, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's challenging academic standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I, Part A
- how to monitor their child's progress, and
- how to work with educators:

The academy will assist parents under this part by undertaking the following actions:

- Title I Annual Meeting
- Back to School Event
- Parent-Teacher Conferences
- Info Night
- Report Cards
- Curriculum Night
- New Student Orientation
- Progress Reports
- Family Handbook

- School Communications (multiple platforms)
- Parent Service Organization
- School Calendars
- School Website
- Open Gradebooks
- OPS Team

The academy faculty will maintain open lines of communication through phone, email, family newsletters, meetings (in-person or virtual) and provide translation as needed.

B. The LEA 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 parent and family engagement, by:

- Posting calendared academic and parent events on the school website.
- Providing information, materials, and training to help parents work with their children at parent-teacher conferences and fall Curriculum Night.
- The Assistant Headmaster of Academics acts as a liaison between families and staff to ensure high educational standards and can assist them with analyzing test data, intervention programs, and academic support for their child.

C. The LEA will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, 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:

- Creating opportunities for collaboration through family events and school committees
- Encouraging strategies that build trust and strengthen relationships between families and faculty.
- Training faculty on using communication tools (calls, apps, conferences) effectively.

D. The LEA will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local 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:

- Aligning Title I parent and family engagement activities with other programs:
 - Exceptional Student Services
 - McKinney-Vento and Foster Care
 - English learner programs
 - Transition to middle school and high school
 - College and career counseling
 - Special areas
 - Athletics and co-curriculars
- Hosting joint workshops, training sessions, and informational meetings that combine resources from multiple programs to assist families in supporting student learning.
- Facilitating parent leadership opportunities through advisory councils, parent service organizations, coaching athletics/co-curricular, and committees.
- Offering family engagement activities that reinforce learning at home, including literacy, math, and other academic content areas.

E. The LEA 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:

- All key documents, including school reports, updates, and other information, will be made available in the primary languages spoken by the parent community, including Spanish and other commonly used languages.
- Information regarding Title I programs, academic progress, school activities, and family engagement opportunities will be provided in a clear, accessible, and timely manner.
- Multiple communication methods will be employed to inform families including:
 - Phone calls
 - Emails
 - Newsletters
 - School Messenger
 - Social Media
 - School Website
- Flexible meeting options will be offered to accommodate parents' schedules, including in-person, telephone, and virtual formats.
- Interpretation services will be provided at parent-teacher conferences, meetings, and school events to ensure full participation by parents with limited English proficiency.
- Bilingual staff will be assigned, as available, to assist in communication with families who speak other languages than English.
- Accommodations will be provided for parents with disabilities which may include:
 - Sign language interpreters for parents who are deaf or hard of hearing
 - Assistive technology for meetings and communication, as needed
- Documents and communications will be provided in accessible formats, such as large print or audio versions, for parents with visual or other impairments, as needed.
- Meeting locations and school facilities will be accessible to parents with mobility challenges.

Part III. Adoption

This LEA Parent and Engagement Policy has been developed jointly with, and agreed on with, parents of children in Title I, Part A programs, as evidenced by the OPS Team Meeting on May 12, 2026.

This policy was approved by the LEA's School Governing Board on June 3, 2026 and will be in effect for the 2026-2027 school year. The LEA will distribute and post this policy on the LEA's website for all parents participating in Title I, Part A children on or before September 30, 2026.