Title I School-Level Parent and Family Engagement Policy
Wedgeworth Elementary School
2026-2027

2.0 With approval from the local governing board, Wedgeworth has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Parent input occurs during these meetings:

- Cafe with the Principal
- SSC
- ELAC meetings
- DIPAC meetings

The school has distributed the policy to parents and family members of children served under Title I, Part A. (20 United States Code [U.S.C.] Section [§] 6318[b][l]). This policy will be distributed to parents of Title I students at the beginning of the school year with the emergency/school/district information packet. Wedgeworth's Elementary Parent Involvement Policy describes the means for carrying out the following Title I parental involvement requirements.

2.1 Involvement of Parents in the Title I Program Title 1

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][l])

To involve parents and family members in the Title I program at Wedgeworth, the following practices have been established:

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. § 63l 8[c][l])

Back-to-School Night/ Annual Title I Parent Meeting

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 parent involvement. (20 U.S.C. § 6318[c][2])

* Parents are invited to the monthly **"Cafe with the Principal"** meetings to discuss issues of Title I and/or ELL programs or any other factors important to parents.

*There are a minimum of five **(5) SSC/SDM meetings** which are planned to develop the Single Plan for Student Achievement (SPSA), review legal assurances and issues related to Title I, budget priorities, and academic achievement.

*There are a minimum of five **(5) ELAC** meetings to discuss the following: EL program and assessment, revisions to the school plan, analysis of data, or any other concern that parents may have.

*There are a minimum of three **(3) DIPAC** meetings to discuss the following: DI program and assessment, school updates, analysis of data, any other concerns that parents may have.

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])

*SSC meetings where the Title I programs are reviewed annually before the SPSA is approved.

*Parents are also to complete the school climate needs assessment that is given at the end of the year. Results are discussed during out SSC parent meetings

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])
*Flyer/Letter
*Parent Square/ Peach Jar
*Parent information board
• Annual Title I meetings/ *Back to school night
*Open house
*DIPAC, ELAC, and SSC meetings
*Cafe with the Principal
*Other social media (School Website, Wedgeworth Facebook & Instagram)

2. 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])
*Parent trainings/workshops
*SSC, ELAC, DIPAC
*Cafe with the Principal

3. 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])
*Student Study Team (SSTs)
*Multi-Tiered System of Supports (MTSS) referrals.

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. (20 U.S.C. § 6318[c][5])
*Student Study Team meetings can be called to identity areas of concerns/ improvements and collectively develop an intervention plan. Three-Way conference meetings can be held with Parent, Student, and Teacher to discuss and plan for actions.

2.2 Building Capacity for Involvement
(Parent and Family Engagement Policy Continued)
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 with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[el)

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local 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][l])
*SSTs
*MTSS referrals can be done by the teacher/staff (parent meetings/conferences, SSTs)

b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
*Parent education classes
*Parent Training on student achievement-focused on reading and math

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])

*Professional Development

*Staff meetings

These meetings are provided to aid teachers and staff when working with parents as well as the perceived needs of staff members.

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, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
* Parent volunteer program that encourage and support parents to actively participate in the education of their children.

* School personnel as well as other personnel who have been trained by the district also use the room to give parent workshops in different areas (e.g. Reading and Math workshops and Adult Ed).

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
English and Chinese; Spanish when needed

t) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][l4])

*SSC
*ELAC
*DIPAC
*Monthly Cafe with the Principal
*Annual school needs assessment at SSC. It gives parents the opportunity to discuss the most pressing needs of parents.

2.3 Accessibility

Wedgeworth to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with 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 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 631S[f])

- Translators may be available at these meetings.
  SSC meetings Cafe with the Principal
  ELAC meetings Title I parent training on student achievement
  DIPAC meetings Parent Ed. Meetings
  Annual EL/ Title I Parent meetings
  Parent Teacher Conferences
- Parent bulletin board
- Communication via phone, emails, school website, Parent Square, PeachJar, flyers, forms, etc.

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 requirements listed below. (20 U.S.C. § 631S[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 this part 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. § 631 8[d][l])
Adhere to State and District guidelines. Follow the District's curriculum pacing guides for all core curriculum and administer district interim assessments as well as local assessments to track and monitor student learning. Trimester Specific, Measurable, Achievable, Relevant, and Time bound (SMART) Goals and Action Plans are submitted to track and monitor all subgroups. MTSS team meets on monthly basis to monitor and track At-Risk students-both behavior and academic. Intervention classes are offered both during the day and afterschool programs to students to support student learning.

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

I. 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][Al)
Parent-Teacher Conferences Fall & Spring, SSTs, IEPs, Three-Way PTC meetings

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
Aeries Parent Portal, Emails, & Informal Communication

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 631 8[d][2][Cl)

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. § 63!8[d][2][D])

• *It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

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