



## **Title I, Part A Local Education Agency (LEA)/Parent and Family Engagement Policy**

### **Oakwood Elementary School**

2.0 With approval from the local governing board, Oakwood Elementary 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. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) *[Describe how the school Jointly develops with, and distributes to, parents and family members of Title I students a written parent and family engagement policy.]*

Student-parent school compact was developed with stakeholders and is reviewed and signed by administrators, teachers, students, and parents.

### **2.1 Involvement of Parents in the Title I Program**

The school-level parent and family engagement policy shall describe the means for how Oakwood Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- 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. (20 U.S.C. § 6318[c][1])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-Title I information is given at our annual Back to School Night.

- 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. (20 U.S.C. § 6318[c][2])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-Oakwood will hold a number of meetings at various times based on parent need, and each meeting will accommodate the needs of the parents attending (child care, transportation, etc... if necessary).

- 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. (20 U.S.C. § 6318[c][3])  
*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Oakwood's School Parent and Family Engagement Policy and Student-Parent-School Compact are reviewed annually by the School Site Council, English Learner Advisory Committee, and the School's Leadership Team.
- The Title 1 program is also reviewed as part of the annual review of the SPSA.

- d) The school provides parents of participating children with the following:

- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Back to School Night
- School Site Council
- English Learner Advisory Committee
- Blackboard emails to community

- ii. 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. (20 U.S.C. § 6318[c][4][B])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-Parents are provided information about student achievement formally during parent conferences, IEP meetings, SST meetings, as well as on report cards. Informally, parents are provided this information in a number of ways depending on the teacher: with weekly classroom updates, Classroom Dojo, Blooms, emails, and phone calls. Student progress in relation to state and local standards will be explained to parents including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments and available interventions in reading, ELA, and math for students needing assistance.

- iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- formal parent conferences
- informal conversations via email and phone
- Back to School Night
- School Site Council
- English Learner Advisory Committee

- e) 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 (LEA). (20 U.S.C. § 6318[c][5])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-Oakwood will submit all written documentation of parent comments that reflect the program is not satisfactory to the local education agency.

## 2.2 Building Capacity for Involvement

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 and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, 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. (20 U.S.C. § 6318[e][1])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Informal parent meeting requests
- parent teacher conferences
- parent training and information shared via Blackboard emails and calls
- ongoing communication between teachers and parents
- information updates about assessments
- Parenting Partners

- b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Parenting Partners
- Oakwood Virtual Community Nights (ex: Troy Kemp, WOW Museum)
- Jump Into English

- 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. (20 U.S.C. § 6318[e][3])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-Staff development will occur at regular staff meetings and through information updates; strategies will be provided to develop and refine parent involvement practices among staff.

- 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, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Appropriate roles for community organizations will be developed.

- 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. (20 U.S.C. § 6318[e][5])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-School info and Title I information will be communicated to the Oakwood community in the languages of the Oakwood families of students in the school as outlined by law.

- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-Parent input helps to define the parent involvement strategies within the SPSA.

### 2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Oakwood Elementary School, to the extent practicable, shall provide 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 required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

-All parents, including parents with limited English proficiency are provided information in an understandable format as outlined by law.

### 2.4 School-Parent Compact

As a component of the school-level 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 following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

1. the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom
2. parental participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

1. parent-teacher conferences in elementary schools, 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
3. reasonable access to staff, opportunities to volunteer (when permitted) and participate in their child's class, and observation of classroom activities
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.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Progress reports once a quarter.
- Update on academic progress as requested by parents.
- Report cards at the end of each quarter.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Parents are provided staff contact information at the beginning of each school year.
- When permitted (not during a year with COVID restrictions), parents have an opportunity to volunteer in classrooms with a finger print clearance.

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. (20 U.S.C. § 6318[d][2][D])

*[Briefly describe or list the activities the school will implement to address this requirement.]*

- Staff and parents will have regular two-way communication via phone, email, text, in person meetings and virtual meetings.
- Translators will be provided when requested.

*\*It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.*

*\*\*The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*

