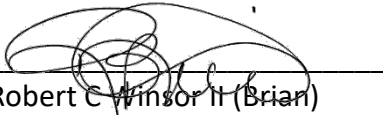


Paideia Academies Inc. (LEA) Parent and Family Engagement Policy

Approved by the Paideia Academies Inc Corporate Board at its public meeting held on February 2, 2026.



Robert C. Winsor II (Brian)
Paideia Academies Inc Chairperson

Next scheduled annual review window: Quarter 4, FY2027

(Paideia Academies Inc. Corporate Board Policy – Title I, Part A / ESSA Alignment)

1. Purpose

Paideia Academies Inc. (“Paideia” or “the LEA”) believes that effective parent and family engagement is a shared responsibility and a critical strategy for improving student outcomes. This policy establishes LEA-wide expectations and procedures to ensure meaningful, ongoing, and timely engagement of parents and family members in Title I, Part A programs and in the continuous improvement of schools served by Title I.

2. Authority and Compliance

This policy is adopted by the Paideia Academies Inc. Corporate Board in accordance with federal Title I, Part A requirements for LEAs to jointly develop with parents and family members, agree on, and distribute a written parent and family engagement policy, and to ensure communication in understandable formats and languages, with alternate formats upon request.

3. Scope

This is the LEA-level Parent and Family Engagement (PFE) policy applicable to all Paideia schools participating in Title I, Part A and any LEA-wide Title I family engagement activities.

4. Definitions

- **Parent and Family Engagement (PFE):** A shared responsibility in which schools and families partner to support student learning and school improvement.
- **Parents and family members:** Includes guardians and other family members who play a significant role in a child’s education (as used in Title I guidance and practice).

- **Meaningful consultation:** Engagement that is early, ongoing, and has the potential to influence decisions (not merely a notification after decisions are made).

5. Governance and Responsibilities

5.1 Corporate Board (Governing Board of the LEA)

- Approves this policy and receives an annual PFE evaluation summary and improvement actions.
- Ensures the LEA maintains compliance and documentation required for federal programs monitoring.

5.2 LEA Administration (CEO/Executive Director; Federal Programs Lead)

- Ensures implementation across participating schools; allocates resources; provides training and oversight.

5.3 School Leaders (Principals/Directors) and School PFE Liaisons

- Implement school-level PFE practices aligned to this LEA policy and ensure school-level policy distribution and accessibility.

5.4 Parents and Family Members (Advisory Participation)

- Participate in planning, review, and evaluation opportunities described in this policy; provide input on barriers, supports, and effectiveness.

6. ADE/Federal Monitoring Elements

6.1 Evidence of parental involvement in the annual evaluation of the PFE Policy

The LEA will conduct, **with the involvement of parents and family members**, an **annual evaluation of the content and effectiveness** of this PFE policy and related engagement activities for Title I, Part A schools. The evaluation will specifically include identifying barriers to participation (with particular attention to families experiencing economic disadvantage, disability, limited English proficiency, limited literacy, or racial/ethnic minority status) and using results to revise strategies and, if necessary, the policy.

Required parent-involvement evidence (maintained by the LEA each year):

- Parent/family survey instruments and summary results (with response counts by school).

- Meeting agendas, sign-in sheets, and minutes from at least one LEA-wide evaluation session (in-person and/or virtual).
- Documentation of how parent input changed actions (e.g., “You said / We did” summary, revised activities, revised policy language).
- Board agenda item and minutes showing the annual evaluation summary was shared.

Annual evaluation timeline (minimum):

- **Spring:** Collect participation data and feedback (surveys, focus groups, forums).
- **Early Summer:** LEA compiles findings and drafts improvements.
- **Before new school year:** Policy updates finalized and redistributed.

6.2 Multiple distribution method of PFE Policy

The LEA will distribute this PFE policy to parents and family members of participating children using **multiple methods** and will also make it available to the local community. Distribution will occur at least annually and whenever the policy is updated.

Minimum distribution methods (LEA and schools will use several each year):

1. Posted on the LEA and each school website (Family Engagement/Title I page).
2. Included in the Parent/Student Handbook (digital and print upon request).
3. Shared through mass communication (email/text/parent app/ClassDojo-like system).
4. Provided at Title I annual meetings and key family events (hard copies available).
5. Available in school offices and the LEA office (print copies).
6. Sent home upon enrollment and upon request at any time.

6.3 Required content areas within the PFE Policy

6.3(a) LEA support of all participating schools to build capacity for effective engagement

The LEA will provide coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parent and family engagement activities to improve student achievement and school performance.

Capacity-building supports may include:

- Annual training for school leaders and staff on evidence-based family engagement practices.
- Planning tools (templates, calendars, translation/interpretation procedures, event planning checklists).
- Support for staff-family communication systems and family-friendly conferencing models.
- Coaching and monitoring to ensure each school's engagement plan is implemented and documented.

6.3(b) Identification of barriers and needs of parents and families

The LEA will identify barriers and needs through an annual process that includes parent participation and multiple feedback routes, then implement strategies to reduce barriers and improve home-school interaction.

Barrier/needs identification methods (minimum):

- Annual survey offered in families' home languages and accessible formats.
- Listening sessions/focus groups with varied scheduling (day/evening; in-person/virtual).
- Review of participation data by event type, school, grade band, and subgroup (as feasible).

Barrier-reduction strategies (as applicable):

- Childcare during events, transportation supports, flexible scheduling, virtual options.
- Interpretation/translation services; simplified communication; accessible meeting locations.
- Targeted outreach for families less represented in engagement activities.

6.3(c) Plan for distribution in a format and language understood by parents

The LEA will provide this policy **in an understandable and uniform format**, including **alternative formats upon request**, and **to the extent practicable, in a language parents can understand**.

Language and accessibility commitments:

- Translate the policy and key Title I communications into major languages represented in the LEA community (as determined annually).
- Provide interpretation for meetings/events when requested or when language needs are known in advance.
- Provide alternative formats for accessibility (large print, screen-reader friendly digital formats).

6.3(d) Submission of parental comments to the LEA (and to the State when required)

Parents and family members may submit comments and recommendations regarding this PFE policy and the LEA's Title I plan at any time through:

- Written comment forms available at each school and the LEA office
- Email/online submission (via LEA website form or designated Federal Programs email)
- Public comment at advisory meetings and Board meetings (per Board procedures)

If the LEA plan under ESEA section 1112 is not satisfactory to the parents of participating children, the LEA will submit parent comments with the plan when the plan is submitted to the State.

6.3(e) Evaluation of policy

The LEA will annually evaluate both:

1. The effectiveness of this policy and LEA/school engagement activities in improving the quality of Title I programs; and
2. The extent to which engagement opportunities are accessible and responsive to family needs.

Minimum evaluation outputs:

- Annual PFE Evaluation Summary (findings, barriers identified, priority improvements, planned actions)
- Updated policy (if revisions are needed) and redistribution using the methods in 10.2
- Presentation of highlights to the Corporate Board

6.3(f) LEA coordination with the community at large

The LEA will coordinate and collaborate with community partners to plan and participate in family engagement activities and to connect families with supports that strengthen student learning and well-being.

Community coordination may include:

- Partnerships with libraries, youth organizations, higher education, after-school providers, health and social service agencies, and family engagement centers.
- Joint events (literacy nights, attendance campaigns, community resource fairs).
- Referrals and warm handoffs to wraparound supports, as appropriate.

7. Adoption, Review, and Public Availability

This policy is effective upon adoption by the Paideia Academies Inc. Corporate Board and will be reviewed at least annually with parent and family involvement. The policy will be made available to families of participating children and to the local community through the distribution methods described above.