



Educational Board Approved Policies

A10: Title I Parent and Family Engagement Policy

Albert Einstein Academies *2023-24 School Year*

1.0 The following *Parent and Family Engagement Policy* has been developed by, and in collaboration between, the AEA School Site Council (SSC) and AEA Leadership. The AEA SSC developed this Policy jointly with parents and family members of students and with school personnel through a systematic and intentional process that included a review of the legal requirements and a survey of our community. The policy will be distributed annually to families and updated annually to meet the changing needs of parents, families, and the school. The purpose of this *Parent and Family Engagement Policy* is to ensure that all educational partners have the opportunity to provide input regarding family engagement as it pertains to student achievement of the challenging state academic standards (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

1.1 Involvement of Parents and Family Members in the Title I Program

The AEA *Parent and Family Engagement Policy* describes the means by which AEA shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) At one of its first meetings of the academic year, the AEA SSC will present information to inform parents and family members of AEA's participation in the Title I program, explain the requirements of that program, and the right of the parents and families to be involved. This Annual Meeting will be held at a convenient time and will be publicized through all available communication channels. (20 U.S.C. § 6318[c][1])
- b) The Annual Meeting will be held in-person and via Zoom with translation and childcare provided for all attendees. The meeting will be recorded and made available on AEA's website for all learning community members. (20 U.S.C. § 6318[c][2])



- c) AEA involves parents and families through the AEA SSC and District English Learner Advisory Committee (DELAC) on an ongoing basis. This collaboration includes the planning, review, and improvement of the school's Title I program and the joint development of the *Local Control and Accountability Plan (LCAP)*. (20 U.S.C. § 6318[c][3])
- d) The AEA SSC provides parents and families of students with the following:
 - i. During its Annual Meeting, timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - ii. During subsequent monthly meetings, description and explanation of: the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])
 - iii. Opportunities for parents and families to engage in, and speak at, SSC meetings. (20 U.S.C. § 6318[c][4][C])
- e) Recognizing that input from all educational partners is an integral and required component of the LCAP, the SSC commits to collaborate with AEA toward establishing a mechanism to welcome and include parent and family comments in that process. (20 U.S.C. § 6318[c][5])

1.2 Building Capacity for Involvement

AEA commits to supporting the effective involvement of, and partnership between, parents and families, school personnel, and our community to improve student academic achievement. (20 U.S.C. § 6318[e]) This commitment includes reflecting on existing support structures and considering new systems and processes, including:

- a) Through topics presented at SSC and DELAC meetings and at Parent Universities, AEA provides assistance to parents and families to understand such topics as the requirements of Title I, Part A, the challenging state academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
- b) AEA provides materials and training (eg. technology check-out, Parent Universities) to help families work with their students to improve student



achievement and, as appropriate, to foster parental/family involvement. (20 U.S.C. § 6318[e][2])

- c) AEA educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of families, in the value and utility of contributions of all parents and families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate family programs, and build ties between families and the school. (20 U.S.C. § 6318[e][3])
- d) AEA, to the extent feasible and appropriate, coordinates and integrates family involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as family resource centers, that encourage and support families in more fully participating in the education of their students. (20 U.S.C. § 6318[e][4])
- e) AEA ensures that information related to school and family programs, meetings, and other activities is sent to parents and families in a format and, to the extent practicable, in a language the families can understand (eg. school meetings provide translation in the family’s home language, Leadership Messages are provided in English, German, and Spanish). (20 U.S.C. § 6318[e][5])
- f) AEA provides such other reasonable support for family involvement activities under this section as families may request. (20 U.S.C. § 6318[e][14])

1.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Albert Einstein Academies, to the extent practicable, provides opportunities for the informed participation of parents and family members of children who are socioeconomically disadvantaged, have limited English proficiency, and/or have disabilities. This includes providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

1.4 Family-School Compact

This jointly-developed *Family-School Compact* outlines how families and school personnel share in the responsibility for improved student academic achievement and



the means by which the school and families can build and develop a mutually supportive and respectful partnership that will help children achieve the high state academic standards. (ESSA Section 1116[d]) The *Family-School Compact* provides details of this shared responsibility, including certain requirements for the school. (20 U.S.C. § 6318[d])

a) **School** - AEA will support student achievement of the high state academic standards with/by:

- High-quality curriculum and instruction (including TK-8 International Baccalaureate, K-5 dual language immersion, 6-8 foreign language instruction)
- Supplemental materials and technology to support and enhance student learning
- Supportive and effective (safe, respectful, orderly) learning environment
- School-wide behavioral expectations to support a positive learning environment
- Inclusive support structures that recognize and celebrate diversity, including interpretation and translation (20 U.S.C. § 6318[d][2])
- Effective two-way communication between families and school personnel (20 U.S.C. § 6318[d][2])
- Multiple modalities of communication including:
 - Family-teacher conferences (20 U.S.C. § 6318[d][2][A])
 - Progress reports (20 U.S.C. § 6318[d][2][B])
 - Email messages from school leadership and teachers
 - School website
 - School planners and/or the school learning management system
 - Student Success Team (SST), Individualized Education Program (IEP), and 504 Plan meetings
- Reasonable access to staff (20 U.S.C. § 6318[d][2][C])
- Opportunities for families to volunteer and participate (20 U.S.C. § 6318[d][2][C])
- Staff professional learning activities designed to positively impact student learning
- Identifying and removing barriers to learning and support each family's efforts for their students to flourish as learners

b) **Families** - Families will be provided with opportunities to partner with school personnel to work toward achieving the following practices to support their students' achievement:



- Helping children get the recommended amount of sleep
- Getting students to school every day, on time, and in school uniform
- Facilitating reading and homework
- Talking with their student about their day at school, guided by the context of the International Baccalaureate's Learner Profile
- Communicating input into matters regarding their student's education, including questions, concerns, and family challenges
- Participating, as appropriate, in decisions relating to the education of their students and positive use of extracurricular time
- Attending (as able) school events such as Parent Teacher Conferences and Back to School Night

School Site Council Chairperson

Date

Board of Trustees President

Date

Elementary School Principal

Date

Middle School Principal

Date

BOARD APPROVED POLICY

Approved and Adopted: June 20, 2023