



# School Parent, Guardian, and Family Engagement Policy 2024-2025

## Montclair Elementary School

### **I. Parent and Family Engagement Policy**

**A.** Courtney Derrick (Principal), Jennifer Moore (Assistant Principal), Sandra Montoya (Parent/Family Advocate), Craig Adams (BMT), Jordan Schriefer (Master Teacher), Elizabeth Ciepielinski (Master Teacher)

**B.** Briefly describe the process your school used to:

1. To create this policy we gathered input from parents, teachers, and the Family Involvement Committee to ensure the policy represented the thoughts and interest of all stakeholders.
2. Throughout the year we will further develop and refine the policy as needed based on parent feedback and school needs.

### **II. Annual Information Meeting**

An annual Information Meeting will be held on September 19, 2024

### **III. Flexible meeting times**

We have parent events at a variety of times to accommodate the schedules of our working parents. We have large family events in the evening, but have smaller events in the morning (prior to work hours) or after school.

### **IV. Title I Part A Planning**

We have parent discussion groups with the family advocate to learn about the needs of the parents and to share information for how to support their child's learning at home. Every grade had one of these sessions between October and December, and will continue to cycle through the rest of the year.

### **V. Parent Information and Opportunities**

1. Parents will receive information about Title I programs through regular communication through ParentSquare, a weekly Parent Message, bulletin boards and posted info in the Parent Resource center, fliers giving invitations to events, and in person communication.
2. Parents will receive communication about School Performance Profiles via our Title I communication meeting in the fall and the information is also posted on our school website (in English and in Spanish).

3. To access assessment results of their child's performance, parents will receive quarterly progress reports and report cards (translated as necessary) as well as being invited to all IEP, 504, and MTSS meetings to understand detailed progress being made by their child.
4. We send home in English and in Spanish all relevant communication regarding state testing notifications and results.
5. The school held an annual Title 1 Parent Information meeting to describe the school's academic performance and ways parents can be active in school decisions. Classroom teachers prepared a "Muffins in the Morning" event in the classroom to inform parents about curriculum, standards, and assessments. Information sent home is always translated for non-English speakers and interpreters will be used during all school events. The school will also send home parent information as related to school performance or any important decisions impacting the school.
6. With our full-time family advocate and our efforts at outreach, parents feel increasingly welcome and able to access information and people they need. We also have other fluent or partially fluent staff members who make themselves available whenever necessary

## **VI. School-Family Compact**

Parents will be introduced to the School-Parent compact during the Parent Information Night. The compact will be sent home for parents to sign. The compact will be translated for non-English speakers.

## **VII. Building Parent and Family Engagement Capacity**

The school will create Parent Nights or Curriculum Nights where families are invited to participate in their child's education. These nights will be offered at various times of the year to inform parents about what their child will be experiencing. The school will work to partner with community organizations to host events focusing on parenting, literacy, and mathematics. Our family nights are tailored to our parent population. For example, our student performances have full translations projected so that parents can follow songs and plot. We have 1 full-time translator who is committed to accurately translating comments for report cards that fully explain students' academic and behavioral performance, needs and strengths, as well as ways that parents can support their child at home.

## **VIII. English Learners and Disabled Parents and Families**

Parents receive information inviting them to meetings and activities in Spanish via ParentSquare, flyers, phone calls and the weekly Parent Message. The information is also posted around the school on bulletin boards. In situations where the parents cannot do a live participation due to disabilities or transportation constraints, a meeting is conducted over the phone utilizing an interpreter and following the same protocol we do on face to face meetings. This includes visits to student's homes to address important issues. We have one full time family advocate, a bilingual Financial Secretary, a bilingual office Data Manager, teachers, and teacher assistants who can communicate information in Spanish. Situations that involve behavior or health components and academic performance are always handled in English and Spanish. During Parent-Teacher Conferences we recruit additional interpreters to meet the needs for bilingual communication due to the high number of Spanish parents who attend the conferences providing them with handouts in Spanish to support the information verbally shared with them. The main office is always prepared to receive parents messages in English and Spanish in person and over the phone and to take action accordingly making sure the parents get a resolution on the matters handled in Spanish applying the uniqueness of each culture into the equation. The parents are invited continuously to join the PTO, SIT and volunteers group and we add members to these bodies throughout the year due to the bilingual communication we provide. At this time we have two Spanish parents who are members of the SLT and volunteers who speak Spanish.

The tutoring program (HEART) that works with a large number of Spanish students invites the parents to inform them about the students' performance and also to celebrate their accomplishments offering interpretation in the process. Teachers invite parents to visit the classrooms to observe the kids working and/or to exhibit the class work in which the information is provided in Spanish. Well over half of our

parents are Spanish speaking, so every parent event is fully translated, we have multiple bilingual staff members ready to help translate whenever necessary, all materials go home translated, and we try to design our events to embrace cultures that represent our students.

### **IX. Parent/Family Requests**

The school holds meetings with parents every month to provide them with an outlet to voice their concerns, needs and provide recommendations on existing plans. The patterns manifested through that feedback offer the school an incredible opportunity to redesign planned activities to accommodate parents' requests to continue building trust. Our parents gave input and suggestions for events and plans are in place to accommodate those requests.

### **X. Annual Evaluation**

We regularly invite parents to provide feedback and strive to be responsive whenever feedback is provided. We are establishing "neighborhood liaisons" – parents who will serve as a resource in our biggest neighborhoods to keep a finger on the pulse and let us know what parents are wondering/feeling. In May, we will create parent surveys (in English and Spanish) and make it available on our website, as well as having it available to complete on iPads at well-attended parent events (like 5th grade promotion and the spring concert).