Parent and Family Engagement Plan

School Name	**Dual Immersion Academy**
Date:	**October 31, 2023**
Revised:	**August 13, 2024**
Revised:	

School Community Council: We invite parents, guardians, and other school community members to be part of our School Community Council. Council members will be involved in making school decisions, writing school plans, and assessing the effectiveness of school programs. They will also work with the school to plan the Parent Involvement activities. https://www.schools.utah.gov/schoollandtrust/councils

Members:

- Principal
- Parent members (at least two more parent/guardian, including parents of English learners)

Elections: School Community Councils hold elections annually to fill open seats. Local school boards set election timelines, and council elections may be held in the fall, or in the spring before the last week of school. Elections should be held at a consistent time for at least four years.

Recruitment/Announcements:

- In the Annual Title 1 meeting package, posted on the website,
- In the weekly newsletter, Class Dojo announcements
- Provide notice of meetings on the school website one week before the council meeting is held.

Title I Committee

At Dual Immersion Academy, our committee ensures that Title I programs support success in both Spanish and English, promote biliteracy, and reflect our school's commitment to academic excellence and cultural competence.

Who's Involved

- Administrator (Chair): Leads meetings, ensures alignment with goals, and supports family engagement.
- Title I Coordinator: Provides training, resources, and student input.
- DLI Teachers: Share classroom needs and help plan bilingual events.
- Family Engagement Coordinator: Organizes bilingual communication and family activities.
- Parent Representatives: Share family perspectives and support planning.
- Community Partner: Connects school and community resources.

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What We Do Together

- Review and update Title I plans and policies.
- Support bilingual communication and family involvement.
- Monitor program effectiveness for all students.

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)

Assurances

The above-named school agrees to the following assurances:

- Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent
- Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA
- Jointly develop/revise the plan with parents and make it available to the local community
- Involve parents and families in planning, reviewing, and improving the schoolwide program plan
- Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan
- Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals
- Notify each family, in a timely manner, when their child has been assigned or has been taught for four or more consecutive weeks, by a teacher(s) who is out of the field
- Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

Mission Statement

1. Does the mission statement include: How the parent and family engagement plan is a shared responsibility? How the parent and family engagement plan will assist in providing	Dual Immersion Academy (DIA) believes that parent involvement is vital to a successful school and optimal student achievement. We believe every family has talents, skills, services, and ideas that need to be shared with our school to make DIA a remarkable place to learn and grow for our students. Families and community members will be involved in the collaborative planning, implementation, and evaluation of specified programs at Dual Immersion Academy.

high-quality Instruction for all learners?	

Involvement of Parents

2. Does the plan include: How will the school involve the parents and families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including involvement in decision-making of how funds for Title I will be used [ESEA Section 1116]?	Parents of Dual Immersion Academy students will be involved in a continuous, organized, and timely manner through various means. As part of the **Annual Title 1 meeting**, parents will gain a clear understanding of how the Title 1 program is funded by the federal government and the guidelines of how funds may and may not be spent. The School Community Council has monthly informative meetings for parents to allow them to make suggestions and recommendations on how we can better serve them, as well as our students, academically. Parents will be provided with various resources and information concerning the Title I program. DIA also makes sure parents are involved in the decision-making process.

Coordination and Integration with Other Federal Programs

3. Does the plan include: How will the school coordinate and integrate parent and family engagement programs and activities? How will the school coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]?	Dual Immersion Academy will coordinate and integrate parent and family engagement programs and activities through a variety of planned events throughout the school year. These programs will teach parents how to assist their students with learning at home through researched best practices. These are some strategies used by effective programs: ● Approaching families from a strength-based perspective; that is, understand that all families have many strengths to help their children ● Providing a welcoming environment ● Implementing culturally and linguistically responsive services ● Providing opportunities and resources for families to feel safe and connected to the School community ● Giving parents guidance about how to navigate the school system ● Being flexible in scheduling school meetings and events ● Recognizing that families' language and culture are strengths that should be shared at school and home ● Helping families to support their children's development at home ● Parents can be encouraged to establish a sense of community by socializing their children in ways that preserve important features of

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	their culture of origin Below are programs linked to allowing a seamless flow of learning between home and school:
Program	**Coordination**
Title I	To increase student achievement, DIA will provide professional development for staff regarding the Title 1 program. Parents will be informed of available Title 1 resources.
Title II	To increase student achievement, DIA will provide professional development to teach faculty and staff strategies to support their students.
Title III	To increase student achievement among English Language Learners (ELL), parents will be provided school communications in their native language, where appropriate. Parents will be provided with strategies for supporting students at home through Academic Parent-Teacher Teams (APTT), parent conferences, and Title 1 nights.

Annual Parent Meeting (required)

4. Does the plan include: A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program? A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)? A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting.	Below are the specific steps that will be taken to prepare for and conduct the annual Title I meeting. The plan includes advertisements for the event and family notification as well. The information to be shared with families via PowerPoint will consist of what it means to be a Title I school, its requirements, and how these funds support student learning in a supplemental way. Parents will learn: ● School expectations and general program requirements ● State Assessment Overview ● Parents' Right to Know and Teacher Qualification ● DIA Parent-and-Family-Engagement Policy and Compact ● School-Family Compact, which discusses the rights and responsibilities of parents, students, and the school in the march toward higher student achievement. ● School Wide Plan ● Family engagement plan ● Parents will also be informed about how they can assist their students through volunteerism

Activity/ Task	**Person Responsible**	**Timeline**	**Evidence of Effectiveness**
Review and Approve Compact/Policy	Title I Committee	July, 2025	Title I Committee meeting (July 2025)

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Review and Approve Family Engagement Plan and Annual Parent Meeting Plan	Title I Committee	August, 2025	Title I Committee meeting (August 2025)
Schedule Annual Meeting	Title I Director	Oct 30, 2025 8:15-9:00 3:15-4:00 6:00-6:45	Add it to School Calendar
Advertise Annual Meeting	Title I Committee	October 6-29, 2025	Class Dojo App Flyer/Newsletter/Marquee
Activity/Task	**Person Responsible**	**Timeline**	**Evidence of Effectiveness**
Create Sign-In Sheets	Title I Committee	October 6-29, 2025	Completed Sign-In Sheets
Create PowerPoint Presentation and Agenda	Title I Committee	October 6-29, 2025	PowerPoint Presentation
Print and assemble Title I Annual Meeting packets for distribution to face-to-face parents and students.	Title I Committee	October 6-29, 2025	All parents will receive Annual meeting handouts either in person or online
Conduct Annual Meeting	Title I Committee	October 6-29, 2025	Agenda Sign-in, Evaluation/ Feedback
Send out PowerPoint link and packet to parents	Title I Committee	October 6-29, 2025	The link will be sent

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Flexible Parent Meetings

5. Does the plan include: How will the school offer a flexible number of meetings, such as meetings in the morning or evening? How will the school provide, Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?	We will accommodate as many parents as possible by hosting all of our activities/school functions after 6 p.m. Parent/Teacher conferences will be conducted in the morning or afternoon to accommodate parent's schedules. As it relates to services related to parent and family engagement, the school will provide the following: ● Childcare – Parents are welcome to bring children to all events and parent conferences. Childcare is available at Title I/SCC meetings if parents notify the school ahead of time. ● Additional Services to remove barriers to encourage event attendance ● Translators are available at events to help with language barriers.

Building Capacity

6. Does the plan include: How will the school implement activities that will build the capacity for meaningful parent/family involvement? How will the school implement activities that will build relationships with the community to improve student achievement? How will the school provide material and training to assist parents/families in working with their child(ren)? How will the school provide other reasonable support for parent/family engagement activities [ESEA Section 1116]?	Dual Immersion Academy prides itself on hosting opportunities where internal and external stakeholders are welcome to help increase student achievement. DIA will implement activities that will build relationships with the community to improve student achievement by hosting parent engagement events throughout the year that may include community partners' presence at some of the events. Plan Key points: 1. Incorporates ongoing learning activities that are designed to help families understand, support, and advocate for the program. 2. Engages in community-building activities with families to promote close relationships, collaboration, and other forms of sociocultural competence. 3. Partners with families to promote home-school connections 4. Improves a positive and safe school climate where all families are valued and welcomed into the school community. DIA will provide notification of Parent Academy events through the school website and social media outlets. Below

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	are examples of the specific events that will build capacity for parent and family engagement:

Activity/ Task	Person Responsible	Correlation to Student Achievement/DLI	Timeline	Evidence of Effectiveness
School Community Council (SCC)	Principal	School Community Council (SCC) meets to plan, review, and improve parent and family engagement policy/compact; and Title I school-wide improvement plan and Parent Engagement Plan. Parent suggestions, comments, and concerns are a monthly top agenda item.	Monthly on Tuesday at 4:30 pm	Sign In, Meeting agendas/notes, Google Forms, Virtual Parent Input reports, Google Forms Virtual Vote for approval of said items
Title I Committee	Title I Director	The committee is made up of parents, school staff, and community representatives. English and Spanish-speaking parents were invited to join. The committee plays a vital role in guiding how Title I resources are used, and in	Meets four times throughout the year. Meeting dates: - June 20th, 2025 - August 27th, 2025 - Next two meetings TBD	Meeting agendas/meeting minutes, solicitation of feedback during meetings and through email.

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		ensuring that DIA programs align with the school's mission and vision.		
Kindergarten Orientation	Principal and Instructional Staff	Meet our teachers and learn about our program	May 15, 2025 From 6-7 pm	Announcements/ Photos/Sign-in sheet
Classroom Activities (by grade)	Principal and Instructional Staff	Preparing classroom materials at the school or at home.	Ongoing	Sign-in sheet
Student of the Month	Assessment/RTI /Title I & III Director	To recognize and celebrate students who consistently demonstrate positive behavior, strong effort and fostering motivation and ongoing success for all students.	Monthly During Assemblies - October 3, 2025 - November 7th, 2025 - December 12, 2025 - January 9th, 2026 - February 6th, 2026 - March 6th, 2026 - April 3rd, 2026	Announcements/ Photos
Academic High Achievement	Assessment/RTI /Title I & III Director	Encourage students to improve their test scores by offering recognition during the assembly, where they can receive an award in front of their peers and	End of every Trimester Dec 5, 2025 March 27, 2026	Announcements/ Photos

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		parents. This celebration not only honors their hard work but also helps boost their confidence and motivation for future exams.		
Newsletter, website, email communicati on	Admin	Parents and students will have access to information about school events/ activities	Ongoing	Website resources, survey feedback, copies of newsletter/ emails
Back to School Night	Principal and Instructional Staff	Families and students will be able to explore the campus, meet the student's teachers, and learn about classroom expectations and homework.	August 15, 2025. From 6-8 pm	Announcements/ Photos/Survey
Noche de Normas (Middle School)	Principal	Student Expectations and Behavior Procedures.	August 28, 2025 From 6-7:15 pm	Sign-in sheet, Samples of handouts shared with parents, Photos/Survey
Spirit week	Student Services Director	To cultivate school pride, unity, and a sense of belonging through engaging activities and celebrations.	September 8-12, 2025 During school hours	Announcements/ Photos/Student Survey
Academic Parent-Teacher Teams (APTT)	Principal and Instructional Staff	Parents will learn: 1. School Goal and what the grade level is doing to	3 times a year from 6-7:15 pm - September	Sign-in, Evaluation/ Feedback, Agenda, Samples of handouts shared

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		support it 2. Grade-level expectations and methods to support their child at home 3. Grade-level testing requirements 4. Parent Academic Resources	25, 2025 - January 29, 2026 - April 23, 2026	with parents, photos
Vision Screening	School Counselor	To identify and address vision issues in students early on, ensuring that all students have the visual health necessary to fully participate in and benefit from their academic and language learning Experiences	September 25, 2025 From 8 am-1 pm	Announcements/ Photos
Donuts with the Director	Executive Director and Operations Manager	Parents are invited to join DIA's director and school board members for breakfast to share their ideas and feedback, vote on school initiatives, suggest improvements, and celebrate what they love about DIA.	7:45 am-9:00 am 2 times a year From 7:45-9am October 23, 2025 - April 28, 2026	Announcements, Feedback solicited through a post-event survey
Halloween	Tatiana		October 31,	

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Parade			2025 9:00-9:30	
Feria de las Culturas	Principal/DLI Committee	To educate students and families about various cultures and build social connectedness. Families can attend cultural celebrations to help children gain knowledge of and positive perceptions toward culture. Parents of native-English-speaking children can utilize these approaches as well to promote cultural knowledge and identity.	November 21 From 6-8 pm	Agenda/Sign-In Sheets/Announcements/Photos/Survey
Parent Teacher Conferences	Principal and Instructional Staff	We will meet with parents and their students to go over their student's data: assessments, discipline, attendance, and academic material that will assist students with completing assignments at home.	2 times a year from 6-7:15 pm - November 6-7, 2025 1-6 pm - February 9-13,2026 M-Th 3-5 pm F 1-4 pm	Announcements /Agenda/ Sign-in sheets/survey

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Puma Gold, Puma Green	Principal	This award is presented to students in grades 3rd to 8th who have demonstrated academic excellence based on their overall Grade Point Average (GPA)	Dec 5, 2025 March 27, 2026	Announcements/ Photos
Digital Citizen Week	Principal/Title I Director	To educate students on the responsible and ethical use of digital tools and platforms, fostering skills that support safe, respectful, and effective online behavior.	December 8-12, 2025	Announcements/ Photos/student and parent survey
DIA Family Christmas Party	Principal/DLI Committee	To see families enjoying themselves without the pressures of school. Opening up the school to help build a positive relationship between families and staff.	Dec 18, 2025 From 6-8 pm	Sign-in sheet/ Photos/Announcements/survey
Reading Week	Principal, Assessment/RTI /Title I & III Director and Reading committee	To cultivate a love for reading, improve literacy skills among all students, and enhance their bilingual	March 2-6, 2026 During School Hours	Announcements/ Photos/Survey

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		literacy.		
Family Literacy Night	Principal, Assessment/RTI /Title I & III Director and Reading committee	Reading with students in school. Provide resources to help parents assist their student(s) with reading.	March 5, 2026 From 6-8 pm	Sign In/handouts shared with parents/Photos/announcements/Survey
Language and Cultural Week	Principal/DLI Committee	To celebrate and deepen students' appreciation for diverse languages and cultures while promoting bilingualism, intercultural competence, and academic success.	April 13-17, 2026	Announcements/ Photos/Survey
Españolandia	Principal/DLI Team	Families can attend cultural celebrations to help children gain knowledge of and positive perceptions toward culture. Parents of native-English-speaking children can utilize these approaches as well to promote cultural knowledge and identity.	April 17, 2026 During School Hours	Sign-in sheets/volunteers/photos/Announcements
Walk-a-Thon	School Counselor	To promote physical fitness, community building, and school spirit.	May 15, 2026 From 9 am-12 pm	Announcements/ Photos
Academic EOY awards	Principal	To recognize and celebrate the academic achievements of	May 26, 2026 During School Hours 1st & 3rd	Announcements/ Photos

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		students at the end of the school year.	12:10-1:10 6th & 7th 1:30-2:30 May 27, 2026 2nd & 4th 9:00-10:00 5th 10:30-11:30	
Preschool & Kinder Graduation	Principal	To recognize and celebrate the academic achievements of students at the end of the school year	May 28, 2025 9:00-10:00	Announcements/ Photos
8th Grade Promotion	Principal and Middle school teachers	To celebrate the academic achievements and milestones of 8th-grade students as they transition to high school while recognizing the unique accomplishments of Dual Language Immersion (DLI) students in mastering two languages, and reinforcing the importance of continued academic success and bilingualism in their future education.	May 28, 2026 From 6-8 pm	Announcements/ Photos

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Sweet Learning Sessions	Assessment/RTI /Title I & III Director	• Equip parents with skills and strategies to support their children's academic • Foster a collaborative school environment where parents feel empowered and engaged. • Create a welcoming space for parents to learn about school programs, curriculum, and resources. • Provide resources for parents to support their children's bilingual and multicultural education.	October 30, 2025 8:15 - 9:00am 3;15 - 4:00pm 6:00 - 6:45pm November 20, 2025 December 8 - 9, 2025 (2-day session of 2 hours) En/Es 6:00 - 8:00pm January 15, 2026 (En/Sp simultaneous sessions) February 12, 2026 6:00 - 8:00pm March 12, 2026 April 16, 2026 May 17, 2026	Sign In/handouts shared with parents/Photos/announcements/Survey

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Staff Development

7. Does the plan include: A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders, and other staff: - with the assistance of parents/families, in the value and utility of contributions of parents/families? - in how to reach out to, communicate with, and work with parents/families as equal partners? - in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]?	In an effort to build the capacity of all school staff, Dual Immersion Academy devotes sufficient resources to effectively carry out high-quality and ongoing professional development for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

Other Activities

8. Does the plan include: How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]?	Dual Immersion Academy will utilize a variety of resources to assist parents and families with their needs. Some resources available to parents and families are as follows: • Clothes donation • Toys donation • The School Counselor has resources that include but are not limited to: o Counseling Services o Behavioral Support Services

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Communication

9. Does the plan include: How the school will provide timely information about the Title I programs? How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain? How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)/ How the school will submit parents/families' comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]?	Dual Immersion Academy will maintain communication about Title 1 programs through the following: • Hosting the Annual Title 1 Meeting Teachers and other staff members will support parents' understanding of the curriculum, forms, and assessments used to measure progress and expected achievement through the following: • School Compact • Parent Teacher Conferences and APTT (Academic Parent Teacher Teams) • ASPIRE • School announcements ClassDojo, Flyers, and/or social media. Parents will be included in the formulation of suggestions and decision-making through the following: • Parent Surveys • Participation in SCC to review the School Improvement Plan (SIP), Family Engagement Plan, and School Compact. If the school-wide plan is not satisfactory to parents, feedback will be presented at the SCC meeting for discussion, review, and needed updates.

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Accessibility

10. Does the plan include: A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families? A description of how the school will share information related to school an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?	Dual Immersion Academy will establish a host of opportunities for parents and families to participate in school activities through ensuring multiple levels of access for parents and families. The following methods will be used: • Family Events (when possible) will be presented in English and Spanish. • When possible, offer multiple offerings for event times throughout the day to accommodate the schedules of parents and families. Information will be shared through a variety of mediums, to reach the highest number of parents and families. Below are a variety of methods for reaching parents and families: • Flyers • Newsletters • ClassDojo • Phone calls • School Websiten..; • Email And other known best practices as needed.

Discretionary Activities

11. Does the plan include: Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)	N/A

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Barriers

12. Does the plan include: A description of the barriers that hindered participation by parents during the previous school year? A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]?	Families with children in Dual Immersion Academy have been surveyed to learn about their involvement in the school, and their attitudes toward the school, program, and their children's progress. Based on The Parent and Family Engagement Plan and accompanying feedback acknowledges the existence of the following barriers to parent and family engagement: ● Economically disadvantaged: Many ethnic minority and low-income families do not understand the school system. ● Language and Education: Some families include a sense of alienation, distrust, and, for some families, a perception that their low educational skills or proficiency in English are not sufficient to assist in the classroom. ● Transportation ● Communication processes As educators, we have the opportunity to create meaningful partnerships that focus on the children and their education and that disturb the unequal power relations between home, school, and community. Below are examples of how Dual Immersion Academy will address barriers that exist:

Barriers (Including the Specific Subgroup)	Steps the School will Take to Overcome
Economically disadvantaged (FRL)	Provide food during most evening events, free lunch for all students, Clothing and Christmas baskets.
Education (SWD) (ELL) (FRL)	Back to School Night and other events –grade level expectations for the year, using vocabulary and visuals to enhance the ability of all participants to understand the presented information. Have a translator (as needed) present to ELL families.
Language barrier (ELL)	Provide Spanish translation as needed.

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Communication	Notes sent with students, school website, school marquee, flyers (English and Spanish), Class DoJo App, and phone calls.
Time	Schedule events later in the evening or using virtual platforms so all parents can receive the information and attend.

School-Parent Compact

13. Does the plan include: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement?	Provide a scanned copy with this document of the School- Parent Compact and evidence of parent input in the development of the compact. Attached

Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

This policy/plan was adopted by the school on _____ and will be in effect for the period of _____. .

The School will distribute this policy to all parents of participating Title I, Part A children on or before _____. .

Signature of Authorized Personnel	
Date	

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years' Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

- Parent survey of previous year's events and activities
- Any SCC artifacts where Title I topics were on the agenda
- Parent Feedback Summary of PFEP Evaluation
- Parent and Family Engagement Activities Tracking Form