

Movement Charter School	Date: 9/30/2026 Date Revised:
	Policy Manual

MOVEMENT SCHOOL

Title I Parent and Family Engagement Policy

1. Purpose

Movement School believes that a student's education is a shared responsibility among the school, parents and family members, and the community. Our faculty, staff, and administration understand that strong family partnerships are key to children's academic, behavioral, and social-emotional success. We welcome parent, family, and community involvement and commit to building strong relationships with these stakeholders to increase the achievement of all students.

This policy describes how Movement School will carry out the parent and family engagement requirements of Title I, Part A, including policy involvement, the school-parent compact, building capacity for involvement, and accessibility (*ESSA § 1116(b)(1), (c)–(f)*).

2. Definition of Parent and Family Engagement

Movement School adopts the American Psychological Association definition: "Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development and health of children and adolescents." (*APA, 2019*) This definition is applied consistent with ESSA's requirement that engagement be regular, two-way, and meaningful communication involving student academic learning and other school activities (*ESEA § 8101(39)*).

3. Joint Development and Distribution of This Policy

- This policy is jointly developed with, agreed on with, and distributed to parents and family members of participating children each year (*ESSA § 1116(b)(1)*).
- Parents are invited to review and revise the policy through the Title I annual meeting, parent surveys, and a parent review committee.
- The policy is posted on the school website, included in the family handbook, and made available to the local community in print upon request, and is updated periodically to meet the changing needs of parents and the school (*ESSA § 1116(b)(1)*).
- This school-level policy is coordinated with the Movement Schools LEA Parent and Family Engagement Policy (*ESSA § 1116(a)(2)*).

4. Annual Title I Meeting

- Movement School will host an annual Back to School Night that incorporates the annual Title I meeting, held at a convenient time, to which all parents of participating children are invited and encouraged to attend (*ESSA § 1116(c)(1)*). At this meeting the school will:
 - Explain the school's participation in Title I and its schoolwide program;
 - Explain the requirements of Title I and the rights of parents to be involved;
 - Share this policy and the School-Parent Compact for input; and
 - Provide Parents' Right to Know information, including the right to request teacher and paraprofessional qualifications (*ESSA § 1112(e)(1)*).

5. Flexible Meetings and Removing Barriers

- The school will offer a flexible number of meetings, such as morning and evening sessions, and virtual options (*ESSA § 1116(c)(2)*).
- As funds allow, Title I funds may be used to provide transportation, child care, or home visits related to parent and family engagement (*ESSA § 1116(c)(2)*).

6. Involvement in Planning, Review, and Improvement

- Parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including this policy and the schoolwide program plan (*ESSA § 1116(c)(3)*).
- Parents and families will be involved in school improvement planning and, as applicable, in decisions about the use of Title I parent and family engagement funds (*ESSA § 1116(a)(3)(B)*).
- If the schoolwide program plan is not satisfactory to parents of participating children, the school will submit parent comments with the plan when it is made available to the LEA (*ESSA § 1116(c)(5)*).

7. Timely Information for Parents

- The school will provide parents with a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards, through Curriculum Night and parent-teacher conferences (*ESSA § 1116(c)(4)(B)*).
- The school will notify parents of, and clearly post on the school website, the NC School Report Card (*ESSA § 1111(h)(2)*; *G.S. 115C-218.65*).
- If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to their children's education, and will respond to suggestions as soon as practicably possible (*ESSA § 1116(c)(4)(C)*).
- The school will notify parents of meetings, events, programming, and opportunities for feedback through newsletters, communication apps (Remind, ClassDojo), social media, and website postings (*ESSA § 1116(c)(4)(A)*).

8. School-Parent Compact

The principal, teachers, parents, and students will sign a School-Parent Compact, jointly developed with parents, that outlines how each will share responsibility for improved student achievement (*ESSA § 1116(d)*). The compact will:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment (*§ 1116(d)(1)*);
- Describe ways parents will support their children's learning, such as monitoring attendance, homework completion, and appropriate use of screen time (*§ 1116(d)(1)*);
- Address the importance of ongoing communication through, at a minimum, parent-teacher conferences at least annually (in elementary grades), frequent reports on student progress, reasonable access to staff, opportunities to volunteer and observe in the classroom, and regular two-way communication in a language families understand (*§ 1116(d)(2)*).

9. Building Capacity for Engagement

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community, Movement School will: (*ESSA § 1116(e)*)

- Assist parents in understanding the State academic standards, State and local assessments, Title I requirements, and how to monitor their child's progress and work with educators (*§ 1116(e)(1)*).
- Host a minimum of four (4) parent and family engagement events each year, centered on meeting the needs of the families we serve and providing materials and training, such as literacy, math, and technology training, to help parents work with their children (*§ 1116(e)(2)*).
- Conduct Commitment to Excellence meetings with incoming families to help them understand grade-level (including Kindergarten) expectations, curriculum, and resources available to their family.
- Train teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in evidence-based practices for reaching out to, communicating with, and working with parents as equal partners (*§ 1116(e)(3)*).
- Coordinate and integrate parent and family engagement programs with other Federal, State, and local programs, including public preschool programs, to the extent feasible (*§ 1116(e)(4)*).
- Ensure that information related to school and parent programs, meetings, and other activities is sent in a format and, to the extent practicable, a language parents can understand (*§ 1116(e)(5)*).
- Provide other reasonable support for parent and family engagement activities as parents may request (*§ 1116(e)(14)*).

10. Accessibility

To the extent practicable, the school will provide full opportunities for participation of parents and family members, including those with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format

and language such parents understand (*ESSA § 1116(f)*.

11. Annual Evaluation

With the meaningful involvement of parents and family members, the school will conduct an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the school (*ESSA § 1116(a)(2)(D)*). The evaluation will:

- Identify and address barriers to greater participation, with particular attention to parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (*§ 1116(a)(2)(D)(i)*);
- Identify the needs of parents and family members to assist with their children's learning, including engaging with school personnel and teachers (*§ 1116(a)(2)(D)(ii)*);
- Identify strategies to support successful school and family interactions (*§ 1116(a)(2)(D)(iii)*); and
- Use the findings to design evidence-based strategies for more effective engagement and to revise this policy as needed (*§ 1116(a)(2)(E)*). Fall and Spring Survey distributed through a Google form with responses going to leadership.