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Title I School Parent and Family Engagement Policy

Approved: September 7, 1995

Amended: May 14, 2008, February 22, 2008, February 22, 2018, February 17, 2021, October 26, 2021, **February 28, 2024**

The Board of Directors of Altus Schools San Diego, Inc. hereby adopts this Independent Study Policy to apply to Altus Schools Audeo and Altus Schools Charter School of San Diego, all hereafter collectively referred to as “Charter School” or “School”. The Charter School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. The policy will be reviewed and approved by the School Site Council. The School will notify all parents about the policy in an understandable and uniform format and, to the extent possible, in a language parents understand. This policy describes the means for carrying out the following Title I parent and family engagement requirements.

Section I: Involvement of Parents in the Title I Program

To involve parents and family members in the Title I Program at the Charter School, the following practices have been established:

- a. The School convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This annual meeting will be held in the fall to review the requirements of the Title I Program.
- b. The School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. They will be held at flexible days and times to allow for increased parent participation.
- c. The School involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the School’s Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. School data and input from all school community members will be used to review and develop the School Parent and Family Engagement Policy each year and approve them through the School Site Council.

- d. The School provides parents of participating children with the following:
1. Timely information about the Title I Program. Upon student enrollment, all parent will receive a Student and Parent Handbook that provides information related to the Title I Program. Parents will have the opportunity to hear about the Title I Programs during School Site Council Meetings.
 2. A 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. The School will host Open House, Parent Night and Senior Night Events that provide parents with an explanation of the School's curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet. The School Site Council Meetings provide a forum for school community members to review schoolwide progress by grade level and student groups. Teachers meet with parents and family members each semester, and at meetings upon request to provide detailed feedback on student progress, proficiency levels and assessment data.
 3. If requested by parents, opportunities are made available for regular meetings to be held to formulate suggestions, to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible. Parents and family members receive monthly resource center calendars from the school detailing parent involvement opportunities. Parents can request meetings with a school administrator to ask questions, submit suggestions, provide input related to decisions and develop program goals. School administrators frequently meet with students and parents to discuss learning levels, trends and programs available to Title I students. Parent emails and inquiries are responded to in 24 business hours.
 4. If the schoolwide program plan is not satisfactory to the parents of participating children, the School submits any parent comments on the plan when the School makes the plan available to the local educational agency. This policy will be amended annually based upon community member input and focused on improving family engagement and student achievement.

Section II: Building Capacity for Involvement

The Charter School engages Title I parents and family members in meaningful interactions with the School to ensure effective involvement of parents and to support a partnership

among the school to improve student achievement. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the School has established the following practices:

- a. The School provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. The School will provide parents with Open House, Parent Night and Senior Night events to explain content standards and grade level assessments. Parents will also be invited to mid-year conferences that focus on how to support students at home, monitor progress and prepare for assessments. Teachers will send progress reports home on a weekly basis, or upon parental request.
- b. The School provides parents with materials and training to help parents work with their children to improve their children's achievement. The School provides parents with ongoing training opportunities through the Family Learning Series. The Family Learning Series is designed to teach parents how to use school instructional materials and resources to support their child's achievement. Topics for training include state academic content standards, state and local academic assessments, English Learner Reclassification criteria, how to support their children at home, mental health, graduation requirements, college/career readiness and strategies to support Special Education students.
- c. The School educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the School. Staff and faculty will be provided professional development sessions on how to effectively communicate and work with parents as equal partners. These professional development sessions are part of the School's professional learning system, Altus University.
- d. The School, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Parent and family members are invited to participate in trainings offered through the Family Learning Series. The

topics selected for the Family Learning Series are determined from input collected from parents and family members. The School will continue to encourage families of English Learners to participate in the English Learner Advisory Committee Meetings. Parents can also serve as a community panel member for students presenting their Pathways Portfolio.

- e. The School ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Information is disseminated via School Events, School Site Council Meetings, English Learner Advisory Committee Meetings, the Family Learning Series and Blackboard notifications. Spanish is the most prevalent language, other than English, spoken by parents and family members. School presentations, information and resources are translated and/or presented in Spanish. The School will also provide translation services in other languages, as requested, on important school information.
- f. The School provides such other reasonable support for parental involvement activities under this section as parents may request. Parent and family members have an opportunity to provide input and suggestions during any formal meeting or can meet with school administrators. School administrators consider support for parental involvement activities requested by Title I parents wherein the requests align with the School's vision, mission and values. Additional factors of consideration include: fiscal feasibility, operational feasibility and cost/benefit analysis.

Section III: Accessibility

The Charter School to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports, in a format and, to the extent practicable, in a language such parents understand. School presentations, information, resources and materials are translated and/or presented in multiple languages of participants. Staff will meet with parents individually and in small groups to ensure parent participation and to support comprehension of information. The School will provide information in multiple methods and formats, including in-person, phone call, virtual conference, online, email, secure text and print.

Section IV: School-Parent Compact

As a component of the Title I School Parent and Family Engagement Policy, each school served under this part 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 and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below:

- a. The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part I to meet the challenging state academic standards. The School will offer a broad and rigorous course of study that is aligned to content standards and is accessible to all students. Teachers will be trained through the School's professional learning system to be high-quality, effective and responsive to the needs of all students, but with added emphasis on underserved student groups. The School will provide parents and family members with multiple opportunities throughout the academic year to participate in School Events, Trainings, School Site Council and ELAC Meetings. These engagement events build the capacity of parents and family members to support their child's unique educational needs. Parents and family members will also be encouraged to participate in volunteering opportunities such as College/Career Week and Senior Portfolio Panels.
- b. To address the importance of communication between teachers and parents on an ongoing basis, the School will provide the following:
 1. Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 2. Frequent reports to parents on their children's progress. Teachers will utilize multiple communication methods to timely report student progress to parents and family members. These methods include secure text message, email, phone calls, virtual conferences, in-person conferences and home visits.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. The School will utilize multiple communication methods to ensure parents and family members know how

to access staff, opportunities to volunteer and schedule time to observe Resource Center activities. These communication methods, to the extent practicable, will be in a language that family members can understand.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.