



Parent Engagement Policy 2025-2026

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law.

A. POLICY INVOLVEMENT

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

Our school holds an official Annual parent information meeting by the end of September each school year to review with parents Title I School requirements and the school's Parental Involvement Policy. In addition, the principal gives parents an update on test data, adequate yearly progress status, and facilitates a review of the school's improvement plan.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

Parents are invited to participate in a variety of meetings and activities over the course of the school year. An Open House is held in September to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and their student's academic progress. The contents of our school's parent resource center are advertised frequently throughout the school year to highlight the various books and pamphlets, for home use or on-campus resources.

Due to the hectic and varying schedules of our school family, every effort will be made to provide training opportunities to parents via links in ParentSquare and our school website making information accessible twenty-four hours a day.

Parents will be invited to participate in a parent-teacher conference at least twice a year to discuss their child's progress. Teachers may receive parents in the morning, during the school day and/or after school to accommodate as many reciprocating parents as possible.

Eastwood Academy will offer 4 primary meetings each offered twice, once in the morning and the other during the evening on opposing days.



3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy.

Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Engagement Policy. The school's Parent Teacher Organization and Decision-Making Committee (SDMC) consistently reviews school policy in an organized, ongoing, and timely way. An organized PTO has been established in our school to create a forum for parental input and involvement. Our PTO affiliation connects our school to parental involvement resources at the state and national level.

4. Provide parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and 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 suggestions as soon as practically possible.

Our school consistently communicates via ParentSquare with parents the state's curriculum and assessment expectations, school-wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom procedures and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our School Handbook, School newsletters, School website, classroom websites, ParentSquare (phone call/text/email system), Parent/Teacher Conferences, SST Meeting, IEP Meetings, PTA meetings, school council meetings, individual notes/calls home, family fun nights, surveys (paper and phone), parent resource room, parent workshops, open house, back to school night, midterm progress reports, report cards, Benchmark results, fluency scores, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement.

B. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school 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 the students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. Therefore, parent support is necessary to ensure that their student is accomplishing the required and necessary tasks for graduation as well as academic and social



C. 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 this part.

1. Shall aid the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessment, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Our school will provide for this provision as stated in the policy involvement and shared responsibilities for High student achievement sections of this document.

2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Our school will provide for this provision as stated in the policy involvement and shared responsibilities for High student achievement sections of this document.

3. Shall educate teachers, pupil Services Personnel, principals, and other staff, with the assistance of parents, and 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.

Faculty and staff members will be cognizant of educational research on Parental involvement. Parental input will be solicited throughout the year in meetings, through surveys and during one on-one conferences. Information derived will be utilized by the school's administrative team to strengthen the tie between school and home for the purpose of increasing student achievement.

4. Shall, to the extent feasible inappropriate, coordinate and integrate parent involvement programs and activities with community Based learning programs and conduct other activities, such as counseling, tutorial and field trip experiences that encourage and support parents in more fully participating in the education of their children.

5. Shall ensure that information related to school and parent programs, meetings and



other activities is sent to the parents of participating children in a format and, to extend practicable, in a language parents can understand.

Due to the volume of paper that is sent home each year from school to home, written information is purposefully as compact and concise as possible. Eastwood Academy has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable. A system translator assists our school with oral communication when necessary.

D. In carrying out the parental involvement requirements of this part, district, and schools, to the extent practicable, shall provide full opportunities for the participation of parents

with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Parents of all students, regardless of English proficiency, mobility, or disability, are an important part of our Learning Community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to understand the educational process and the academic progress of his/her child more fully, assistance will be provided for that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in our Parent Center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc.