

# Westwood Family Engagement Framework

Drafted March 2026

## I. Purpose and Core Values

The Westwood Public Schools recognizes that a student's education is a shared responsibility among the school, family, and community. Our core mission is to build school communities that are nurturing and supportive environments where every student and family feels valued, safe, and experiences a deep sense of belonging. We are committed to sustaining culturally and multilingually responsive systems that empower families as equal partners in their children's education.

---

## II. Joint Development and Decision-Making

To ensure our policies reflect the diverse needs of our community, the District and individual schools will:

- **Collaborative Partnership:** Maintain a districtwide School Engagement Committee (SEC) composed of representatives from each school's PTO/A and interested caregivers to partner with district leaders, school principals, and equity leaders.
  - **Strategic alignment:** Use the parent-led committees as a mechanism to ensure district-wide efforts are aligned across schools and that family voices are central to the decision-making process for school-wide improvement plans, grant applications, and district initiatives.
  - **Title I Compliance [if applicable]:** Actively involve families, teachers, principals, and specialized support personnel in the joint development of the Annual ESSA Consolidated Grant Application, and in planning and hosting at least one annual meeting to explain Title I requirements and the rights of families to be involved.
- 

## III. Building Capacity for Engagement

The District will enhance the ability of schools and families to work together effectively by:

- **Providing Tools and Resources:** Offering accessible resources to help families understand state academic standards, local assessments, and Title I requirements; distributing age-appropriate resources and sharing strategies to help families engage their children on inclusive themes
- **Sharing Best Practices:** Promoting equity, inclusion, and belonging to equip every family with the tools to help monitor and improve their student's academic progress.
- **Staff Professional Development:** Educating all school staff—from administrators to paraprofessionals—on Culturally Responsive and restorative practices to prioritize healthy

relationships and the repair of harm:

- Recognizing family strengths and individual differences.
  - Building trust and reciprocal relationships.
  - **Educational Series:** Hosting the "Conversations with Caregivers" series to provide families with opportunities to learn about topics affecting student experiences, such as Social Emotional Learning (SEL), mental health support, and LGBTQ+ student advocacy.
- 

## IV. Culturally and Linguistically Sustaining Systems

We are committed to removing barriers to engagement by:

- **Accessible Communication:** Providing information in formats and languages that all families can understand.
  - **Open Dialogue:** Ensuring families have regular opportunities to meet, have open conversations, share, and learn among caregivers from different backgrounds.
  - **Responsive Engagement:** Responding to family suggestions and requests for meetings in a timely and feasible manner.
- 

## V. Annual Evaluation and Improvement

The District and schools will conduct an **Annual Evaluation** of the effectiveness of this framework. This process will include:

1. **Community Feedback:** Seeking caregiver feedback on the effectiveness of the framework and identifying priority topics for the upcoming school year
2. **Barrier Identification:** Identifying obstacles to participation (e.g., scheduling, language, or childcare), to ensure equitable access for all members of the community.
3. **Data-Drive Revision:** Using findings from the WPS Equity Audit and community feedback to design programming and plans that improve student outcomes and sense of belonging

This framework will be distributed to all parents and caregivers of participating students through the district website and school main offices.