

Adopted: *March 25, 2019*

Revised:

AGAMIM CLASSICAL ACADEMY POLICY

Community Relations, No. 900

PARENT AND FAMILY ENGAGEMENT

I. PURPOSE

Agamim Classical Academy is committed to the goal of providing quality education for every child we serve. To support high achievement for our students, we seek to establish strong partnerships with parents and with the community. For our students to succeed, we know that we cannot operate alone as parents are the primary teachers of their children. Family support is a vital piece of ensuring students' academic success each year of their schooling.

II. SCHOOL EXPECTATIONS

Agamim agrees to implement the following requirements:

- A. The school will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- B. Consistent with section 1116, the school will work to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school/parent compact consistent with section 1116(d) of the ESSA.
- C. In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
- D. The school will incorporate this school-wide parent and family engagement policy into its school plan developed under section 1112 of the ESSA.
- E. If the school's plan for Title I, Part A found in the State Educational Record View and Submission (SERVS), developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the Minnesota Department of Education.
- F. If the school receives a Title I, Part A allocation of over \$500,000, the school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the school.
- G. The school will be governed by the following definition of the term "Parent," which includes a legal guardian or other person standing in place of a parent (such as a grandparent or step-parent

with whom the child lives, or a person who is legally responsible for the child's welfare).

- H. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
- a. that parents play an integral role in assisting their child's learning;
 - b. that parents are encouraged to be actively involved in their child's education at school;
 - c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - d. that other activities are carried out, such as those described in section 1116 of the ESEA.

III. HOW THE SCHOOL WILL IMPLEMENT REQUIRED COMPONENTS

- A. Agamim will engage parents and families who have Title I students in developing/revising the school policy.
- B. Agamim will create an annual meeting or series of meetings to engage the parents and families in jointly developing the school's Title I plan (section 1112) which is in the SERVS application and the development and review of the School-wide or Title I Targeted Assistance Plan. The school will also, if applicable (*i.e.*, identified for Comprehensive or Targeted support by MDE), include in this meeting or series of meetings the Comprehensive Support and Improvement Plan and/or the Targeted Support and Improvement Plan. [Section 1111(D) (1)(2)]
- C. Agamim will coordinate technical assistance and other support that is necessary to build the capacity of staff in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. This could include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with this experience in effectively engaging families in education. The school annually will hold professional development opportunities to give staff the knowledge and skills to partner effectively with families and engage them meaningfully for the sake of academic achievement.
- D. Agamim will coordinate and integrate with federal, state, and local programs (possibly including preschool programs) to implement effective parent and family engagement strategies that improve student achievement and school performance.
- E. Agamim will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy (programs/activities) in improving the academic achievement of Title I students.

Reviewing and evaluating the parent and family engagement activities/programs may include:

1. Identifying barriers and the needs of parents and family members that keep them from participating in their child's education, especially the economically disadvantaged, disabled, limited English proficiency, or any racial or ethnic minority.
2. Identifying the needs of the Title I parents and family members to assist the learning of their children and the teachers and school staff.
3. Identifying strategies to support successful school and family interactions.

ANNUAL PARENT/SCHOOL ADVISORY MEETING

- All Title I families will be invited by the Learning Specialist (or Executive Director) to a Title I Annual Parent/School Advisory Meeting. The meeting will be held in the spring and

at a convenient time for the group so parents of participating children are available to attend.

- The Title I Parent/School Advisory group will be comprised of Title I parents and the school's Executive Director, Dean of Students, Learning Specialist, and the Special Services Coordinator.
- The main purpose for the Title I Annual Parent/School Advisory Meeting is to discuss the school's Title I programming and the school's Parent and Family Engagement Policy. The group will also discuss the requirements of parent and family engagement and the rights and responsibilities of the parents to be involved. The group will decide if a fall meeting is necessary to set goals for the coming school year.
- In preparation for a fall meeting of the Title I Parent/School Advisory group, participants will have researched and bring to the table evidence-based strategies for more effective parent and family engagement. These strategies will be used to set annual parent engagement goals and to determine if the school's policy helps foster meaningful ways to involve parents in the development of their child's academic skills. If the policy is lacking, the group will work together to revise the policy.
- At both the Annual Advisory and fall meetings, the group will discuss ways to engage more parents to participate in the Title I Parent/School Advisory group and work to create real solutions to barriers our school's families may face to attend Title I Parent/School Advisory group meetings. Agamim will offer flexible meeting times during morning, evening, or weekends and may provide child care or home visits.

F. Agamim will involve parents in the planning and review of the school improvement plan and the joint development of the schoolwide plan when applicable. If the schoolwide plan is not satisfactory to the parents, the school will review and consider comments on the plan to help inform decision-making.

- G. Agamim will provide assistance to parents of Title I students with efforts including:
- a. Timely information about programs offered to engage in their child's education.
 - b. An explanation of the curriculum, state, and local academic assessments including alternate assessments, and the achievement levels of the state academic standards.
 - c. If parents request, opportunities for regular meetings to hear their suggestions and participate in decisions related to their child's education.

IV. DESCRIPTION OF THE SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Agamim will jointly develop with Title I parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement to meet the state academic standards. The compact should:

- A. Describe the curriculum and instruction that help their child meet the state standards, identify where their child is performing, and discuss ways the parent can support their child's education at home and at school.
- B. Talk about the importance of the teachers and parents communicating on an ongoing basis at a minimum:
 - a. Conduct a parent-teacher conference in elementary schools, at least annually, during which time the compact is discussed as it relates to the individual child.
 - b. Provide frequent reports to parents on their children's progress.

- c. Provide information on how parents can contact staff and staff can best contact parents, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- d. Make sure that two-way meaningful communication between family members and school staff is addressed and when at all possible, is in a language the parents and family members can understand.

V. ACCESSIBILITY

Agamim will meet the requirements of parent and family engagement of Title I, and, to the extent practicable, the school will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children. These efforts may include providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

VI. ADOPTION

Agamim's Parent and Family Engagement Policy will be developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On January 29th, 2019 the Agamim Parent and Family Engagement Policy will be in effect for the period of the school year.

Agamim will distribute this policy to all parents of participating Title I children and make it available to the community.

(Signature of Title I Authorized Representative)

(Date)

Resources:

- <http://www.ncsl.org/research/education/family-engagement.aspx>
- https://www.fhdschools.org/UserFiles/Servers/Server_995699/File/2015-16/Parents/Epstein%20-%20Six%20Keys.pdf

Epstein's Six Types of Parent Involvement

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs.

Epstein's Framework of Six Types of Involvement

- 1. Parenting:** Help all families establish home environments to support children as students.
 - Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).
 - Family support programs to assist families with health, nutrition, and other services.
 - Home visits at transition points to elementary, middle, and high school.
- 2. Communicating:** Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
 - Conferences with every parent at least once a year.
 - Language translators to assist families as needed.
 - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.
- 3. Volunteering:** Recruit and organize parent help and support.
 - School/classroom volunteer program to help teachers, administrators, students, and other parents.
 - Parent room or family center for volunteer work, meetings, and resources for families.
 - Annual postcard survey to identify all available talents, times, and locations of volunteers.
- 4. Learning at home:** Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - Information for families on skills required for students in all subjects at each grade.
 - Information on homework policies and how to monitor and discuss schoolwork at home.
- 5. Decision-making:** Include families as participants in school decisions and develop parent leaders and representatives.
 - Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety) for parent leadership and participation.
 - District-level advisory councils and committees.
- 6. Collaborating with Community:** Coordinate resources and services from the community for families, students, and the school, and provide services to the community.
 - Provide information for students and families on community health, cultural, recreational, social support, and other programs or services.
 - Provide information on community activities that link to learning skills and talents, including summer programs for students.