

ROSLYN UNION FREE SCHOOL DISTRICT

PARENT AND FAMILY ENGAGEMENT BOARD OF EDUCATION POLICY 1900

The Board of Education believes that positive parent and family engagement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parent and family engagement may take place either in the classroom or during extra-curricular activities. However, the Board of Education also encourages parent and family engagement at home (e.g., planned home reading time, informal learning activities, and/or homework “contracts” between parents and children). The Board of Education directs the Superintendent of Schools to develop a home-school communications program in an effort to encourage all forms of parent and family engagement.

Title I Parent and Family Engagement - District Level Policy

Consistent with the parent and family engagement goals of Title I, Part A of the Federal Every Student Succeeds Act of 2016 (ESSA), the Board of Education will develop and implement programs, activities and procedures that encourage and support the participation of parents and family members of students eligible for Title I services in all aspects of their child’s education. The Board of Education also will ensure that all of its schools receiving Title I, Part A funds develop and implement school level parent and family engagement procedures, as further required by federal law.

For purposes of this policy, Parent and Family Engagement refers to the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. At a minimum, parent and family engagement programs, activities and procedures at both the administrative and individual school level will encourage parents and family members to:

- Play an integral role in assisting their child’s learning;
- Be actively involved in their child’s education at school; and
- Be 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.

The term “parents” refers to a natural parent, legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

In carrying out the parent and family engagement requirements, the School District and schools shall provide reasonable support for parent and family engagement activities under this section as parents and families may request. District and school level Title I parent and family engagement programs, activities and procedures will provide full opportunities for the participation of parents and family members, including those who have 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 the law in a format and, to the extent practicable, in a language such parents understand.

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As further required by federal law, parents and family members of students eligible for Title I services will be provided an opportunity to participate in the development of the School District's Title I plan, and to submit comments regarding any aspect of the plan that is not satisfactory to them. Their comments will be forwarded with the plan to the State Education Department.

Parents and family members also will participate in the process for developing either a School Improvement Plan when the school their child attends is identified by the State as needing this plan.

Parent and Family Member Participation in Development of District-Wide Title I Plan

The Board of Education, along with the Superintendent of Schools and other appropriate School District staff will undertake the following actions to encourage parental involvement and engagement in the development of the District-Wide Title I Plan:

- The district will hold an annual Title I meeting for parents and all appropriate staff and attendees to explain Title I, its requirements, and the right for parents to be involved.
- The district will involve parents of children in Title I programs in decisions regarding how funds reserved for parental involvement and engagement activities are spent.
- The district has a school-parent compact, which outlines how school, parents and students will share the responsibility for ensuring student achievement and will provide this compact to schools.
- The school will describe and explain the curriculum in use, the types of academic assessments that will be used to measure student progress, and proficiency levels students are expected to meet. Parents may also request regular meetings with school staff to make suggestions and to participate, as appropriate, in decisions relating to their child's education.

Review of the District-Wide Parent and Family Engagement Policy

The Board of Education, along with its Superintendent of Schools/Building Principal and other appropriate staff, will conduct, with the involvement of parents and family members an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy in improving the academic quality of the school, including the identification of barriers to greater participation by parents and family members in activities under this policy, and the revision of parent and family engagement policies necessary for more effective involvement.

- The Assistant Superintendents for Elementary and Secondary Education will work with District Administrators to create processes and procedures to support this policy.
- The district will identify and assemble a sufficient number of parent members served within the schools to represent the needs of the population for the purpose of developing, reviewing and revising the Parent and Family Engagement Policy.

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- Parents will be active participants in reviewing and evaluating the Parent and Family Engagement Policy.

Development of School-Level Parent and Family Engagement Approaches and Policy Involvement

The Superintendent of Schools will provide to all schools in the School District receiving federal financial assistance under Title I, Part A technical assistance and all other support necessary to assist them in planning and implementing effective parent and family involvement and engagement programs and activities that improve student achievement and school performance. As appropriate to meet individual local needs, the Superintendent of Schools will ensure:

- The school will convene an annual meeting, at a convenient time, (i.e. during the day and in the evening) to inform parents of their school's participation in Title I programs and to explain Title I requirements and the right of the parents to be involved. All parents of children participating in Title I programs will be invited and encouraged to attend the meeting;
- The school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the School Parent and Family Engagement Policy;
- The school will provide parents of participating children with timely information about programs, a description and explanation of the curriculum in use in Title I programs, the forms of academic assessment used to measure student progress, 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 such suggestions as soon as practicably possible; and
- The school will utilize the school-parent compact and further develop it jointly with parents to outline how the parents, school staff and students will share the responsibility for improved student academic achievement and detail the means by which the school and parents will build and develop a partnership to help all children achieve the State's standards.

The compact shall include:

- A description of the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served in Title I schools to meet the State's student academic achievement standards;
- A description of the ways in which each parent will be responsible for supporting their children's learning; such as monitoring attendance, homework completion, television watching, 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; and

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- Address the importance of communication between teachers and parents on an ongoing basis including, but not limited to:
 - 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.
 - Frequent reports to parents on their children's progress.
 - Reasonable access to staff, and opportunities to volunteer and participate in their child's class.
 - 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.

Building Capacity for Involvement

To build parent capacity for strong parent involvement and engagement to improve their child's academic achievement, the district and its Title I, Part A schools will at a minimum:

1. Assist parents in understanding such topics as the State's academic content and student achievement standards, State and local academic assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to improve the achievement of their child. To achieve this objective **the school will:**
 - Offer Parent Orientation for incoming Kindergarten and Middle School Families.
 - Facilitate Back-to-School/Curriculum Information Nights for each grade level, K-12.
 - Conduct Kindergarten Screening prior to the start of the school year.
 - Send mailers and School Messenger contacts to inform and update parents on school events, especially those related to academic topics, and parental strategies for support.
 - Maintain a comprehensive school district website featuring information and announcements on curriculum and instruction related items and events.
 - Hold regular parent information meetings on assessments, learning standards, school curricula, social emotional literacy and student safety during varying times of the day and evening.
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology. To achieve this objective, **the district and/or Title I schools will:**
 - Collaborate with school and district level Parent-Teacher Associations to reach out, communicate with, and work with parents as equal partners.
 - Conduct parent information meetings on NYS assessments, learning standards, school curricula and student safety. To enable parents' participation, meetings may be offered at different times in the day or evening.
 - Implement school-wide forums during the school year on topics related to teaching and learning.

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- Coordinate with public libraries regarding curriculum-based materials and use of school library to engage parents in workshops connected with academic achievement.
 - Annually publish a school district calendar and handbook highlighting activities and assessment dates.
3. Educate its teachers, pupil service personnel, principals and other staff, with the assistance of parents, in understanding the value and utility of a parent's contributions and on how to:
- Reach out to, communicate with, and work with parents as equal partners.
 - Implement and coordinate parent programs.
 - Build ties between parents and the school.
4. To achieve this objective **the district and Title I Schools will:**
- Establish and offer professional development workshops on strategies to involve parents and foster productive parent-school partnerships via our Professional Development Catalog.
 - Collaborate jointly with the Staff Development Policy Board parent, teacher and administrator representatives to determine topics of interest and to connect to community organizations that have expertise and resources in these areas.
 - Work with staff to provide best practices for parent outreach via faculty and department meetings.
 - Facilitate events that promote a connection with parents and their child's school, i.e. STEM Day, Book Talks, etc.
5. Provide information related to school and parent-related programs, meetings, and other activities to the parents of children participating in Title I programs in an understandable and uniform format, including alternative formats, upon request and to the extent practicable, in a language the parents can understand. School District and school-level Title I parental involvement and engagement programs, activities, and procedures will provide full participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. **The district and school will do this by:**
- Providing invitations, agendas and materials to parent-related programs in the languages of families with limited English proficiency.
 - Use translating programs (i.e. Propio) and translators to the extent possible to provide information and at parent workshops.
 - Collaborate with the schools' PFAs and community agencies to connect with, and offer support and resources to parents with limited English proficiency, parents with disabilities, and parents of migratory children.

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Coordination of Parent and Family Engagement Strategies

The School District will, where appropriate and necessary, coordinate and integrate its parent and family engagement program activities and strategies with those of other applicable programs, including coordinate and integrate parental involvement and engagement activities with the School District's Pre-Kindergarten Program; referral as needed to the Pre-School Special Education Evaluation Team, and coordinate transition from local pre-schools to Kindergarten.

The district and Title I Schools will do this by:

- Designating a liaison for the School District's Pre-Kindergarten program who will coordinate efforts and integrate elementary school parent-engagement activities and programs.
- Coordinating transitions from local Pre-Schools to Kindergarten by providing Kindergarten orientations.
- Designating the Director of Early Childhood Special Education as the liaison to parents for referrals to the Committee of Pre-School Special Education (CPSE), and coordinator of transitions from local pre-schools to Kindergarten.
- Providing professional development annually to appropriate staff on best practices for transitioning students from Pre-K to Kindergarten and on strategies to foster parent engagement.

Ref: 1118 of the Elementary and Secondary Education Act

NYCRR 100.3(b)(3); 100.4(f()); 100.5(d)(4); 149.3(16)

Cross-ref: 1925 Interpreters for Hearing-Impaired Parents
5300 Code of Conduct

Ref: 20 USCA § 6318 (§1118 of the Elementary and Secondary Education Act)
8 NYCRR §100 *et seq*; 8 NYCRR §149-3

Adoption Date: December 18, 2014
Revised and Adopted: August 23, 2016
Revised and Adopted:

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Title I Parent and Family Engagement - School Level Policy

The Title I Parent and Family Engagement School Level Policies and School Parent Compacts for the following schools are annexed hereto as exhibits:

- Heights School: Exhibit E.1
- East Hills School: Exhibit E.2

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Heights Elementary School School Level Parent and Family Engagement Policy

Heights School takes pride in our high level of parent participation. The principal, teachers and district invite all parents to participate in school related activities. The goal of our parent involvement is to increase parent participation in the program, increase parent involvement at home, and increase parental awareness of educational practices and issues. The ultimate goal of the Parent and Family Engagement Policy is to increase student achievement.

Promoting and Facilitating Parental Involvement

Heights School will develop, evaluate, and revise this Parent and Family Engagement Policy (PIP) with parents and make the plan available to parents of students in the program as well as the local community at meetings and on the district website.

1. Parents are involved in planning and evaluating the Title I Program through:
 - Attendance at the annual Title I Parent meeting.
 - Development, evaluation, and revision of the building's Title I Parent Compact and Parent and Family Engagement Policy.
 - Goal setting with parents for the Title I Program.
2. The Parent and Family Engagement Policy will be distributed to all parents of all children at Heights School. It will also be made available to the community on the school's website.
3. Activities to communicate curriculum, assessment results, and student growth will include (but are not limited to):
 - Annual Title I Meeting
 - Annual Back to School Night
 - Parent/teacher conferences in the fall and spring
 - Assessment summaries, both formal and narrative formats, that show student scores and achievement on assessments administered throughout the year, along with the expected proficiency levels
 - Team meetings/conferences with parents held on an as-needed basis
 - Report cards/progress reports sent home each marking period
 - RTI report cards
4. All information about Title I programs will be provided to parents of children who receive services in a uniform format that is easy to understand. Additionally, parents will receive information in a language they can understand whenever reasonably possible. Upon request, parents with disabilities will be provided information in alternative formats whenever reasonable possible. Parents should expect to receive information in the following ways:
 - Letters sent home through mailings
 - Phone calls and ConnectEd electronic telephone messages
 - Webpage on district website

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- Handouts sent home with students in hardcopy and electronic formats (e-mail blasts and text messages at parent request)
- School meetings
- Announcements on the electronic sign outside the high school
- Annual district calendar with events and information (distributed in hardcopy to parents via bulk mailing and on the district website)

Parental Involvement Practices

Heights School will ensure parental involvement in its programs by providing information to parents about the Title I program, which includes a description and explanation of the school's curriculum, assessments, and achievement levels children are expected to reach. The school will share this information with parents in the following ways:

- The annual Title I meeting
- Parent teacher conferences, scheduled by the school administration and/or teachers as well as by parental request
- Family Nights throughout the year
- Back to School Night
- Progress reports
- Report cards
- RTI Direct reports and narratives
- AIS/Title I report cards
- Breakfast with the principal where topics related to students well-being will be discussed
- Parent meeting on the first day of school to discuss with parents the curriculum for the upcoming year
- Kindergarten teachers have a communication notebook sent home each day

Building Capacity for Involvement

Heights School will build capacity for parental involvement by providing opportunities for regular meetings by which parents may offer suggestions and participate, as appropriate, in decisions about the education of their child. The school will respond to any such suggestions as soon as reasonable possible. Parents who make a request will be given the opportunity to meet:

- Through prearranged meetings with their child's teacher(s)
- Through a meeting with the principal, which may include other staff as appropriate, e.g., the social worker, psychologist, and/or a counselor
- Parents of children attending Heights School may submit comments in writing to their child's teacher or the principal

Heights School will share suggested revisions to its Parent and Family Engagement Policy, School-Parent Compact, and other building level documents with the Superintendent for the Board of Education's consideration and approval. In order to build and support a strong partnership among school, parents, and community, and to improve student achievement, Heights School will help parents

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better understand the Common Core State Standards, the NYS and Local assessments, and how to monitor their child's progress in the following ways:

- Scheduled and requested parent/ teacher conferences
- Title I meeting and Family Education Nights (workshops and trainings) throughout the year
- Back to School Night
- Report cards
- RTI Direct reports, which include a detailed narrative and progress monitoring summary for each child receiving services in the AIS/Title I Program
- AIS/Title I report cards for each child receiving services in the AIS/Title I Program
- Breakfast with the principal where important curriculum information will be presented

The following opportunities for parental training and access to materials will be provided upon request:

- Annual Title I meeting
- Parent Education Nights (workshops and trainings)
- Parent/teacher conferences
- Breakfast with the principal
- PFA sponsored events: guest speakers on related topics will present

The principal will make sure that information related to school and parent programs, meetings, and other activities is sent in a format that parents can easily understand, and whenever reasonable possible, in a language that parents can understand. Copies of flyers, phone messages, and other notices will be kept and archived electronically as documentation by the principal. In addition, reasonable support for parental involvement activities will be provided, e.g., translator(s), social worker, etc.

It is through a strong parent-school connection that all educators and administrators in the Heights School believe effective teaching and learning can empower all children to reach their potential.

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Heights Elementary School School-Parent Compact

The Heights Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, 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 the current school year.

School Responsibilities

Heights Elementary 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:**
 - **Readers and Writers Workshop/ JOURNEYS**
 - Professional development on **Readers and Writers Workshop/ JOURNEYS** will continue to be provided for faculty.
 - Teachers will implement all components of **Readers and Writers Workshop/ JOURNEYS** into their daily routines.
 - Teachers will ensure that all lessons are aligned with Common Core Learning Standards.
 - Teachers will meet with children in guided reading groups to target the necessary skills and individualize instruction.
 - Running Records will be administered to determine the next course of instruction for the child.
 - **Foundations**
 - The Foundations Program will continue to be implemented in the classroom to further address the development of children's phonics skills.
 - A "Double Dose" of Foundations will be provided to children through small group instruction.
 - **Leveled Literacy Intervention System (LLI)**
 - Leveled Literacy Intervention will be the means of instruction in both the Remedial Reading and RTI setting.
 - **Collaboration between Teachers**

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- Classroom teachers and support service teachers will meet periodically to discuss the progress of children and determine the next steps to ensure each child meets his/her academic potential.
- Teachers will differentiate instruction to meet the needs of all children.
- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, Heights School will provide reports as follows:
 - Two (spring, fall) annual Parent-Teacher conferences will be held.
 - Support staff in the areas of RTI, Reading, ENL and Speech and Language, will meet with parents to discuss individual child achievement.
- **Provide parents with frequent reports on their children's progress.** Specifically, Heights School will provide reports as follows:
 - Progress reports three times a year.
 - Parent/teacher conferences held in the fall and spring.
 - Additional parent meetings if necessary.
 - Phone calls
 - Emails
 - In addition to progress reports from classroom teachers, support staff will reevaluate the child's progress periodically. A written report will be sent to parents notifying them of the skills that will be targeted during the months following the evaluation.
- **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - **First Day of School Welcome Tea**
First grade teachers invite parents to the classroom on the first day after dismissal to meet teachers and enjoy a cup of tea. Teachers share with parents important classroom procedures.
 - **Meet and Greet**
Kindergarten teachers invite children and their parents to the classroom to familiarize them with the school and teachers before the school year begins.
 - **Bus Orientation**
In late August, Kindergarten students and parents may come to school to learn about bus safety rules and meet our bus drivers.
 - **Meet the Teacher**
Teachers invite parents to attend a school presentation on curriculum and classroom procedures.
The principal meets with parents to discuss Dignity for all Students Act (DASA).
 - **Email**
Teachers use email as a way to inform parents of classroom and school wide events.
 - **Phone calls**
Teachers will periodically call parents to discuss their child's progress.
 - **Breakfast with the Principal**

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Each month, the principal conducts workshops for parents on topics related to children's well-being.

- **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities**, as follows:

- **Field Trips**

Throughout the year, parents will be asked to participate as chaperones on field trips. Each parent will have the opportunity to accompany the class on one field trip.

- **Parent Sharing**

Teachers will invite parents into their classes to assist with special projects. Parents will be encouraged to visit the classroom to discuss their occupation or any special talent they may have.

- **Birthdays**

Parents will be invited to come to the classroom to celebrate their child's birthday. During this celebration, they may read a book of their choice to the class and then share a snack with the class.

- **Classroom Events**

Teachers will invite parents to celebrate different classroom events. These events will usually follow a unit of study on a particular topic.

Some examples of events we will celebrate at the Heights School are:

- Halloween
- Thanksgiving
- 100th Day of School
- Valentine's Day
- Veteran's Day

- **Writing Celebrations**

Each class will invite parents at the end of one writing unit to celebrate their child's accomplishments.

- **School Wide Events:**

- **Mini Marathon/Field Day**

- Kindergarten physical education teachers will arrange a "mini marathon" for children and their parents. They are encouraged to run the field together.
- First graders will celebrate Field Day. Physical education teachers will arrange many different obstacles and events for the children to complete. Parents will be invited to attend.

- **Spring Fling**

- Parents will be invited to visit the music room during their child's scheduled music class. The children will sing various songs they have learned throughout the year.

- **Parent Faculty Association (PFA) Events**

- Parents will be encouraged to volunteer for various committees set up by the PFA, which will allow them to take a more active role in their child's education. The following are a few of such committees.

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Book Fair

- The book fair is held annually. Parent volunteers are needed to help children select books. One evening during this week, the children are encouraged to visit the book fair with their parents. During this time, the children wear their pajamas and the principal reads a story to them.

Multi-Cultural Events

- Parents will be invited to an evening school event to share and learn about different cultures in our community. Often, a traditional dish may be brought for other families to taste and enjoy.

Cultured Kids Week

- Parent volunteers will prepare exciting cultural performances about their native countries. Children receive a “passport” to document the different countries they visit via the presentations.

Math Trail

- Children and parents will attend this evening event to complete a “trail” of math activities.

Bingo Night

- Children and their families will enjoy an evening of fun playing bingo.

Parent Responsibilities:

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance
- Ensuring that homework is completed
- Monitoring the amount of time spent on electronic devices such as TV, iPad, computer.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Implementing and adhering to a bedtime schedule so my child is well rested.
- Taking an active role in my child’s education by reviewing completed work, reading notices and informing the teacher of any difficulty my child may be having with homework.

Student Responsibilities:

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

Specifically, we will:

- Do homework every day and ask for help if needed.
- Read at least 15 minutes a day every day outside of school time.
- Give my parents or the adult who is responsible for me all notices and information received by me from my school every day.
- Arrive at school on time and ready to learn.

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School

Date

Parent

Date

Student

Date

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East Hills Elementary School School Level Parent and Family Engagement Policy

East Hills School takes pride in our high level of parent participation. All parents are invited by the principal, teachers, and the district to participate in school activities and to assist in the school. The goals of our parent involvement activities are increased parent participation in the program, increased parent involvement at home, and increased parental awareness of educational practices and issues. The ultimate goal of the Parent Involvement Policy is increased student achievement.

Promoting and Facilitating Parental Involvement

East Hills School will develop, evaluate, and revise this Parent Involvement Policy (PIP) with parents and make the plan available to parents of students in the program as well as the local community at meetings and on the district website.

1. Parents are involved in planning and evaluating the Title I Program through:
 - Attendance at the annual Title I Parent meeting.
 - Development, evaluation, and revision of the building's Title I Parent Compact and Parent Involvement Policy.
 - Goal setting with parents for the Title I Program.
2. The Parent Involvement Policy will be distributed to all parents of all children at East Hills School. It will also be made available to the community on the school's website.
3. Activities to communicate curriculum, assessment results, and student growth will include (but are not limited to):
 - Annual Title I Meeting
 - Annual Open House Night
 - Parent newsletters and student agenda books by which parents/teachers can communicate regarding the need for homework help and other guidance
 - Webpage to access teacher pages, school information, and links for student/parent use
 - Parent/teacher conferences in the fall and spring
 - Assessment summaries, both formal and narrative formats, that show student scores and achievement on assessments administered throughout the year, along with the expected proficiency levels
 - Team meetings/conferences with parents held on an as-needed basis
 - Progress Memorandum sent home each marking period
 - RTI report cards
 - Evening PACT Meetings
 - PFA Meetings
 - Evening and Daytime Workshops
4. All information about Title I programs will be provided to parents of children who receive services in a uniform format that is easy to understand. Additionally, parents will receive

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information in a language they can understand whenever reasonably possible. Upon request, parents with disabilities will be provided information in alternative formats whenever reasonable possible. Parents should expect to receive information in the following ways:

- Letters sent home through mailings
- Phone calls and ConnectEd electronic telephone messages
- Webpage on district website
- Handouts sent home with students in hardcopy and electronic formats (e-mail blasts and text messages at parent request)
- School meetings
- Annual district calendar with events and information (distributed in hardcopy to parents via bulk mailing and on the district website)
- REMIND app

Parental Involvement Practices

East Hills School will ensure parental involvement in its programs by providing information to parents about the Title I program, which includes a description and explanation of the school's curriculum, assessments, and achievement levels children are expected to reach. The school will share this information with parents in the following ways:

- The annual Title I meeting
- Parent teacher conferences, scheduled by the school administration and/or teachers as well as by parental request
- Family Nights throughout the year
- Open House
- Progress Memorandum
- RTI Direct reports and narratives
- AIS/Title I report cards

Building Capacity for Involvement

East Hills will build capacity for parental involvement by providing opportunities for regular meetings by which parents may offer suggestions and participate, as appropriate, in decisions about the education of their child. The school will respond to any such suggestions as soon as reasonably possible. Parents who make a request will be given the opportunity to meet:

- Through prearranged meetings with their child's teacher(s)
- Through a meeting with the principal, which may include other staff as appropriate, e.g., the social worker, psychologist, and/or a counselor
- Through PFA/SEPTA workshops, committees and meetings, parents will have opportunities for decision making.
- Parents of children attending East Hills may submit comments in writing to their child's teacher or the principal.

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East Hills School will share suggested revisions to its Parent Involvement Policy, School-Parent Compact, and other building level documents with the Superintendent for the Board of Education's consideration and approval. In order to build and support a strong partnership among school, parents, and community, and to improve student achievement, East Hills School will help parents better understand the Common Core State Standards, the NYS and Local assessments, and how to monitor their child's progress in the following ways:

- Scheduled and requested parent/teacher conferences
- Title I meeting and Family Education Nights (workshops and trainings) throughout the year
- Open House
- Progress Memorandum
- RTI Direct reports, which include a detailed narrative and progress monitoring summary for each child receiving services in the AIS/Title I Program
- AIS/Title I report cards for each child receiving services in the AIS/Title I Program

The following opportunities for parental training and access to materials will be provided upon request:

- Teacher webpages
- Annual Title I meeting
- Parent Education Nights (workshops and trainings)
- Parent/teacher conferences
- PACT Meetings

The principal will make sure that information related to school and parent programs, meetings, and other activities is sent in a format that parents can easily understand, and whenever reasonably possible, in a language that parents can understand. Copies of flyers, phone messages, and other notices will be kept and archived electronically as documentation by the principal. In addition, reasonable support for parental involvement activities will be provided, e.g., translator(s), social worker, etc.

It is through a strong parent-school connection that all educators and administrators in the East Hills School believe effective teaching and learning can empower all children to reach their potential.

**East Hills Elementary School
School-Parent Compact**

The East Hills Elementary School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, 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 the current school year.

School Responsibilities

The East Hills Elementary School will:

- 1. 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:**
 - Classroom teachers differentiate instruction based on the academic, social and emotional needs of each student. This is done with classroom libraries that support individual levels of reading, cultural diverse literature that supports and enhances individual backgrounds, provide an afterschool program, PACT (parents and teachers together) which provides academic and study skills to students in need.
 - Classroom teachers are provided professional development that targets the standards: Readers and Writers Workshop/JOURNEYS, Go Math, and EVI. In addition, teachers are provided the opportunity to go to workshops outside of the school for specific training in content such as Technology, STEAM and Character Education: Social/Emotional Learning.
 - Teachers at East Hills serve on district sponsored curriculum writing projects, targeted workshops and in-service classes.
 - Monthly faculty meetings include time for targeted professional development in the area of literacy, numeracy and social and emotional learning.
 - Students participate in after school intramural programs such as Foreign Language, Science, Math Olympiads and Literacy/Book Clubs.
 - PACT (Parents and Children Together) meets twice a week where students work in a five to one ratio with teachers: focusing on study skills, literacy, numeracy as well as targeted lessons based on individual needs.
 - RAZ Kids is a computer based program that students use at home to support and enhance their literacy instruction.

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2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - There are four afternoon Parent Teacher Conferences and two evening conferences provided.
 - In addition, teachers meet with parents throughout the year in regard to any and all academic, social or emotional concerns that arise.
 - In addition, there is a parent component to the PACT program where parents of ENL students come to evening meetings to learn about different curricula areas.
 - Translation is provided for parent/teacher conferences in order to accommodate for cultural differences.
 - In addition, apps such as Remind Me are used.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Progress Memorandums go out three times a year.
 - Parent meetings, phone calls, emails and one on one visits are also provided as needed.
 - AIS/Title I report cards are given to parents for students who receive service in the AIS/Title I program.
 - Assessment summaries are used to show student progress as well as expected benchmarks.
 - Team meetings are scheduled as well.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - Open House
 - Parent Teacher Conferences
 - Emails
 - Agenda Books
 - PACT meetings
 - phone calls
 - Twitter
 - school website

5. **Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.**
 - PFA
 - SEPTA
 - classroom presentations
 - class mothers
 - classroom projects
 - trips

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Specific PFA committees are:

- Education Committee
- PARP Week (Parents as Reading Partners)
- Wellness
- Lunch and Learn
- Hospitality
- Community Service
- Health and Safety
- Ways & Means
- Fundraising
- Cultural Arts

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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School

Date

Parent

Date

Student

Date