

Title I, Part A
Lincoln Elementary's Parent and Family Engagement Policy for SY 2026-2027

SECTION I: POLICY INVOLVEMENT

Requirement	School Action/Details	Specific Actions
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, uniform format, and, to the extent practicable, in a language they can understand. 3. Update the policy periodically to meet changing needs.	• The HIDOE Parent and Family Engagement Policy Memo has been updated on the school website and is accessible to all parents. • The HIDOE Parent and Family Engagement Policy has been updated on the school website and is accessible to all parents. • Our current Title I, Part A Parent and Family Engagement Policy (PFEP) is a working document that we will update throughout the school year. We will update the document monthly at our school's SCC meeting to ensure all stakeholders have input before we finalize and sign it for publication. ○ SCC Meetings – SY2627 ■ 09/16, 10/21, 11/18, 12/09, 01/13, 02/10, 03/03, 04/07, & 05/05 ○ Looking to finalize the document with SY2627 evidence to be reviewed by SCC on 04/07 and finalized on 05/05, with required signatures to be posted
Annual Meeting (ESEA 1116(c)(1))	Convene an annual meeting 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).	• The annual Title I meeting was held on Friday, 08/07/2026, during our Open House Presentation. ○  Open House Presentation (202... • An announcement was sent via ClassDojo regarding the Open House, including the time and location.
Flexible Meetings/Support (ESEA 1116(c)(2))	1. Offer a flexible number of meetings (e.g., morning or evening).	• Meetings are offered before, during, and after school to maximize parent/family participation. • The school offers both virtual and in-person

	2. Describe how the school will provide flexibility to maximize parent/family participation.	meetings. Send reminders home for all SPED/504-related meetings.
Planning, Review, and Improvement of Title I Program (ESEA 1116(c)(3))	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).	- Parents are provided an overview of the AcPlan and Title I program during our annual Title I meeting/Open House. - We collect parent/Family feedback through hard-copy surveys, Google Forms, and the annual School Quality Survey. We also offer an ongoing Google Form survey on our school website for questions, comments, and concerns. - The School Community Council meets monthly to review the Academic and Financial plans, as well as other school programming, and to provide input and feedback.
Provide parents and families:	Timely Information (ESEA 1116(c)(4)(A)): Provide parents & families with timely information about programs, school curriculum, academic assessments, and achievement levels.	- We provide information about all school programs and curriculum during our annual Title I meeting/Open House, and it is also available on our website. - During Parent-Teacher Conferences (held the last week of October), teachers share assessment and achievement information with families and work together to support the student.
	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.	- Currently, our academic curriculum consists of 2025 myView ELA, i-Ready Math, Mystery Science, and screening tools (DIBELS, i-Ready, KEA), which are detailed on the school website and in the AcPlan. - We are also reviewing the Science Curriculum for SY2728 to ensure that we are using a viable, approved curriculum provided by the HDOE. This will involve the Curriculum Committee that consists of Admin, Support Staff, and Teachers. - We explain student diagnostic growth targets and grade-level expectations during Parent-Teacher Conferences and through

		quarterly report card inserts. We plan to communicate with parents through flyers (1-2 pager) and ClassDojo about our curriculum, so parents understand their child's expectations and how they can provide support.
	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.	- Monthly SCC meetings provide an open forum for parent input and decision-making. - Parents can request individual conferences with teachers, PCNC, or the administration, and we will respond within 2 business days.
Parent Comments on AcPlan/Title I Plan (ESEA 1116(d)(2)(B))	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.	- The draft Academic Plan is posted on the school website for public comment prior to final approval.[cite: 2, 3] - Unresolved parent concerns regarding the AcPlan are documented in official SCC meeting minutes and submitted directly to the Complex Area Superintendent. Meetings for the School Year 2026-2027 09/16, 10/21, 11/18, 12/09, 01/13, 02/10, 03/03, 04/07, & 05/05

SECTION II: SHARED RESPONSIBILITIES

Requirement	School Action/Details	Specific Actions
The school and parents will jointly develop a school-parent COMPACT outlining responsibilities for high student academic achievement. (ESEA 1116(d)(1)) (ESEA 1116(d)(2))	- The school will provide a high-quality curriculum and instruction in a supportive, effective learning environment. - Families will support their child's learning, including volunteering in the classroom and participating in educational decisions. - Ensure two-way, meaningful communication between family and school staff in a language that families can understand. - Provide Parent-Teacher	- The Family Engagement Committee (FEC) and SCC review the School-Parent Compact annually. - Distributed to families at the start of the school year via ClassDojo and student orientation packets. - Outlines teacher, parent, and student commitments to support literacy, attendance, and positive behavior (GLOs). - Copy of the school-parent COMPACT is

	conferences (in elementary schools), frequent progress reports, and reasonable access to staff and opportunities to observe/volunteer.	on the school website ○ https://www.les.lincoln.k12.hi.us/apps/pages/index.jsp?uREC_ID=4421205&type=d&pREC_ID=2747004
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SECTION III: BUILDING CAPACITY FOR PARENTS AND STAFF

Requirement	School Action/Details	Specific Actions
Family Academic Guidance (ESEA 1116(e)(1))	Provide parents with assistance and information to help them understand: 1. State academic standards; 2. State and local academic assessments; 3. Program requirements; 4. How to monitor their child's progress and collaborate with educators to improve achievement	● Workshops during Open House and Family Nights to explain i-Ready score reports. ● Teachers provide individualized learning strategies and home activities during parent-teacher conferences.
Family Training and Resources (ESEA 1116(e)(2))	Provide materials and training to help parents work with their children, such as literacy training and technology use (including education about the harms of copyright and privacy), as appropriate, to foster parental involvement.	● Host family engagement literacy and math strategy nights organized by the FEC and PCNC. ○ Family Math Night with Greg Tang ○ Read Across America ○ Grandparent's Breakfast with your Child ● ClassDojo user support provided on the school website. ● Digital citizenship resources posted on the school website to help parents better educate students to be responsible digital citizens.

Effective Family Partnerships (Staff Education) (ESEA 1116(e)(3))	Educate school staff (teachers, principals, support personnel) with parent involvement, focusing on: 1. The value of parent contributions; 2. Strategies to communicate and partner with parents as equals; 3. Implementation and coordination of parent programs; 4. Building strong ties between parents and the school	• Annual professional development for teachers on two-way communication strategies using ClassDojo. • PLC+ training focused on integrating family feedback and cultural responsiveness (Nā Hopena A'o / HĀ).
Coordinated Family Engagement (ESEA 1116(e)(4))	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.	• Pre-K-to-Kindergarten transition meetings and orientation sessions organized in collaboration with local early childhood centers (EOEL). • Collaboration with community partners (e.g., i9 Sports, Hawaii Green Growth) for enrichment and family activities.
Accessible Family Communication (ESEA 1116(e)(5))	Ensure information about school and parent programs, meetings, and other activities is sent to parents/families in a format and, to the extent practicable, in a language they can understand.	• School notices and ClassDojo announcements are translated into key target languages (e.g., Chuukese, Ilokano, Tagalog) as requested. • Translation services provided for SPED, 504, and ELL family conferences upon request. (Language Services Hawaii)
Family Requested Supports (ESEA 1116(e)(14))	Provide other reasonable support for Title I parental involvement activities as parents request.	• The PCNC collects feedback at all family events to identify and implement parent-requested support topics and resources. ○ Evaluations/Surveys
Optional Activities		• Active Parent Community Networking Center (PCNC) operating out of the front office to assist visiting parents. ○ Mrs. Cappy Solatorio (Community Member & PCNC) • Student Council officers actively participate in policy discussions and

		community leadership events.
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SECTION IV: ACCESSIBILITY REQUIREMENTS

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

Specific Accessibility Actions:

- Translate essential communications, newsletters, and forms via ClassDojo and in print.
 - ClassDojo translations in 190 languages
 - Providing physical access and accommodations for parents with disabilities during all schoolwide events and meetings.
 - Partnering with the EL Coordinator to ensure multilingual families receive direct support during school events.
 - Translator services with Language Services Hawaii

SECTION V: POLICY REVIEW AND REVISION

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

- Date Developed / Revised: Developed: **08/25/26** / Revised: **09/16/26**
- Effective Period: School Year **SY2026-2027**
- Review: The policy will be reviewed and updated as needed to reflect changing needs. Parents will be consulted and involved in any decisions regarding modifications, 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 the policy, and help revise it as needed.

Name	Signature	Role (Parent, Faculty, Staff)
Mr. Cameron Kubota		Principal
Mr. Jason Lagpacan		Vice Principal
Mrs. Cappy Solatorio		Community Member/PCNC
Mrs. Erin Kamemoto		Tech Coordinator
Mrs. Pat Burns		Educational Assistant
Mrs. Khari Nordmeier		Parent
Theo Murphy		Student Council President
Jade Vo		Student Council Vice President
Sophie Shen		Student Council Secretary
Tiare Vierra-Melendez		Student Council Historian