



Parent and Family Engagement Policy

School: Sterling

I. Parent and Family Engagement Policy

A. List names and roles: Emily Miles (principal), Tanya Diggs (Assistant Principal), Haley Pfau & Luis Perez (Grade level representatives), Ziozios (support area support), Roxanne Bishop (special area support) and Elsa Rivera (Parent Advocate)

B. Briefly describe the process your school used to:

1. select participants to develop the policy: A secret ballot is used to determine members at a staff meeting at beginning of the year

2. develop policy Throughout the year we will further develop and refine the policy as needed based on parent feedback and school need.

3. implement policy Involvement Committee to ensure the policy represented the thoughts and interests of all stakeholders

II. Annual Information Meeting

A. Describe your plan to conduct an annual meeting to inform parents of their school's participation in Title I Part A. Include strategies to inform English Learner parents. Sterling Elementary held our Annual Title I meeting on August 24, 2020 in conjunction with our Parent Information Meeting. The Parents were invited via translated Class Tag, translated Connect Ed. and social media outlets. Parents were informed via a recorded video led by principal Miles and translated for Spanish speaking families by the parent advocate.

III. Flexible meeting times

A. Describe your strategies to offer flexible times for parental and family engagement opportunities and meetings. We solicit times and adjust meetings based on families needs

IV. Title I Part A Planning

A. What timeline and strategies will you use to involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I Part A Program. Connect-Ed, ClassTag, newsletter (monthly). Our family advocate maintains communication with families to share the needs of families and students.

V. Parent Information and Opportunities

A. Describe how you will provide parents and families with the following:

1. Timely information about Title I Part A Programs: Connect-Ed, ClassTag, newsletter (monthly) and homeroom newsletters

2. School performance profiles: Connect-Ed, ClassTag, newsletter (monthly) and classroom newsletters

3. Assessment results of their child's performance: 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. A description and explanation of the curriculum, assessment forms, and proficiency levels and state standards. Include strategies to inform parents with language barriers and/or disabilities: We send home in English and in Spanish all relevant communication regarding state testing notifications and results.

5. Opportunities for regular meetings to participate in decision making SLT meetings, website, parents invited to IEPs, 504, MTSS meeting as well as parent teacher conferences 6. Timely responses to suggestions and questions raised by parents Staff will respond to stakeholders within 24 hours

7. Reasonable access to staff, opportunities to volunteer and participate in child's class: Working along with family advocate and volunteer coordinator to discover the opportunities also we communicate with families in native language

VI. School-Family Compact

A. Discuss timeframe and strategies to present and explain compact to parents as it relates to the child's achievement. Include strategies to inform parents with language barriers and/or disabilities: We use ClassTag to communicate compacts as well as discuss the compact in parent-teacher conferences and at Title 1 family meetings

VII. Building Parent and Family Engagement Capacity

A. Briefly discuss how you will address the following:

1. Provide assistance to parents in understanding performance standards, assessment, Title I, monitoring their child's progress, and participating in decisions relating to the education of their child
2. Provide materials and training to help parents work with their children (literacy training, computer skills, homework assistance/workshops, family literacy nights, adult EL, GED etc.)
3. Educate teachers and other staff to work with parents
4. Coordinate and integrate parental involvement programs/activities
5. Develop appropriate roles for community-based organizations and businesses
6. Conduct other activities as appropriate and feasible that is designed to help parents become full partners in the education of their child
7. Ensure that information related to parent involvement is sent home in the language used in the home

VIII. English Learners and Disabled Parents and Families

A. Provide full opportunities for the participation of English Learner parents or with disabilities Parents receive information inviting them to meetings and activities in Spanish via Connect ED, flyers, phone calls and the Parent Newsletter. 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 two family advocates, a bilingual secretary, and teachers 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 amount 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 PTA, SLT and volunteers group and we add members to these bodies throughout the year due to the bilingual communication we provide. The tutoring program (HEART) that works with a large amount 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

IX. Parent/Family Requests

- A. Describe how you will provide reasonable support for activities requested by parent and Families. Staff and family advocate support families in their needs

X. Annual Evaluation

A. Discuss timeline and plan for involving parents and families in an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools.

Decisions about how our parent involvement funds will be allotted will be made in collaboration with our SLT, Parent Involvement Committee, and Parent Input. We also have quarterly events designed to pull in our parents and make them feel more welcomed in the school community.

XI. Other Parent and Family Engagement Practices (School may include the following).

Only describe the ones you choose to implement

- A. Describe how your school addresses the following, **only** if practices are part of your schoolwide plan.

Provide necessary literacy training

Sterling staff partners with READ Charlotte to develop literacy based family nights. Food and child care is included to provide an environment for parents to work alongside their school aged child. Books to take home are available to continue the learned skills at home.