The University of Texas at Austin
UT Charter School System
College of Education

UNIVERSITY OF TEXAS - UNIVERSITY CHARTER SCHOOL

Parent and Family Engagement Policy

Title I, Part A | 2026-2027 | District

District	University of Texas - University Charter School (UT-UCS)
Effective School Year	2026-2027
Finalized/Agreed Upon	August 14, 2026

1. Purpose and Commitment

UT-UCS receives Title I, Part A funds and is committed to conducting outreach to all parents and family members and to implementing programs, activities, and procedures for their involvement in Title I, Part A programs. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. This written District policy is jointly developed with, agreed upon with, and distributed to parents and family members of participating children. It establishes UT-UCS expectations and objectives for meaningful parent and family involvement, describes how UT-UCS will carry out ESSA Section 1116, and will be incorporated into the applicable district plan developed under 20 U.S.C. § 6312.

UT-UCS serves students in unique educational settings, including residential treatment centers and psychiatric hospitals. The district improvement plan identifies student mobility and limited family contact as significant engagement challenges. UT-UCS will therefore use flexible, accessible, and multiple methods of engagement so parents, guardians, caregivers, facility partners, and other authorized educational decision-makers can meaningfully participate, consistent with each student's circumstances and applicable confidentiality requirements.

2. District Context and Alignment to the District Improvement Plan

The 2026-2027 District Improvement Plan (DIP) identifies Family/Community Engagement as Goal 5: to implement a strategic engagement plan that reaches stakeholders so they are informed and invested in the district mission and vision. The DIP calls for campus community engagement programs, district communication in English and Spanish, improved website access to curriculum and support resources, and an annual family and student input used for continuous improvement.

- Each campus will provide at least one community engagement program, such as an open house or literacy-focused event.
- The district will communicate with families through district and campus newsletters and maintain accessible information on the district website, https://utcharter.org/public-information/
- The district will use annual family/student feedback to identify needs and improve school culture and engagement.
- UT-UCS will continue collaboration with facility partners because the DIP identifies consistent communication and collaboration with partner facilities as a district need.

3. Joint Development, Review, and Agreement

UT-UCS will jointly develop, review, and agree upon this policy with parents and family members of children participating in Title I, Part A through meaningful consultation. UT-UCS will conduct outreach designed to include parents and family members representing the students and communities served. Parents will be invited to participate through district and campus meetings, virtual opportunities, electronic feedback, and other accessible methods. The district will the final meeting in August each year and will provide parents an opportunity to review proposed policy language, recommend revisions, discuss the recommendations, and participate in reaching agreement on the final policy.

4. Distribution and Public Availability

Following joint development and agreement, UT-UCS distributes the final 2026-2027 LEA Parent and Family Engagement Policy directly to parents and family members of participating children through the Skyward family communication system. UT-UCS also notifies families of the policy's availability through the fall district newsletter.

The policy is made publicly available to families and the local community on the UT Charter School Public Information webpage. Paper copies are also made available upon request at the UT Charter School System district office. UT-UCS retains applicable Skyward distribution records, newsletter documentation, website records, and documentation of paper-copy availability as evidence of distribution and public availability.

The policy and related information about parent and family programs, meetings, and activities are provided in an understandable and consistent format and, to the extent practicable, in a language parents and family members can understand. Parents and family members may request translated or alternative accessible formats from the district.

5. Parent Participation in District and School Improvement Planning

UT-UCS will involve parents and family members in an organized, ongoing, and timely manner in jointly developing, reviewing, and revising the district plan under 20 U.S.C. § 6312 and, when applicable, support and improvement plans under 20 U.S.C. § 6311(d)(1) and (2). Parent participation will occur in the fall, early enough for feedback to inform decisions rather than only after plans are complete. This Parent and Family Engagement Policy will be incorporated into the applicable district plan.

6. Coordination, Technical Assistance, and Support to Campuses

The district will provide all participating campuses with the coordination, technical assistance, capacity-building support, and other support needed to plan and implement effective parent and family engagement activities that improve student academic achievement and school performance. Support will include guidance on Title I requirements, policy and School-Parent Compact development, Annual Title I Meeting requirements, documentation expectations, accessible communications, family engagement strategies, and evaluation of activities. As appropriate, this work may include meaningful consultation with employers, business leaders, philanthropic organizations, and individuals with expertise in effectively engaging parents and family members in education.

District and campus leaders will use DIP priorities, student data, family/facility feedback, and campus needs to plan engagement supports.

7. Coordination and Integration with Other Programs

To the extent feasible and appropriate, UT-UCS will coordinate and integrate Title I parent and family engagement with other federal, state, local, and district programs serving the same students and families. Coordination will include, as applicable to the students served, Special Education/IDEA, Section 504, Title III/emergent bilingual services, foster-care supports, state compensatory education, social-emotional and mental-health supports, college and career transition activities, and services provided in collaboration with UT-UCS facility partners.

This coordination is intended to reduce duplication, improve access to information and supports, and create coherent family and caregiver engagement around student learning, safety, transition, and post-secondary outcomes.

8. Annual Evaluation and Use of Results

Each year, UT-UCS will conduct, with the meaningful involvement of parents and family members, an evaluation of the content and effectiveness of this PFE policy and the district's parent and family engagement activities. The evaluation will consider whether the policy and activities are improving the academic quality of participating schools and will specifically examine:

- barriers to greater participation, with particular attention to parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are members of racial or ethnic minority groups;
- the needs of parents and family members in supporting their children's learning and in engaging with teachers and school personnel; and
- strategies that support successful school and family interactions.

Evaluation methods may include family/facility surveys, parent meetings or focus groups, written or electronic feedback, participation data, and review of engagement documentation. In August Parents will have an opportunity to review findings and recommend improvements.

UT-UCS will use the findings to design evidence-based strategies for more effective parent and family engagement and to revise this policy and campus PFE policies when necessary. Findings and resulting actions will be incorporated, as appropriate, into the district continuous-improvement process and future District Improvement Plan activities.

9. Engagement in School Activities

UT-UCS will provide meaningful opportunities for parents and family members to participate in school and district activities and to provide feedback on Title I programs and parent and family engagement. Opportunities will include Title I meetings, open houses and family engagement events, virtual meetings, district/campus planning activities, surveys, conferences, transition and college/career activities, and other events responsive to campus and family needs.

Because many UT-UCS students are highly mobile or live in residential or treatment settings, engagement approaches may include remote participation and collaboration with authorized caregivers and facility partners to increase access while preserving parent and family voice wherever possible.

10. Building Capacity for Strong Family Partnerships

10.1 Assistance to parents and families

UT-UCS will provide parents and families assistance in understanding Texas academic standards, state and local assessments, methods for monitoring student progress, available academic supports, and ways to work with educators to improve student achievement. The district and campuses will provide timely information about Title I programs and opportunities for participation.

10.2 Materials and training

UT-UCS will provide or connect families to materials and training that help them support student learning, including literacy, mathematics, technology, progress-monitoring, graduation planning, and college/career information as appropriate to the students served.

10.3 Staff capacity

With the assistance of parents and family members, UT-UCS will educate teachers, specialized instructional support personnel, principals, school leaders, and other staff about the value and utility of family contributions; effective outreach and two-way communication; working with parents as equal partners; implementing and coordinating family programs; and building ties between home, school, facility partners, and community supports.

10.4 Integrated engagement

To the extent feasible and appropriate, UT-UCS will coordinate parent and family engagement programs and activities with other programs and services described in Section 7 and with relevant community and facility partners.

10.5 Understandable and accessible information

Information about school and parent/family programs, meetings, reports, and activities will be communicated in a format and, to the extent practicable, in a language parents can understand. UT-UCS will use accessible digital and/or alternative formats when needed and practicable.

10.6 Reasonable support requested by parents

UT-UCS will provide other reasonable support for parent and family engagement activities under ESSA Section 1116 as parents may request, within applicable program requirements and available resources. Requests may be directed to the district Title I Coordinator at the UT Charter School System administrative office, 2200 E. 6th St., Austin, TX 78702, 512-471-4365.

11. Campus-Level Responsibilities

Each UT-UCS campus served with Title I, Part A funds will jointly develop with, agree upon with, and distribute to parents and family members of participating children a written campus-level Parent and Family Engagement Policy describing how the campus will carry out 20 U.S.C. § 6318(c)-(f). Parents will be notified of the campus policy in an understandable and uniform format and, to the extent practicable, in a language they can understand. Each campus policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school. Campus policies will address the school-level requirements of ESSA Section 1116, including the Annual Title I Meeting, flexible meeting opportunities, ongoing parent involvement in program planning and policy review, timely information about Title I programs, curriculum and assessments, opportunities for parent meetings and recommendations, the School-Parent Compact, building capacity, and accessibility.

Campus policies and activities will align with this district policy while reflecting the needs of the campus community and the unique setting in which the campus operates.

12. Accessibility and Translation

UT-UCS will provide this policy and related parent/family communications in plain, understandable language. Translations will be provided to the extent practicable based on family language needs. Individuals needing content translated into Spanish may contact 512-471-4798 or 512-232-1227 for Spanish-language assistance. Parents may contact the district for assistance obtaining this policy in another language or accessible format.

13. Documentation and Compliance Records

UT-UCS and participating campuses will retain records sufficient to demonstrate implementation of this policy. Depending on the activity, records may include notices, agendas, meeting minutes, participation/sign-in records, surveys and feedback tools, distribution records, translated materials, training materials, technical-assistance records, School-Parent Compacts, evaluation summaries, evidence of policy revisions, and documentation of reasonable support provided in response to family requests.

14. Policy Review and Revision

This policy will be reviewed at least annually through meaningful consultation with parents and family members and updated periodically as needed to meet changing parent, family, campus, and district needs. Revisions will consider annual evaluation findings, changes in program requirements, district and campus needs, and parent input. After joint review and agreement, the current policy will be incorporated into the applicable district plan, distributed to parents and family members of participating children, and made available to the local community by the end of the first grading period.

Joint Development Record

Final agreement documented	August 14, 2026