**Title I, Part A Parent and Family Engagement Policy**

**[Ballard Elementary School, 0051]**

**2018-2019**

Each school served under Title I, Part A shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

# Review of 2017-18 Parent and Family Engagement

Describe which parts of your 2017-18 PFEP were the most effective and how you feel it positively impacted family engagement and student learning. Be sure to include any barriers and how you will address these barriers in the 2018-19 PFEP. Using the stakeholder input (parent/teacher surveys, meeting notes, evaluations, etc.), identify and briefly discuss the needs you will address this year through your PFEP.

The Literacy Night was a successful event, many families attended and parents and students participated in visiting classrooms to learn about the curriculum and strategies they can use at home with their children. Science Night was held at the museum, students projects were judged and families participated in a night at the museum at no cost. The adult English classes were sparsely attended, parents did however indicate they would like to do them again, more often and also use Rosetta Stone. We will use Title One funds to purchase Rosetta Stone software to enhance the learning experience.

# Parent and Family Engagement Mission Statement

Enter your Parent and Family Engagement mission statement below. Describe how parent and family engagement will assist in providing high quality instruction for all learners. The mission statement should:

* Reflect the beliefs or values the school holds regarding the importance of family engagement;
* Explain the purpose of the parent and family engagement program;
* Be written in parent friendly language;
* Inspire stakeholders to be engaged and supportive of the program; and
* Be different from your school mission statement.

**RESPONSE:**

The mission of the Parent and Family Engagement program is to bridge the gap between parent, school and community and to create positive relationships between home and school. The school community empowers families to become proactive in their children’s education on a continuous basis by providing information, training and assistance through family/parent education courses, activities and referral services.

# 2018-2019 Involvement of Stakeholders (Parents, Families, School Personnel and Community)

Describe how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

**RESPONSE:**

Building relationships between students, parents, and teachers is a collaborative effort of all Ballard staff and community. Parents and students are invited to Open House before school starts to begin building a partnership with the school. Other activities that help build relationships with students are Ballard Parents events focusing on strategies parents can use with their children to improve relationships and academics, Fall/Spring Activities such as Literacy Night and Spring Fling, Ballard Family Association, and Parent-Teacher conferences. Parents are also invited to attend our Annual Title One meeting twice a year and School Advisory Council meetings every other month. Parents receive communication on events via Classroom DoJo, Connect Ed and flyers. Parents are also invited to attend the Annual Title One Meeting twice a year and attend SAC meetings a minimum of four time a year to give input.

# 2018-2019 Coordination and Integration

* Describe how your school collaborates with other federal programs, district departments, business community, library systems, and governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Include how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| --- | --- | --- |
| **Count** *(add or remove rows as needed)* | **Program** | **Coordination** |
| **1** | Soar In 4 | The school participates in the districts Soar In 4 program which offers parents of Pre-k, Kindergarten and First grade students opportunities to participate in educational programs related to their student’s curriculum and work at home with them on skills expected at school. |
| **2** | Adult English Classes | The school provides parents who do not speak English free classes to learn English, daycare is also provided. This will assist parents in helping their children at home with learning new vocabulary and communicating effectively in English. |
| **5** | Parent ESOL Meetings | The school provides parents of ELL students information on the ESOL program and the supports it provides at two meetings per year. Information will be covered which give strategies to parents to use with their child at home to improve their educational experience. Imagine Learning program will be previewed to help parents understand how to use the program. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| --- | --- | --- | --- | --- |
| **Count** | **Activities and Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Develop agenda, handouts, and/or presentation materials that address the required components | Principal or designee | July/August 2018 | Copies of documents uploaded to the online crate |
| **2** | Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.) | Principal or designee | August 2018 | Copies of invitations, call logs, and sign-in sheets uploaded to the online crate |
| **3** | Hold the Meeting | Principal or designee | August/ September 2018 | Agenda/Sign-in Sheet uploaded to the online crate |
| **4** | Evaluate the Meeting | Principal or designee | August/ September  2018 | Aggregated Evaluation Form/Notes uploaded to the online crate |

# Parent Notifications

Describe how the school will provide each family with timely notice information regarding the following:

* the parent’s right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals
* how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments
* how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teachers who is out of field? [ESEA Section 1116]

**RESPONSE:**

The Parent Right To Know letter is sent home with students in English and Spanish in September. State assessment information is made available for parents to pick up after the results arrive, any reports not picked up are mailed to families. Parents also have access to student assessment information via the FOCUS Parent Portal. Teacher out of field letters are sent home in English and Spanish to the families in September to those students who are taught by teachers considered out of field.

# Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [ESEA Section 1116]

**RESPONSE:** We have a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. We offer all parent meetings either in the morning, right after school, or in the evenings. Our Graduation Enhancement Technician will make home visits to accommodate families who are in need. Childcare is provided for our Adult English classes that occur 2x per month. Parent conferences are offered on conference night, teachers also will schedule meetings in the mornings to accommodate parents.

# Building Capacity

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents/families work with their child(ren) to improve academic achievement. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116.

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| **Count** *(add or remove rows as needed)* | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | English Classes for Parents | Administration | Increase literacy for students and their parents. This will assist parents in helping their children at home with learning new vocabulary and communicating effectively in English. | Weekly beginning 10/1/18 | Parent Feedback Survey and Sign in sheets |
| **2** | Open House | Administration | Parents will get to know their student's teachers and school wide expectations. Teachers share information on the curriculum and classroom expectations. | 8/9/18 | Sign in sheets |
| **3** | School Advisory Council Meetings (SAC) | Principal | Increase parent involvement and parent input into school wide decisions. Inform parents of the curriculum and expectations of state standards. | 9/6/19 – 5/30/19  every other month | Parent Sign In sheets, SAC Minutes and agendas-End of year evaluation |
| **4** | Family Literacy Night, Math Night, Science Night | Reading Coach, Teachers, Admin. | Increase parent knowledge of expectations for their students and activities they can do with them at home to improve skills. | Spring 2019 | Parent Sign In Sheets and Parent participation |
| **5** | Student led conferencing | Administration | Students will lead their parents in an overview of their work in class. Parents will be made aware of the expectations and learn what strategies they can employ at home to assist their child. | Quarter 2 | Parent sign in sheets and surveys |
| **6** | ESOL Parent Workshops | ESOL Teacher | Parents are invited to attend workshops to learn about ways they can help their child with learning new vocabulary and awareness of grade level strategies for reading, math, and science to support student learning. | Quarter 2-4 | Parent sign in sheets |

# Staff Development

Describe the professional development activities the school will provide, with the assistance of parents/families, to educate the teachers, specialized instructional support personnel, school leaders, and other staff in the following:

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners, and
* implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

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| **Count** | **Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| **1** | Book Study  Teacher 50 | Administration | * Inspire students of all racial, ethnic, and socioeconomic backgrounds to strive for academic excellence; * Develop strong relationships with students, their parents, and the greater community; | Oct-May | Sign in sheets at mini-PD to review chapters in the book. Teacher feedback at mini-PD |
| **2** |  |  |  |  |  |

# Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more meaningful engagement in the education of their child(ren). [ESEA Section 1116].

**RESPONSE:**

# Communication

Describe how the school will provide parents and families of participating children the following [ESEA Section 1116]:

* Timely information about the Title I programs
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children
* If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will include submit the parents’ comments with the plan that will be made available to the local education agency.

**RESPONSE:**

At the annual meeting information will be presented about the program, the curriculum and academic assessments. Parents will learn about the school wide program, how to schedule parent-teacher conferences, and opportunities for participation in decisions related to the education of their child. We will also provide information that explains our curriculum, how parents can be involved in their child's education and how to have meaningful two- way communication. Information will also be posted on our school's website. Parents are provided opportunities to participate in the Annual Title One Meeting and regular SAC meetings to give input into the school’s plan. Parents can provide input into the school plan and their comments will be recorded in the meeting minutes. The school will keep parents informed of student progress by sending home progress reports, report cards, assessment reports and informational letters.

# Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [ESEA Section 1116]:

**RESPONSE:**

We offer all of our communication in Spanish, our predominate second language in the school. We utilize the Connect Ed phone system to communicate on a regular basis with parents. The school website hosts school related information and can be translated into multiple languages. For parent conferences twice a year we utilize several staff members for help with translations as well as with a local church. Our ELL staff including one teacher and two paraprofessionals are available to translate letters and are on call when the office staff needs them.

# Discretionary Activities

Describe any activities that are not required, but will be paid for through Title I, Part A funding [ for example, home visits by school staff (including GETs and Home School Liaisons), transportation for meetings, activities related to parent/family engagement, etc.]

**RESPONSE:**

The Graduation Enhancement Tech makes visits to families homes to educate parents on the importance of their child attending school and encouraging regular timely attendance. The Home School Liaison communicates events and resources to parents and assists with forging business and community relationships to bring resources into the school.