

## Parent and Family Engagement Policy

### Pauoa Elementary School

SY 2026-2027

Pauoa Elementary is committed to the goal of providing quality education for every child. To this end, we want to establish partnerships with parents and with the community. Everyone gains if Pauoa and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way. Pauoa intends to include parents in all aspects of the Title I schoolwide program. The goal is a school-home partnership that will help all students to succeed.

#### SECTION I: POLICY INVOLVEMENT

##### A. Jointly Develop/Revise and Distribute Policy (ESEA 1116(b))

1. Jointly develop/revise with parents the school Parent and Family Engagement Policy.
2. Distribute the policy to all parents/families and the local community in an understandable and uniform format, and to the extent practicable, in a language they can understand.
3. Periodically update the policy to meet changing needs.

- This policy is drafted and adjusted during the academic year preceding its release to families. We solicit parental contributions via digital surveys, electronic correspondence, our Annual Title I meeting, and quarterly School Community Council sessions.
- Distribution of this document occurs through both physical and digital media. Students will deliver printed versions home within the Opening School Year Packet, while electronic versions are included in the Principal's weekly parent email. The local community may access it via the school website, and translations are provided for required languages.
- At least once a year, the policy undergoes evaluation and necessary modifications to stay current with our needs.

##### B. Annual Meeting (ESEA 1116(c)(1))

1. Convene an annual meeting, at a convenient time, to inform parents of their school's participation in Title I, their right to be involved, and the requirements of a Title I school (refer to the Annual Title I Meeting cover sheet).

- To optimize attendance, our Annual Title I meeting coincides with Open House in late August. This event starts at 5:30 pm to support working households, beginning with a collective session in the cafeteria prior to individual classroom visits.
- We will share Title I program details through a presentation during the meeting, which will subsequently be distributed to all families in a digital PDF format.
- Notice of this assembly will be shared through student planners, physical flyers, the official school website, and the Principal's weekly parent email.

##### C. Flexible Meetings/Support (ESEA 1116(c)(2))

1. Offer a flexible number of meetings (e.g., morning or evening).

2. Describe how the school will provide flexibility to maximize parent/family participation.

- The school will convene an Annual Title I meeting, quarterly SCC meetings, and SCC community meetings.
- To optimize parent attendance, gatherings are scheduled for 5:30 pm or later to support work schedules; furthermore, digital streaming options can be provided to facilitate remote participation for those unable to be present on campus.

D. Planning, Review, and Improvement of Title I Program (ESEA 1116(c)(3))

1. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program (including the policy and the joint development of the AcPlan/schoolwide program plan).

- We gather parental input during our Annual Title I meeting, quarterly SCC meetings, and SCC Community meetings regarding the evaluation and refinement of our Academic Plan and family involvement initiatives. This collaborative process includes sharing data on curriculum and assessment results. For households unable to participate in person, alternative methods for providing feedback will be facilitated to ensure comprehensive representation.
- Following each school-sponsored family event, digital or physical surveys will be given to solicit evaluations of the program's effectiveness and collect recommendations for future community activities.

E. Provide parents and families —

1. Timely Information (ESEA 1116(c)(4)(A)): Provide parents & families with timely information about programs, school curriculum, academic assessments, and achievement levels.

- During our yearly Title I meeting, families will receive a thorough description of school initiatives, instructional curriculum, and the assessment tools utilized to track student progress.
- Prior to the conclusion of the second quarter, our school will facilitate an SCC Community meeting to share state testing data and outline strategic objectives based on the Academic Plan and Comprehensive Needs Assessment.

2. Curriculum and Assessment Explanation (ESEA 1116(c)(4)(B)): Provide parents & families a description and explanation of the curriculum, forms of academic assessment used, and the proficiency levels students are expected to meet.

- By the end of August, our faculty will present a comprehensive overview of instructional curriculum, the various assessment methodologies used for monitoring student progress, and the benchmarks required for student proficiency.
- Teachers will issue quarterly evaluations of performance and facilitate no fewer than one individual parent-teacher conference per student.
- Data regarding individual student growth and academic outcomes will be shared during these conferences to build school-home partnerships.

3. Opportunities for Meetings/Input (ESEA 1116(c)(4)(C)): Offer regular meetings, if requested, to allow parents & families to formulate suggestions, participate in decisions, and receive timely responses to their suggestions.

- Maintain Title I program updates as a recurring item on both PTA and SCC quarterly meeting agendas.
- Facilitate collaborative sessions via the PTA and School Community Council to encourage parental dialogue regarding institutional decisions, solicit community feedback, and ensure prompt administrative responses to recommendations.

F. Parent Comments on AcPlan/Title I Plan (ESEA 1116(d)(2)(B)):

1. Offer opportunities for parents/families to submit any comments on the AcPlan/Title I schoolwide program plan before it is submitted to the Complex Area, if the plan is not satisfactory to them.

- Provide forums such as PTA and School Community Council meetings for parents to give input regarding the development and refinement of our Academic Plan and family involvement initiatives. For households unable to participate in person, alternative methods for providing feedback will be facilitated to ensure comprehensive representation.

## SECTION II: SHARED RESPONSIBILITIES

The school and parents will jointly develop a school-parent compact outlining responsibilities for high student academic achievement (refer to the School-Parent Compact cover sheet for compact requirements).

- Establish collaborative venues, including PTA and School Community Council meetings, to outline the objectives of and create the school-parent compact. Evaluation and necessary modifications to this agreement will occur on no less than an annual basis to ensure it remains current with our needs.

## SECTION III: BUILDING CAPACITY FOR PARENTS AND STAFF

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school assisted under this part:

G. Family Academic Guidance (ESEA 1116(e)(1)):

1. Provide parents with assistance and information to help them understand:
  - i. State academic standards;
  - ii. State and local assessments;
  - iii. Program requirements;
  - iv. How to monitor their child's progress and collaborate with educators to improve achievement

- During classroom visits at Open House, teachers provide families with information regarding state academic standards, assessment methodologies, classroom requirements, and ways for parents to track student growth and partner with teachers..

- State assessments: Parents receive a school letter detailing procedures for accessing individual SBA results from the previous term. These resources offer families a thorough overview of test scores, interpretive guides, a glossary of assessment terms, defined proficiency levels, and educational support materials.
- Following each iReady diagnostic assessment, teachers will send home a family report. These documents review overall academic performance and specific domain mastery with clear explanations of technical terminology. Furthermore, the reports identify student strengths and provide actionable recommendations for home-based support.
- Monitoring progress: Teachers will maintain ongoing dialogue with families regarding student academic progress throughout each quarter.

#### H. Family Training and Resources (ESEA 1116(e)(2)):

1. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright privacy), as appropriate, to foster parental involvement.

- The school has hosted various parent nights where families engaged in activities to promote math and science development at home. Parents learned about the Standards for Mathematical Practice (SMP) at our Math Festival and the Engineering Design Process (EDP) at our EDP Night and left with resources to further support learning at home.
- The school plans to add a literacy night during the upcoming school year.

#### I. Effective Family Partnerships (Staff Education) (ESEA 1116(e)(3)):

1. Educate school staff (teachers, principals, support personnel) with parent involvement, focusing on:
  - a. The value of parent contributions;
  - b. Strategies to communicate and partner with parents as equals;
  - c. Implementation and coordination of parent programs;
  - d. Building strong ties between parents and the school

- The Principal will facilitate discussions during faculty and weekly role group meetings to emphasize the importance of transparent communication and the cultivation of partnerships with parents.
- At the start of the academic year, faculty and staff will participate in professional development designed to equip personnel with skills in effective engagement, conflict resolution, and active listening to sustain meaningful family partnerships.

#### J. Coordinated Family Engagement (ESEA 1116(e)(4)):

1. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parent engagement.

- Organize and host an annual Pauoa Ohana Resource Fair, a family event featuring diverse federal, state, and community organizations, and local non-profits. This fair serves as a

comprehensive hub where families can access information on essential services, including extracurricular programs, wellness screenings, nutritional guidance, youth athletics, vital education on residential fire prevention, and resources tailored for households with early childhood needs.

K. Accessible Family Communication (ESEA 1116(e)(5)):

1. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand.

- For households where English is not the primary language, the school provides translated versions of EL meeting notices, ACCESS assessment outcomes, and other important school communications.
- Interpreters are made available during parent-teacher conferences to facilitate dialogue.

L. Family Requested Supports (ESEA 1116(e)(14)):

1. Shall provide such other reasonable support for Title I parental involvement activities as parents may request.

- Our school is dedicated to soliciting and addressing parental recommendations. By utilizing collaborative platforms including PTA sessions, School Community Council meetings, and electronic correspondence, we facilitate the collection of family input to enhance and sustain meaningful engagement in campus initiatives.

M. Optional Activities:

- List any optional activities being implemented, such as establishing a parent advisory group or training parents to enhance the involvement of others

## SECTION IV: ACCESSIBILITY REQUIREMENTS

In carrying out Title I requirements, the school will ensure informed participation opportunities for parents and family members who have limited English proficiency, family members with disabilities, and parents of migratory children.

Specific Accessibility Actions:

- Pauoa ensures that school meetings and events are held in accessible locations and provide necessary accommodations including translations as needed for those families with limited English proficiency. Translators are provided during parent teacher conferences to encourage dialogue between home and school.

## Notice of Language Assistance

If you have difficulty understanding English, you have the right to receive language assistance at no cost to you. Please contact your school's principal for more information.

(Traditional Chinese / 繁體中文) 如果您理解英語有困難，您有權得到免費的語言幫助。請聯繫您的學校校長以獲得更多信息。

(Simplified Chinese / 简体中文) 如果您理解英语有困难，您有权得到免费的语言帮助。请联系您的学校校长以获得更多信息。

(Japanese / 日本語) 英語の理解に困難を覚える方は、無料で言語支援を受ける権利があります。詳細につきましては学校長にお問合わせください。

(Hawaiian / 'Ōlelo Hawai'i) Ina pilikia oe i ka hoomaopopo i ka olelo Pelekania, he kuleana no kou e lawelaweia oe i ke kokua olelo me ka uku ole. E hui kuka me ke poo kumu o kou kula no kekahi ike hou aku.

(Korean / 한국어) 영어를 이해하는데 어려움이 있는 경우, 무료로 통역 지원을 받을 권리가 있습니다. 더 자세한 정보는 학교장에게 연락하십시오.

(Chuukese / Kapasen Chuuk) Ika epwe weires ngonuk omw weweiti fóós un Merika, mi wor omw pwúúng omw kopwe angei aninnisin aweween fóós esapw kame. Kose mochen kékkééri ewe meinapen ewe sukkun (Principal) ren tichikin pworausau.

(Ilokano / Ilokano) Nu narigat mo a maawatan ti Ingles, karbengam nga umawat ti tulong ti lenggwahe ket awan bayad na dayta a serbisyo. Para ti kanayonan nga impormasyon, mabalin a kontakem ti prinsipal ti eskwelaan yo maipanggep iti dayta a serbisyo.

(Samoan / Gagana Samoa) Afai e faigatā ona ē malamalama i le Igilisi, e i ai lau aiā e maua ai le fesoasoani tau gagana e aunoa ma se tupe e te totogi ina. Fa'amolemole fa'afeso'ota'i le pule o lau aoga mo nisi fa'amatalaga.

(Tongan / Lea faka-Tonga) Kapau 'oku faingata'a ke mahino kiate koe 'a e lea faka-Papalangi, 'oku 'i ai ho'o totonu ke ke ma'u ha tokoni fakatonulea 'ikai totongi. Kataki 'o fetu'utaki ki he puleako ki ha toe fakaikiiki ange.

(Tagalog / Tagalog) Kung nahihirapan kang intindihin ang Ingles, karapatan mong makatanggap ng tulong para sa lenggwahe at libre ang serbisyong ito. Para sa karagdagang impormasyon, maari mong kontakin ang prinsipal ng iyong paaralan tungkol sa serbisyong ito.

(Cebuano / Sugboanon) Kon kamo adunay kalisud sa pagsabut sa Iningles, naa moy katungod sa pagdawat sa tabang sa pinulongan nga walay gasto kaninyo. Palihog kontaka ang prinsipal sa inyong eskwelahan alang sa dugang nga impormasyon.

(Vietnamese / Tiếng Việt) Nếu quý vị thấy khó khăn trong việc hiểu tiếng Anh, quý vị có quyền nhận được sự hỗ trợ ngôn ngữ miễn phí. Vui lòng liên hệ hiệu trưởng của trường quý vị để biết thêm thông tin.

(Spanish / Español) Si tiene dificultad para entender Inglés, tiene derecho a recibir asistencia lingüística sin costo alguno para usted. Comuníquese con el director de su escuela para obtener más información.

(Marshallese / Kajin Majôl) Elaññe ejabwe am melele kajin Pälle, ewōr am jimwe ñan jibañ ko ikijien ukok ilo ejelok wōnen. Jouj im kōjjeläik lok principle eo an jikuul eo am ñan melele ko rellap lok.

(Thai / ไทย) หากคุณมีปัญหาในการเข้าใจภาษาอังกฤษ คุณมีสิทธิได้รับความช่วยเหลือด้านภาษาโดยไม่มีค่าใช้จ่าย โปรดติดต่อ ผู้อำนวยการโรงเรียนของคุณเพื่อขอข้อมูลเพิ่มเติม