

Discussion of survey results (please include results when send these out):

- Could the listening conferences be explained to parents as a chance for them to tell their teachers about their kids, the parents do the talking; explain what the purpose of the listening conference is and how best to use that time; teacher is looking for you to share.
- Make sure the purpose of each parent teacher conference is clear
- Are parents clear on what their kids 'should' be able to do in school? How do we educate parents more?
- What cadence do the specialists send their updates out in?
- The question around specific strategies raised a robust conversation around parental assessment and the intent of the question.
- In general, non-english language results positive, with a significant exception being the spanish language responses which are much more varied and requires attention by the school to address the variation.
- We need more engaged Spanish-speaking family liaisons at the District level to bring the families in and ensure the families feel represented and prioritized
- Cambridge Families of Asian Descent (CFAD) does a lot of work with the Bengali community, explaining the American school system - could we connect with the Bengali community at King Open to engage them in this community? 9 families who speak Bengali
- Do we want to incentivize families to participate via a contest/raffle or via pen and paper surveys at events
- ACTION ITEMS:
 - Ensure all the teacher newsletters are translated/a summary is translated
 - Connect with the Bengali families to opt-in to CFAD community
 - Draft an 'explainer' for the listening conferences that articulates the purpose and use of those meetings; perhaps tee up parents with prompt questions
 - Rethink questions for the second round of the family engagement survey to be more targeted to what we want to know/will help inform school.
 - Identify opportunities to increase caregiver participation