

**WEST NEW YORK SCHOOL DISTRICT**  
**District-Wide Parent & Family Engagement Policy 2017-2018**

**PART I. GENERAL EXPECTATIONS**

The West New York School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and family of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1118(b) of the ESEA/Every Student Succeeds Act (ESSA), and each include, as a component, a school-parent/family-student compact consistent with section 1118(d) of the ESEA/ESSA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA/ESSA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents and families of children with limited English proficiency, with disabilities, and of migratory children, including providing information and school reports required under section 1111 of the ESEA/ESSA in an understandable and uniformed format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA/ESSA, is not satisfactory to the parents and family of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents and family of children served in Title I, Part A schools in decisions about how the 1 percent Title I, Part A funds reserved for parent and family engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parent/family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- (A) *that parents play an integral role in assisting their child's learning;*
- (B) *that parents are encouraged to be actively involved in their child's education at school;*

- (C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) *the carrying out of other activities, such as those described in section 1118 of the ESEA/ESS).*
- The LEA will inform parent and parental organizations of the purpose and existence of the Parental Information and Resource Center in NJ.

**PART II. Description of the Implementation of the DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY Components**

The West New York Parent and Family Engagement Policy has been organized through the research-based frameworks of Joyce Epstein from the National Network of Partnership 2000 Schools and the Center on School, Family, and Community Partnerships at Johns Hopkins University. The six types of parental involvement used in the Epstein model have been adopted by the National PTA and used in establishing National Standards. The organization of the West New York Parent and Family Engagement Program through the six National Standards/Framework is as follows:

- **Type I—Parenting:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.
- **Type II—Communicating:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
- **Type III—Volunteering:** Improve recruitment, training, work and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
- **Type IV—Learning at Home:** Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
- **Type V—Decision-Making:** Include families as participants in school decisions, governance and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
- **Type VI—Collaborating with the Community:** Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community.

1. The West New York School District will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1112 of the ESEA/ESSA:

A district-wide Parental and Family Engagement Advisory Council was established. Comprised of all stakeholders, it includes the ESSA Grant Administrator/District Parent and Family Engagement Supervisor/ Title I Program Manager, Title I Parent Involvement Specialists/Teachers, and Parent Partners/Parents from Title I elementary schools. Through a series of formal and informal meetings, ideas were discussed and plans were outlined. Federal requirements were reviewed to assure

compliance. Once the plans were developed into a draft format, the entire committee reviewed the document and made recommendations for additions and/or deletions. Based on the team's recommendations, the final plan was developed.

2. The West New York School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA/ESSA:

Parents are provided with the opportunity to become partners in the decisions made that impact their child's education. These decision-making opportunities include:

- A School Improvement Panel (SciP) has been established at each school. Members representing all stakeholders, including parents, may be included in this planning and leadership committee.
- A PTO/PTA exists at schools with varying degrees of participation. Among other activities, these organizations serve as a resource for the school, providing funds for classroom/school educational needs positively impacting their children's success.

3. The West New York School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance:

Title I, Part A schools have elements to assist them in the planning and implementation of school-based parental involvement activities. These elements may include:

- Parent/Community Involvement Specialist—Based on letters of application, one teacher at each elementary school is chosen and appointed by Board Resolution for this stipend position. The role of the Parent Specialist is to coordinate all the activities within her/his individual school, conduct and participate in a variety of parent workshops, and serve as a member of a district-wide committee that organizes and implements parent activities that include, but are not limited to, workshops and presentations.
- Parent Partner—Based on letters of application, one parent representative from each elementary school is chosen and appointed by Board Resolution for this stipend position. The role of the Parent Partner includes participating in the decision-making process of the program, preparing information to be distributed to parents, translating at parent meetings/workshops and acting as a liaison between parents and the school.
- Workshops during the school day—Early in the school year, the Parent and Family Engagement Advisory Council meets with the District Parent and Family Engagement Supervisor/Title I Program Manager to discuss possible topics to be addressed throughout the year at workshops. Monthly meetings, to be held at each elementary school, are planned and scheduled for the year. Notices are sent home prior to each meeting through the efforts of the Parent Specialists and Parent Partner. Presented by the Parent Specialists, these meeting have included

- topics such as: “A Positive Approach to Discipline,” “Helping Your Child Be a Successful Test Taker,” and “ESSA and the Rights of Parents.” Refreshments may be served at meetings and raffles may be held where parents have the opportunity to “win” books, puzzles and other educational items to use at home with their children.
- Evening workshops with childcare—As the yearly calendar is developed, evening workshops are included. Meetings are held at one elementary school with parents from all the elementary schools invited to attend or at the Middle School or High School. Consultants, such as the Substance Awareness Coordinator (SAC), may present at these meetings. In order to accommodate the parent’s childcare needs, the Parent Specialists and/or Parent Partners supervise the children who attend with their parents in separate rooms to allow the parents to acquire the information without distractions.
  - Parent-Family/Child Presentations—Presentations for parents and children are scheduled throughout the year for a variety of events which may include presentations of children’s literature.
  - Parent/Family members of School Leadership Council—West New York has established a School Improvement Panel (ScIP) at each school to plan and implement activities to address their individual needs. Composed of all stakeholders, the ScIP frequently includes staff representatives, student representatives, parents and community members.
4. The West New York School District will coordinate and integrate parent and family engagement strategies in Part A with parent and family engagement strategies requirements.
- Coordinate activities with the RAC Team (Regional Achievement Centers) to provide a seamless transition.
  - Coordinate activities within schools through the involvement of the School Improvement Panel (ScIP).
5. The West New York School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parent and Family Engagement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents and family members in activities (with particular attention to parents/families of children who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, and/or are of any racial or ethnic minority background). The school district will use the findings of the evaluation of its Parent and Family Engagement Policy and activities to design strategies for more effective parent and family engagement and to revise, if necessary (and with the collaboration of parents), its parent and family engagement policies.
- The Parent and Family Engagement Advisory Council (see Part II, 1), which includes parents, will meet at least once a year, to review the content and effectiveness of the Parental and Family Engagement Policy in improving the quality of all Title I, Part A schools.

- The district Parent and Family Engagement Supervisor/Title I Program Manager will be responsible for planning and scheduling the meeting.
  - Activities will be reviewed with continued attention given to the needs of parents whose children are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, and/or are of any racial or ethnic minority background.
  - Decisions for revisions and strategies for more effective parent and family engagement will be made jointly by administrators, teachers and parents.
  - Stakeholders will review and approve the final policy document.
6. The West New York School District will build the schools' and parents' capacity for strong parent and family engagement in order to ensure effective engagement of parents/families and to support a partnership among the schools involved, parents/families, and the community to improve student academic achievement, through the following activities specifically described below:
- A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- the State's academic content standards
  - the State's student academic achievement standards
  - the State/Local academic assessments including alternate assessments
  - the requirements of Part A
  - how to monitor their child's progress
  - how to work with educators to improve achievement of their children.

The school district will, with the assistance of its Title I, Part A Schools, provide assistance to parents of children served by the school district, including but not limited to, the following:

- Workshops during the school day—Early in the school year, the Parent and Family Engagement Advisory Council meets with the District Supervisor of Elementary Education/Parent and Family Engagement/Title I Program Manager to discuss possible topics to be addressed throughout the year at workshops. Monthly meetings, to be held at schools, are planned and scheduled for the year. Notices are sent home prior to each meeting through the efforts of the Parent Specialists and Parent Partner. Presented by the Parent Specialists, these meetings can include, but are not limited to, topics such as: state and district testing, ESSA/Title I Programs, working to increase the home-school connection, and students achieving the New Jersey Student Learning Standards. Refreshments may be served at each meeting and raffles held where parents/families have the opportunity to “win” books, puzzles and other educational items to use at home with their children. Parents/families provide feedback through evaluation sheets regarding the content of the workshop and topics that

they would like to see addressed at future workshops.

- Evening workshops with childcare—As the yearly calendar is developed, evening workshops may be included. Meetings are held at one school with parents/families from all the elementary schools attending or at the Middle School or High School. Consultants may include the Substance Awareness Coordinator (SAC). In order to accommodate the parent's childcare needs, the Parent Specialists and Parent Partners supervise the children who attend with their parents/families in separate rooms to allow the parents to acquire information without distractions.
- Parent-Family/Child presentations—Presentations for parents/families and children are scheduled throughout the year for a variety of events which may include presentations of children's literature.

B. The school district will, with the assistance of its schools, provide materials and training to help parents/families work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement, by:

- Using portable laptop computers and lab computers, workshops will be provided to parents/families to expose them to the technology that is available to both them and their children and to the District's website.
- Parent/family workshops may be held at the WNY Public Library to assist parents/families in learning about both the technology and the literacy options available to both them and their children.
- At workshops, parents/families may have the opportunity to acquire books, puzzles and other educational items to take home that will support their child's academic efforts.
- At parent/family workshops, informational materials may be provided to parents/families to use as a reference and a resource.

C. The school district will, with the assistance of its schools and parents/families, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents/families as equal partners, in the value and utility of contributions of parents/families, in how to implement and coordinate parent/family programs to build ties between parents/families and schools, by:

- The district's approved Professional Development Plan provides ongoing and sustained training for all administrators, teachers and other staff members in all areas that positively impact student achievement.
- To coordinate parent programs and build ties between parents and schools, the District Parent and Family Engagement Supervisor/Title I Program Manager establishes an annual Parent Involvement Calendar that includes workshops held at individual schools and presentations held at school sites.

D. The school district will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other related programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Coordinated through the Technology Department, all district programs/activities, including parent and family engagement programs, are integrated thorough a district calendar formulated through the input of each school and each program.

E. The school district will take the following actions to ensure that information related to the school and parent/family programs, meetings, and other activities, is sent to the parents/families of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

A variety of methods have been established within the schools to provide school-to-home communication. These include:

- Parent/family workshop notices that are distributed through the Parent Specialist and the Parent Partner to notify parents/families of upcoming workshops either during the school day or in the evening. Presented in both English and Spanish, logistical information is provided along with a brief description of the workshop's topic. In order to provide sufficient refreshments and material, parents/families are asked to respond regarding their ability to attend.
- Progress Reports are sent home by teachers at a midpoint in the marking periods to notify parents of the progress or lack of progress of their children. These reports provide the opportunity to work with parents to help address and/or remedy any areas of need.
- Computer generated report cards are sent home on a quarterly basis to notify parents of their child's effort and academic progress.
- Parents/families are welcomed into the schools to attend "Back to School Night," and/or "Parents' Night" when they can learn first hand from their child's teachers what their child will be doing throughout the school year and how they can help to ensure their child's success.
- Parents/families are welcomed into the school during "National Education Week" to visit their child's classrooms to observe the learning process.
- The district website [www.wnyschools.net](http://www.wnyschools.net) is user friendly and has links to information that is useful for parents to access.
- Parent Handbooks have been developed to provide parents with policy issues and general information about the school and the district. These handbooks are either stand-alone booklets or are included in students' assignment books that are purchased to assist them in organizing their study habits and assignments.
- *Blackboard Connect/Connect Ed* mass notification system is utilized to reach parents/families with important information.

- F. The school district will coordinate and integrate parent and family engagement programs and activities with other related programs.
7. Convene an annual meeting, at a convenient time, to which all parents/families of participating children shall be invited and encouraged to attend, to inform parents/families of their school's participation under this part and to explain the requirements of this part, and the right of the parents/families to be involved.
  8. Offer a flexible number of meetings, such as meetings in the morning or evening as related to parent and family engagement.
  9. Involve parents/families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parent and family engagement policy.
  10. Provide parents/families of participating children —
    - (A) timely information about program
    - (B) a description 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
    - (C) 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.
  11. If the schoolwide program plan is not satisfactory to the parents/families of participating children, submit any parent/family comments on the plan when the school makes the plan available to the local educational agency.

**PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

As a component of the School-Level Parent & Family Engagement Policy, each school shall jointly develop with parents for all children served under this part a school-parent/family-student compact that outlines how parents/families, the entire school staff and students will share the responsibility for improved student academic achievement.

**PART IV. BUILDING CAPACITY FOR ENGAGEMENT**- To ensure effective engagement of parents and to support a partnership among the school involved, parents/families, and the community to improve student academic achievement, each school and local educational agency assisted under this part —

1. Shall provide assistance to parents/families 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 assessments, the requirements of this part, and

- how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
  3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents/families, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents/families as equal partners, implement and coordinate parent/family programs, and build ties between parents/families and the school;
  4. Shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities under classified school requirements.
  5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families of participating children in a format and, to the extent practicable, in a language the parents/families can understand;
  6. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
  7. May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
  8. May pay reasonable and necessary expenses associated with local parent and family involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
  9. May train parents/families to enhance the engagement of other parents;
  10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents/families who are unable to attend such conferences at school, in order to maximize parent and family engagement and participation;
  11. May adopt and implement model approaches to improving parent and family engagement;
  12. May establish a district wide parent advisory council to provide advice on all matters related to parent and family engagement in programs supported under this section;
  13. May develop appropriate roles for community-based organizations and businesses in parent and family engagement activities;
  14. Shall provide such other reasonable support for parent and family engagement activities under this section as parents/families may request.

#### **PART V. SCHOOL-PARENT/FAMILY/STUDENT COMPACT**

The school, the students and the parents/families of the students participating in activities, services, and programs funded by Title I, Part A of ESEA, agree that the compact outlines how the parents/families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents/families will build and develop a partnership that will help children

achieve high standards. This school-parent/family-student compact is in effect during school year 2017-2018:

**A. School Agreement:**

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent/family meetings (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress. The school will provide reports.
- Provide parents reasonable access to staff. Staff will be available for consultation with parents.
- Provide parents/families opportunities to volunteer and participate in their child's class, and to observe classroom activities.

**B. Parent/Family Agreement:**

We, as parents/family members, will support our children's learning in the following ways:

- See that my child is punctual and misses as few days of school as possible.
- Make sure that my child is present for state required tests.
- Support the school in its efforts to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Encourage my child's efforts.
- Stay aware of what my child is learning and talk about his/her school activities.
- Encourage reading by reading with my child and letting my child see me read.
- Monitor my child's activities including TV viewing and video game playing.
- Make every effort to attend parent conferences/meetings and other school activities.
- Adhere to the *Harassment, Intimidation & Bullying Policy, Acceptable Use Policy* and all District Policies.

**C. Student Agreement:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Attend school on a regular basis.
- Come to school each day with the tools necessary for learning.
- Complete and return homework assignments.
- Show respect for myself, other people, my school and property.
- Obey the rules of the school and the classroom.
- Bring home to show parents/family all paperwork and return those that need signatures.
- Accept responsibility for my own actions.
- Adhere to the *Harassment, Intimidation & Bullying Policy Acceptable Use Policy* and all District Policies.

## **PART VI. DISCRETIONARY COMPONENTS**

The organization of the program, through the six National Standards/Framework, is as follows:

**Type I—Parenting:** To assist families with parenting and child-rearing skills a series of workshops is planned with the Parent Specialists and an annual calendar is established. The activities may include, but are not limited to:

- Workshops during the school day presented by the Parent Specialist such as: “Everything that You Ever Wanted to Know About ESSA, Parents Rights and Your Title I School” and “How to Help Your Child Be Successful on Tests.”
- Parent-family/child presentations to view productions of children’s literature and other topics
- Evening workshops, such as the Elementary Substance Awareness Coordinator on topics including “Substance Abuse Prevention” and through community resources for topics such as “Fire Safety.”
- Workshops presented by out-of-district consultants.

**Type II—Communicating:** A variety of methods have been established within the schools to provide school-to-home communication. These may include, but are not limited to:

- Parent/family workshop notices that are distributed through the Parent Specialist and the Parent Partner to notify parents/families of upcoming workshops either during the school day or in the evening. Presented in both English and Spanish, logistical information is provided along with a brief description of the workshop’s topic.
- Progress Reports are sent home by classroom teachers at a midpoint in the marking periods to notify parents of the progress or lack of progress of their children. These reports provide the opportunity to work with parents/families to help address and/or remedy any areas of need.
- Computer generated report cards are sent home on a quarterly basis to notify parents of their child’s effort and academic progress.
- Parents/families are welcomed into the schools to attend “Back to School Night,” and/or “Parents’ Night” when they can learn first hand from their child’s teachers what their child will be doing throughout the school year and how they can help to ensure their child’s success.
- Parents/families are welcomed into the school during “National Education Week” to visit their child’s classrooms and observe the learning process.
- The district website [www.wnyschools.net](http://www.wnyschools.net) is user friendly and has links to information that is useful for parents/families to access.
- Parent Handbooks have been developed at several schools to provide parents with policy issues and general information about the school and the district.
- *Blackboard Connect/Connect Ed* mass notification system is utilized to reach parents/families with important information.
- Parents/families are encouraged to visit the school and contact administrators, teachers, social workers, the nurse and/or other

professional staff members when needed. The home-to-school connection may be addressed through the following:

- Parent Partner interactions before school, during school and after school hours.
- Parent/Family Suggestion/Evaluation Forms that are distributed in both English and Spanish to acquire feedback about workshops, suggestions for future workshops and other information that parents feel they would like to share or issues for which they would like to receive information or support.

**Type III—Volunteering:** Parents/families at each school volunteer their time to support their children and their endeavors. Volunteering activities may include, but are not limited to:

- Participating in PTA/PTO activities that include fundraisers such as book fairs, plant sales and Teacher Appreciation Day activities.
- Participation in trips building upon the parent-family/child bond and sharing educational experiences, such as stage productions of children’s literature.
- Attendance at student performances and exhibitions to support the efforts of their child and the school.

**Type IV—Learning at Home:** A variety of methods have been established to help parents/families become more involved in activities that promote learning at home. These may include, but are not limited to:

- Adult Evening School provides parents and members of the community with the opportunity to expand their English language skills and improve their abilities in academic areas acquiring their GED.
- Several of the workshops presented through the Parent Specialist help lay the groundwork for learning to take place at home. Workshops, such as “Teaching through Storytelling,” encourage parents to find the time to sit and talk with their children discussing such things as family stories or using family photographs as a means to establish communication and bonds. Other workshops, such as “All About Testing” and “Homework Tips for Parents,” provide parents with more specific information that they can use to help their children be successful in school by increasing their learning opportunities at home.

**Type V—Decision-Making:** Parents/families are provided with the opportunity to become partners in the decisions made that impact their child’s education. These decision-making opportunities may include, but are not limited to:

- A School Improvement Panel (SciP) has been established at each school. Members representing all stakeholders, including parents/families, may be included in this planning and leadership committee.
- A PTO/PTA exists with varying degrees of participation. Among other activities, these organizations serve as a resource for the school, providing funds for classroom/school educational needs positively impacting their children’s success.

**Type VI—Collaborating with the Community:** Efforts have been undertaken to utilize the resources in the community to positively impact student achievement. These collaborations may include, but are not limited to:

- Local business owners have provided the schools with items. In addition, scholarship awards are presented to graduating students.
- Members in the senior citizen center are invited to attend productions put on by the students. Students also visit the center to interact with the seniors with positive benefits for all participants.
- Local businesses, such as McDonald's and Burger King provide educational opportunities and complimentary meals/certificates.
- Celebrity sponsors have also made a positive impact on the educational achievement of the students by visiting the students.
- Working with the police and fire departments for safety presentations.
- Local newspapers and cable channels attend events throughout the schools to make the community aware of the positive achievement of the schools and of the students.
- Local businesses sponsor a variety of incentive programs that encourage students to focus on their academic achievement and reward their efforts through such items as store gift certificates.

#### **PART VII. ACCESSIBILITY**

In carrying out the Parent and Family Engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide full opportunities for the participation of parents/families with children with limited English proficiency, parent/families with children with disabilities and parents/families of migratory children, including providing information and school reports required in a format and, to the extent practicable, in a language such parents/families can understand.

#### **PART VIII. ADOPTION**

This District-Wide Parent and Family Engagement Policy has been developed jointly with, and agreed on by, parents of children participating in Title I, Part A programs, as evidenced by meetings of the Parent and Family Engagement Advisory Council.

This District Policy and the School Policies were revised and will be adopted by the West New York School District on November 13, 2017. They will be in effect for the period of one school year from September 2017 through June 2018. The school district will make this policy available to all parents of participating Title I, Part A children on or before December 8, 2017.

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*(Signature of Authorized Official)*

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*(Date)*