

**WEST NEW YORK SCHOOL DISTRICT**  
**Elementary School Parent and Family Engagement Policy**  
**2017-2018**

**PART I. Description of the Implementation of the Elementary School Parent and Family Engagement Policy Components**

The Elementary School Parent and Family Engagement Policy, consistent with the District-Wide 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 school will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement 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 parent/child trips.
- 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 & 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 Specialist and Parent Partner. Presented by the Parent Specialist, these meetings 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 public schools invited to attend. Consultants, such as the Substance Awareness Coordinator (SAC), may present at these meetings. In order to accommodate the parent’s childcare needs, the Parent Facilitators 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/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 members of School Improvement Panel—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.
2. The Elementary School will build the schools’ and parents’ capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- A. The school 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:

- New Jersey Student Learning Standards
- the State/Local academic assessments including alternate assessments
- the requirements of ESEA Section 1118 (e)/(ESSA)
- how to monitor their child's progress
- how to work with educators to improve the 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 & Family Engagement Advisory Council meets with the District Supervisor of Elementary Education/Parent 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 Specialist and Parent Partner. Presented by the Parent Facilitator, 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 have the opportunity to “win” books, puzzles and other educational items to use at home with their children. Parents 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 from all the elementary schools attending. 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 in separate rooms to allow the parents to acquire information without distractions.
- Parent/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.

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

- Using portable laptop computers and lab computers, workshops will be

provided to parents to expose them to the technology that is available to both them and their children and to the District's website.

- Parent workshops may be held at the WNY Public Library to assist parents in learning about both the technology and the literacy options available to both them and their children.
- At workshops, parents 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 workshops, informational materials may be provided to parents to use as a reference and a resource.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, in how to implement and coordinate parent programs to build ties between parents 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 Engagement Supervisor/Title I Program Manager establishes an annual Parent and Family Engagement 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 parental involvement 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 parental involvement 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 programs, meetings, and other activities, is sent to the parents 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 workshop notices that are distributed through the Parent Specialist and the Parent Partner to notify parents 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 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 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 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 with important information.

F. The school will coordinate and integrate parent involvement programs and activities with other related programs.

## **PART II. Policy Involvement/Engagement:**

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.
  - Annual meeting will be held at 8:45 AM to make it convenient for parents who are bringing their children to school. Dates vary by elementary school but are held during the month of October. (See Part I of this document)
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.
  - Meetings are offered monthly at each elementary school in the morning, in the afternoon or in the evenings. Childcare is provided for parents during

the evening meetings to minimize distractions. Refreshments are also served to engage younger children who attend. (See Part I of this document)

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy/parent and family engagement policy.
  - The Title I Parent and Family Engagement Council meets annually to plan, review and improve the program and policies. (See Part I of this document)
4. Provide parents 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.
    - (See Part I of this document)
5. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
  - NA

**PART III. Shared Responsibilities for High Student Academic Achievement-** As a component of the school-level Parent and 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, the entire school staff, and students will share the responsibility for improved student academic achievement.

**PART IV. 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:

1. Shall provide assistance to 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 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.
  - (See Part I of this document and District Parent & Family Engagement Policy).

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.
  - (See Part I of this document and District Parent & Family Engagement Policy).
3. Shall educate teachers, pupil services personnel, principals, 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.
  - (See Part I of this document and District Parent & Family Engagement Policy).
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities.
  - (See Part I of this document and District Parent & Family Engagement Policy).
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 the extent practicable, in a language the parents can understand.
  - (See Part I of this document and District Parent & Family Engagement Policy).
6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
  - (See Part I of this document and District Parent & Family Engagement Policy).
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.
  - (See Part I of this document and District Parent & Family Engagement Policy).
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
  - (See Part I of this document and District Parent & Family Engagement Policy).
9. May train parents to enhance the involvement of other parents.
  - (See Part I of this document and District Parent & Family Engagement Policy).
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 who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
  - (See Part I of this document and District Parent & Family Engagement Policy).

11. May adopt and implement model approaches to improving parental involvement
  - (See Part I of this document and District Parent & Family Engagement Policy).
12. May establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
  - (See Part I of this document and District Parent & Family Engagement Policy).
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.
  - (See Part I of this document and District Parent & Family Engagement Policy).
14. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.
  - (See Part I of this document and District Parent & Family Engagement Policy).

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

**PART VI. School-Parent/Family-Student Compact**

The school, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of ESSA agree that this 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 will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during SY 2017-18.

**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 as follows:
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide frequent reports on their child's progress to allow parents to stay informed
- Provide parents with frequent reports on their children's progress. The school will provide reports as follows:
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Adhere to the *Harassment, Intimidation & Bullying Policy, Acceptable Use Policy* and all District Policies.

**B. Parent and Family Agreement**

We, as parents, 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 & 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 other people, my school, property and myself.
- Obey the rules of the school and the classroom.
- Bring home to show parents 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 VII. Adoption**

This Elementary School Parent and Family Engagement Policy is embedded within the District-Wide Parent Involvement Policy and 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 Title I Parent and Family Engagement Advisory Council.

This policy was revised and will be adopted by the West New York School District on November 13, 2017. It will be in effect for the period of one school year from September 2017 through November 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)*