DUAL IMMERSION ACADEMY

Parent and Family Engagement Policy

Revision History

Effective Date	Action Date
August 2018	Initial Policy Implementation
June 19, 2019	Policy Update
November 17, 2022	Update and Combined School-Family Compact
October 17, 2023	Update School-Family Compact and Parent and Family Engagement Policy
June 30, 2025.	Update School-Family Compact and Parent and Family Engagement Policy. Title I Committee Added.

I. Purpose

Dual Immersion Academy (DIA) values and promotes meaningful engagement between school staff, families, and the community. We believe every family has talents, skills, services, and ideas that can and should be shared with our school to make DIA a remarkable place to learn and grow for our students. The Parent and Family Engagement Policy describes both parent engagement expectations and DIA's role in involving parents, providing support for parents, coordinating parent engagement in schools, and evaluating the effectiveness of the policy in improving the academic quality of schools.

II. General Expectations

This policy was developed collaboratively by parents, the School Community Council (SCC), the Title I Committee, and DIA administration. DIA commits to:

- Invite all parents/guardians of students at DIA to **the monthly School Community Council (SCC) meetings** on every fourth Tuesday of the month at 4:30 pm, with input

opportunities via comment boxes and Class Dojo.

- Ensure that at the School Community Council (SCC) meetings, parent comments, suggestions, and concerns are a top agenda item each month.
- Encourage parent participation in the SCC and the newly designated **Title I Committee. The Title I Committee** works in collaboration with school leadership, educators, and families to:
    - Conduct comprehensive needs assessments
    - Develop and revise the School-Wide Improvement Plan and the Parent and Family Engagement Policy in alignment with ESSA guidelines
    - Review and update the School–Parent Compact annually, ensuring that shared responsibilities for learning are clearly defined and supported
    - Monitor program effectiveness for all learners
    - Ensure full accessibility and bilingualism in all meetings, communications, and distributed materials, promoting inclusive participation for all families
- Encourage parents/guardians to actively collaborate in the development of DIA's School-Wide Improvement Plan. This plan is created with input from parents, educators, and community partners through the Title I Committee, and all parents are invited to provide feedback. The plan is then reviewed by the School Community Council (SCC) and the DIA Charter Board to ensure it reflects the needs and priorities of our entire school community.
- Share the School-Family Compact to clearly define shared responsibilities for academic achievement.
- Use Class Dojo, bilingual newsletters, and in-person meetings to communicate in languages families can understand.

III. Building Capacity for Engagement

DIA will:

- Offer parent workshops, APTT (Academic Parent-Teacher Team) meetings (three times/year), and Parent-Teacher Conferences to build and support understanding of curriculum, assessments, and student progress.
- Offer training and materials about literacy support, at-home learning, and use of digital platforms.
- Invite **community partners** and organizations to extend family learning opportunities.

IV. Accessibility and Inclusivity

Efforts will ensure engagement of:

- Offering **bilingual materials and interpretation** services
- Supporting parents with disabilities or limited literacy
- Addressing the needs of **migrant, underserved, and underrepresented families**

V. Annual Evaluation and Improvement

DIA will:

- **Administer bilingual surveys and hold Title I Committee meetings (four times a year)** to gather input from families, educators, and community partners. This process ensures inclusive participation and helps shape the **School-Wide Improvement Plan** based on diverse community needs and feedback.
- Evaluate barriers to engagement, effectiveness of programs, and areas for growth
- Present findings to SCC, the school board, and faculty for policy updates and targeted improvements.

VI. Use of Title I Funds

DIA may:

- Reserve and allocate Title I funds for family engagement.
- Involve parents—through surveys, SCC, and the **Title I Committee**—in determining how funds are best used

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VII. Coordination with Other Programs

DIA will coordinate family engagement efforts with:

- Early childhood education and preschool programs
- Other federal and state-funded programs to ensure seamless services for families. DIA works collaboratively across programs such as Title III (English Learners), Special Education and Child Nutrition to provide aligned support that addresses the academic, social, and emotional needs of all students and their families.

Appendix A: ESSA Compliance Checklist Alignment

Federal Requirement (ESSA Sec. 1116)	***Addressed In Policy***
1. Joint development with parents	*Section II (Title I Committee), V*
2. Participation in school review and improvement	*Sections II, V*
3. Support for effective engagement activities	*Section III*
4. Coordination with federal, state, and local programs	*Section VII*
5. Annual evaluation addressing barriers, needs, and strategies	*Section IV, V*
6. Use of evaluation findings to improve policy	*Section V*
7. Parent involvement in Title I activities, including an advisory group	*Title I Committee (Section II & VI)*