



PARENT AND FAMILY ENGAGEMENT POLICY

Sycamore Creek Community Charter School (“SCCCS” or the “Charter School”) has developed a written Parent and Family Engagement Policy (“Policy”) with input from Title I parents and families. SCCCS has distributed the Policy to parents of Title I students by email via Newsletter and a copy is available in the Lower Campus Office. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Charter School Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent and family involvement, SCCCS has established the following practices:

1. SCCCS involves parents and family members in the joint development of the Charter School’s Parent and Family Engagement Plan.
 - SCCCS involves parents with regular schoolwide meetings, Public Board Meetings and our Parent/Guardian Community Council which meets regularly and is open to the community school wide.
2. SCCCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - Administrators and staff have weekly staff meetings to discuss the implementation of these tasks. Staff, including but not limited to teachers, engage parents and/or Guardians in the development of their students, provide information to parents/guardians on how to interpret Dashboard data and any and all assessments.
3. SCCCS coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - SCCCS coordinates and integrates parent and family engagement strategies with all parents/guardians school wide, including but not limited to sub-groups by regularly updating these parents of student success and challenges.
4. SCCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.

- SCCCS regularly reviews these policies and procedures to ensure they are effective and encourages meaningful involvement of parents and family members.
5. SCCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of barriers to greater participation by parents/families (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).
 - SCCCS regularly communicates with our Parent/Guardian Community Council in finding engaging ways to encourage feedback and involvement from all parents and guardians in our community, including, but not limited to underrepresented parent/guardian groups.
 6. SCCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of the needs of parents and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - SCCCS encourages an open door policy with our community of parents and guardians regarding topics of interest that would assist with learning of their children. SCCCS has sponsored parenting book clubs/ classes and facilitated other discussions/ topics of interest.
 7. SCCCS conducts, with the meaningful involvement of parents and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - SCCCS works to involve parents with an open door policy amongst teachers and the families of the students in their class through messaging boards and various electronic communication tools.
 - SCCCS provides many different ways for parents and guardians to get involved and provide feedback to the school, including but not limited to public Board Meetings, annual discussions and meetings with school staff and administrators, and regular Parent Guardian Community Council meetings.
 8. SCCCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the Parent and Family Engagement Policy.
 - SCCCS sends periodic surveys and holds open meetings through our Parent Guardian Community Council to gain feedback and make/ implement any changes to better facilitate effective community engagement.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at SCCCS, the following practices have been established:

1. SCCCS convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- SCCCS holds an annual meeting in the evening to inform our Title I families of these requirements and their rights regarding Title I.
2. SCCCS offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - SCCCS holds these meetings at various times and ways, i.e., Zoom to allow for more parents to attend and participate.
 3. SCCCS involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy.
 - SCCCS involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs, by holding open discussions at various days/ times to allow for more access to parents. SCCCS also holds Zoom meetings for parents and sends information regarding these upcoming meetings ahead of time.
 4. SCCCS provides parents of Title I students with timely information about Title I programs.
 - SCCCS sends periodic newsletters via email to our schoolwide community with our Student Policies, Student/Family Handbook, various parent nights and parent education.
 5. SCCCS provides parents of Title I students with a description and explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - SCCCS uses our Back to School , Open House Nights, and other Parent Nights as well as, newsletters to provide our community with a description and explanation of the curriculum used at SCCCS, the assessments used to measure student progress, and the goals the students are expected to meet.
 6. If requested by parents of Title I students, SCCCS provides opportunities for regular meetings that allow the parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - SCCCS holds meetings on different days and times to ensure access to these opportunities for regular meetings.

The Policy must be updated periodically to meet changing needs of parents and the Charter School. If SCCCS has a process in place for involving parents in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents of Title I children.

School-Parent Compact

SCCCS distributes to parents of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents, outlines how parents, the entire Charter School staff, and students will share the responsibility for improved student academic

achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

1. SCCCS's responsibility to provide high-quality curriculum and instruction to meet the challenging State academic standards.
2. The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities and ensuring regular communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

SCCCS engages Title I parents in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, SCCCS has established the following practices.

1. SCCCS provides Title I parents with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their children.
 - SCCCS teachers and staff regularly meet with parents and provide parent training and education regarding the academic standards, the assessments used and how to monitor and help improve the achievement of their children.
2. SCCCS provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.
 - SCCCS provides families with materials and trainings such as videos and literature that deals with using technology, education on the harms of copyright piracy, to foster parent involvement and help our families work with their children to improve their child's achievement.
3. With the assistance of Title I parents, SCCCS educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the Charter School.
 - SCCCS holds weekly staff/ teacher meetings where it is discussed and detailed that parent involvement benefits the school as a whole, including but not limited to,

creating a partnership between the teachers and parents and a community with a shared goal of student success without the school as a whole.

4. SCCCS coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - SCCCS encourages parent involvement from all parents and creates an environment with the focus on student success and working as a community to reach that goal. The title I parent involvement is part of the overall parent involvement SCCCS encourages at our school through the Parent Community Council and other parent events.
5. SCCCS distributes information related to Charter School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - SCCCS sends information via phone call, email and community newsletters to be sure that we are reaching a wide audience and that the information is reaching parents and being delivered in a format they understand.
6. SCCCS provides support for parental involvement activities requested by Title I parents.
 - SCCCS listens to our community of parents and uses the feedback we receive to develop the means to effectuate the parent support and activities our community is requesting.

Accessibility

SCCCS provides opportunities for the participation of all Title I parents and family members, including parents/family with limited English proficiency, parents/family with disabilities, and parents/family of migratory students. Information and school reports are provided in a format and language that parents/family understand, including by: Ensuring primary language material is available in a written form whenever applicable. If helpful, an interpreter may be provided to ensure the highest level of understanding and proficiency for parents/family with limited English proficiency and/or parents/family of migratory students. For parents/family with disabilities accessible options to participate are provided with a universal design for participation in mind. Furthermore, any and all accommodation are made to facilitate the highest level of participation.