

Monroe Elementary Parent Involvement/Engagement Policy 2022-2023

Monroe Elementary has developed a written Title I Parental Involvement Policy with input from parents and school staff. The policy is distributed as part of the enrollment process and is displayed in the school, placed on the school website, and communicated often as an attachment in newsletters to families. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Monroe Elementary, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

Each year, parents are informed of Title I requirements and rights during Back to School Night and PTA meetings. Monroe explores ways to capture our values, vision, and mission, while providing a description of what makes Monroe unique and the ways our school works to provide meaningful, engaging, and high quality instruction within our Title I school.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

A meeting is held at least once per semester with the Title I Team. Parents have access to monthly PTA meetings which are during the evening. Parent/Teacher conferences are scheduled during the day and the evening. Parents are invited to join committees, such as the Healthy/Safe Schools Committee, Title I, and Citizens Advisory Committee (district level).

The school provides parents of Title I students with timely information about Title I programs.

Information is communicated via the weekly principal newsletters, school website, teacher websites, school and teacher email, push messages, social media, and the marquee. Each year at our Curriculum Night, a meeting will be held to inform parents of Monroe's participation in the Title I program and to explain the requirements of the program, as well as parents' rights to be involved. Agendas are communicated prior to

the meetings. In addition, parents are informed of updates to Title I programming and/or plan. Everyday operations of the plan are visible and communicated. Examples include programs such as Lexia and Freckle.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

This information is communicated to parents through family newsletters, during the annual Curriculum Night and parent/teacher conferences. Teachers regularly communicate curriculum, interventions, and student progress throughout the year. PLCs focus on essential standards is discussed weekly among teams to provide multi-tiered systems of support for all students' academic and social emotional growth. Individual student FAST reading and math benchmark data and progress monitoring/proficiency levels will be communicated with parents.

School-Parent-Student Learning Compact

Monroe Elementary distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility is to provide high-quality curriculum and instruction.

The ways parents will be responsible for supporting their children's learning.

A commitment from students to put for their best effort at school.

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The policy was developed collaboratively by a team of staff members and parents who also review it annually to provide input in regards to updates. The compact is part of the enrollment packet and also distributed during Back to School Night to obtain signatures.

Building Capacity for Involvement

Monroe Elementary engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

This information is provided at Curriculum Night, which is held each year early in the fall semester. Parents are also provided with resources explaining OSTP assessments, district benchmark exams, and materials to interpret the results. We utilize FAST as our benchmark for math and reading. Our teachers share FAST results and intervention process data with parents. Parents have access to Infinite Campus to help monitor progress. Teachers provide specific information for how parents can help their child improve achievement through various methods.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Monroe’s media center houses a parenting section which includes books on parenting skills. Monroe hosts a Curriculum Night which focuses on Literacy, Math and STEM materials and curriculum and how to best help and support their children. The librarian maintains a collection of books written by diverse authors from a variety of backgrounds to provide unique perspectives for students. Students have access to online resources, such as Everyday Mathematics games, Lexia, and Freckle. The school counselor provides additional material for students, parents and teachers to assist in social emotional learning in addition to the district’s Second Step curriculum.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.

Staff education occurs periodically throughout the year at professional development opportunities provided by the school and the district. Parents/Guardians are encouraged to volunteer in the classrooms and other areas of the school. Family members can serve as tutors, assist with learning stations, read with children, and prepare materials through our Monroe Champions program. Staff regularly communicate to parents about parent partnerships. Monroe staff are encouraged to communicate with parents about opportunities to participate in their child’s education. The Watch D.O.G.S. program is implemented at Monroe to encourage positive male influence.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Monroe is an Oklahoma A+ School which provides professional development to our staff to think more creatively about how to present their curriculum in collaborative and hands-on ways. Frequent communication with our PTA and Watch D.O.G.S. volunteer program to encourage and support parents to take an active role with their children. The counselor will also be setting up a new partnership with Big Brothers/Big Sisters mentoring program in the fall.

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Information is communicated via the school website, teacher websites, school and teacher email, push messages, and marquee. Weekly SMORE newsletters are a preferred mode of communication. Information is also available in Spanish. Interpreters are provided when needed or requested. Parents receive additional communication through Infinite Campus/Blackboard push-notifications, School Status, PTA emails, Peachjar, phone calls, and parent conferences. Parents also have access to district resources and communications through the “Inside NPS Parent Newsletter”. Communications and materials can be provided in other languages and through interpreters as needed for families.

The school provides support for parental involvement activities.

Monroe encourages parental involvement. Monthly PTA meetings provide an outlet for parents to communicate new ideas and collaborate on ways to make annual events successful. The Jog-A-Thon, Family Literacy Night, and Arts Festival are all annual community events that are highly attended. Parents who have opportunities to volunteer through PTA, Monroe Champions, and Watch D.O.G.S.. Teachers are responsive to parent requests and needs concerning their individual children. The school provides as much support as needed to help parental involvement activities to be successful.

Accessibility

Monroe Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All parents are encouraged to participate and be involved in their child’s learning.

Monroe works closely with district personnel to be in compliance with ADA laws and also Title IX regulations. All students are enrolled according to NPS policies. Monroe also works closely with the district to ensure parents can understand information and reports, examples include providing reports in their home language and providing interpreters.

(revised 5/2022)