

Jefferson Elementary School's Parent and Family Engagement Policy for SY 2026-27

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.

Our policy was developed with input from members of various role groups; faculty, staff, and parents.

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).

- Open House - Annual Title I Meeting: 08.20.26

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.

- School Community Council (SCC) meetings held at least 4 times/ school year
- Parent-Teacher Conferences (8-10 days offered to parents to meet with their child's teacher; some teachers may offer morning conference times for parents to meet)
- EL Open House held during the school day: 09.09.26
- Kindergarten Orientation held in the morning
- Flexible scheduling for IEP meetings (virtual, in-person, before, during, and after school times offered)
- EL End-of-Year Parent Conferences (phone calls, in-person)

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).

- SCC meeting: Comprehensive Needs Assessment (CNA) shared, reviewed, and approved by SCC; Academic Plan shared, reviewed, and approved by SCC

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.

- Open House: Annual Title I Meeting; classroom visits
- Parent-Teacher Conference (PTC): sharing of SBA parent report, student achievement
- Thursday Folders: information shared with parents about school programs, events, statewide initiatives
- Report Card Folder: sharing of standards-based grading system, progress report
- i-Ready Inform: family reports
- EL initial parent letter: to inform parents of child's proficiency level and how the child will be serviced through EL
- School website
- Parent Student Handbook distributed at the beginning of the school year

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.

- Parent-Teacher Conferences: SBA score reports shared; student academic progress shared; i-Ready Inform Family Reports shared
- IEP meetings: initial and re-evaluation meetings - student progress shared, proficiency levels students are expected to meet through their goals and objective
- SPED Gr. 3-5: IEP team determines if the child meets the requirements for HSA-Alt
- EL initial parent letter: to inform parents of child's proficiency level and how the child will be serviced through EL
- EL Open House
- Parent Student Handbook distributed at the beginning of the school year

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.

- Parent- Teacher Conferences
- IEP meetings: initial and re-evaluation meetings - student progress shared, proficiency levels students are expected to meet through their goals and objective
- EL initial parent letter: to inform parents of child's proficiency level and how the child will be serviced through EL
- School Community Council (SCC) meetings held at least 4 times/ school year

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.

- School Community Council (SCC) meetings held at least 4 times/ school year

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).

- School Community Council (SCC) meetings held at least 4 times/ school year

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

- Parents are provided with translators, ASL; Chinese, Japanese, and Marshallese language, as needed and available, for parent meetings
- Parent-Teacher Conferences: teachers share ways for parents to help support their child at home
- EL initial parent letter translated to home language: to inform parents of child's proficiency level and how the child will be serviced through EL
- Teachers use Class Dojo to communicate with parents regarding their child's progress in their home language
- IEP breakdowns the academic standards for parents

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.

- State initiatives regarding proper use of technology (TRUF)
- [Tutor.com](https://www.tutor.com): used to help students with various subject areas at home
- Parent Student Handbook distributed at the beginning of the school year
- School website: EL shares resources for parents to use at home; i-Ready log- in

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

- Parent-Teacher Conference
- School messenger
- Principal Newsletter
- Thursday Folder: Amazing Break Challenge
- School-level Mentoring

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.

- Heroes and Helpers Day: students shop with first responders for Christmas gift
- Hawaii Community Action Program (HCAP) Head Start
- Project Vision Hawaii and Vision To Learn: Vision screening
- Dental sealant (Gr. 2)

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.

- School Messenger
- School Website
- Teachers utilize Class Dojo
- EL notices given in home language
- ASL interpreter
- Language interpreters offered - Chinese, Japanese, and Marshallese

- School Interpreter Services: 9/2/2026 - 11/30/2026 for Chuukese, Ilocano, Marshallese, Spanish, Tagalog, Mandarin, Japanese, and Samoan

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.

- ASL interpreter
- EL interpreter for Japanese, Chinese, and Marshallese languages as available

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:

- The school provides an ASL interpreter for parents who need assistance.
- The school provides language interpreters for Japanese, Chinese, Marshallese, as available, for Parent-Teacher Conferences.
- EL Multi-cultural Day, Open House, Parent Conferences
- IEP: translator available, safeguards are available in different languages

SECTION V: POLICY REVIEW AND REVISION

The **Jefferson Elementary School** Parent and Family Engagement Policy was developed/revised jointly with, and agreed upon with, parents.

- Date Developed / Revised : 09/21/2026
- Effective Period: School Year **2026-27**
- Review: The policy will be reviewed and updated as needed to reflect changing needs. Parents will be consulted and involved in any modification decisions, with opportunities for feedback provided at least once per year.

Signature of Involvement

Involvement must be meaningful and include opportunities for family members to provide input, review, and help revise the policy as needed.

Name	Signature	Role (Parent, Faculty, Staff)

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-Papalagi, '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 serbisyon ng ito. Para sa karagdagang impormasyon, maari mong kontakin ang prinsipal ng inyong paaralan tungkol sa serbisyon ng 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 kōjjelāik lok principle eo an jikuul eo am ñan melele ko rellap lok.

(Thai / ไทย) หากคุณมีปัญหาในการเข้าใจภาษาอังกฤษ คุณมีสิทธิได้รับความช่วยเหลือด้านภาษาโดยไม่มีค่าใช้จ่าย โปรดติดต่อ ผู้อำนวยการโรงเรียนของคุณเพื่อขอข้อมูลเพิ่มเติม