

**Title I, Part A Parent and Family Engagement Policy
Ballard Elementary School
2024-2025**

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 2023-24 Parent and Family Engagement

Describe which parts of your 2023-24 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 2023-24 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.

1. The Soar in 4 Program connected with parents of students in Pre-K to 3rd grade. The Program's goal is to empower parents' central role in supporting their child's healthy development, readiness for school, and grade-level reading proficiency. The program hosts events throughout the school year and in the summer months. Pre-K parents are given an opportunity to attend functions and preview their child's curriculum and expectations prior to the start of the school year. During the 2023-24 school year Soar in 4 events were held at local sites for our parents to attend. The events positively impacted families by providing them with interactive lessons and books they can take with them to use at home.
2. The ESOL parent meetings were held by our ESOL Resource Teacher in collaboration with our District ESOL Specialist. Information was presented on literacy and how to help students at home. The Spring meeting provided information on ACCESS testing. These informational meetings assist families with understanding expectations in school and what ACCESS testing entails for their child.
3. Family Literacy Night was held in conjunction with Black History Night and student-led conferences in March 2024.
4. School Advisory Council Meetings were held quarterly. There was higher attendance at these meetings when it preceded a family night.
5. We identified barriers as little to no attendance of Spanish speaking families at SAC meetings and the lack of District Parent/Teacher Conferences & Early Release Days. This year, we plan on scheduling SAC meetings on the same day as parent events that have historically been well attended (i.e. Hispanic Heritage, Ballard Scholars, Holiday Show, Black History Night, etc.). We will also have a sign-up sheet for families interested in SAC at our Open House. We will find alternative ways for students to confer with families.
6. We hired a Home School Liaison this year. Our HSL positively impacted our PFEP by increasing communication between school and home. The HSL also supported attendance, strengthened relationships with community partners, and supported student achievement by working with instructional staff to coordinate incentives and celebrations. One of our community partners is School Attendance Support (SAS). They provide monthly donations to our school that are 100% for the students.

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.

2024-2025 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, Hispanic Heritage, Black History, and student-led conferences. Parents and families are invited to attend IST meetings, IEP meetings, Pre-K to K articulation meetings, and 5th grade articulation meetings.

Parents are also invited to attend our Annual Title I Meetings where they can give input into the Title I Plan and budget. Parents are invited to attend School Advisory Council meetings quarterly to give input into the school’s plan. Parents receive communication on events via Classroom DoJo, Connect Ed and flyers.

2024-2025 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]

Count <i>(add or remove)</i>	Program	Coordination
---------------------------------	---------	--------------

<i>rows as needed)</i>		
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. This program is connected to community resources such as the Bishop Museum, Public Library and Art League.
2	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 that is covered includes strategies for parents to use with their children at home to improve their educational experience. Imagine Learning program will be previewed to help parents understand how to use the program.
3	Heiken Vision Mobile Services	The school connects families to needed vision screening services. These services are provided on campus through Heiken Vision Van.
4	The Women's Resource Center	The school connects families to need to the Women's Resource Center on Manatee Avenue.
5	Title IX Project Heart	Our Project Heart liaison connects with the district's Homeless Education Program, Project Heart for support and resources for students and families identified as homeless.
6	Parent Resources	We have parent resources available in the front lobby at Ballard Elementary School. Resources are also shared on ClassDojo and posted on the Ballard Elementary website.
7	Books for Kids	<p>We partner with Books for Kids, grades K-3. Readers are assigned to each classroom and read the book of the month. In addition, each classroom is provided with books for their libraries.</p> <p>All kindergarten classes meet with reading mentors weekly to practice literacy activities tied to kindergarten benchmarks.</p>
8	SAS	We partner with School Attendance Support, Inc. They deliver items monthly, which are based on student need (i.e. hygiene products, uniforms, etc.).

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)].

Count	Activities and Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agendas, handouts, and presentation materials that address the required components (should be multiple meetings to reach as many families as possible)	Principal or designee	August 2024	Copies of documents uploaded to the online crate
2	Develop and disseminate invitations (flyers, ConnectEd calls, texts, newsletters, etc.)	Principal or designee	August 2024	Copies of invitations, call logs, and sign-in sheets uploaded to the online crate
3	Hold the Meeting(s)	Principal or designee	Sept. 5 th & 6 th 2024	Agenda/Sign-in Sheet uploaded to the online crate
4	Evaluate the Meeting(s)	Principal or designee	Sept. 5 th & Sept. 6 th 2024	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 teacher who is out of field? [ESEA Section 1116]

RESPONSE:

The Parent Right-To-Know letter is sent home with students in English and Spanish at the beginning of September. This letter is signed and dated by the principal, and the principal sends a Connect Ed message to all Ballard families and staff members at this time. Additionally, we share this letter electronically on ClassDojo and post it on the Ballard Elementary website. State assessment information is made available for parents on the Focus Parent Portal. Staff send messages to families regarding checking Focus for report cards, test history, and progress reports. Students in intermediate grades also learn how to check their own Focus account. Teacher out-of-field/non-certified teacher letters are sent to families of students who have been taught by an out of field/non-certified teacher/long-term sub for more than four consecutive weeks, as needed. Copies are held at the school and are uploaded to the Title I Crate.

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 and childcare is provided. Our school social worker will make home visits to accommodate families who are in need. 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.

Count <i>(add or remove rows as needed)</i>	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	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.	8/8/24	Sign in sheets
2	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.	9/5/24, 10/10/24, 1/16/25, 2/13/25, 4/17/25, 5/8/25	Parent Sign In sheets, SAC Minutes and agendas-End of year evaluation

3	Family Literacy Night, Black History, Student-led conferences	Reading Coach, Teachers, Admin.	Increase parent knowledge of expectations for their students and activities they can do with them at home to improve skills.	March 6, 2025	Parent Sign In Sheets and Parent participation Increase in the percentage of parents attending
4	Math & STEM/Science Literacy Night, Hispanic Heritage, Student-led conferences	Administration, ESOL Resource Teacher, Math Support Specialist	Increase parent knowledge of expectations for their students and activities they can do with them at home to improve skills.	October 10, 2024	Parent sign in sheets Increase in the number of parents attending parent workshops
5	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 Increase in the number of parents attending parent workshops

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]

Count	Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	District PFET Training	Home School Liaison	Develop strong relationships with students, their parents, and the greater community	3x/year	Implementation of activities

2	Staff Meetings	Administration, HSL, Registrar	Provide resources, information, and strategies to staff in order to strengthen home-school connection.	Quarterly	Survey
3	Parent Surveys	Administration	Review feedback from surveys with staff in order to develop next steps.	3x/year	Survey results, action plan

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:

We have a Home-School Liaison that will connect families to community resources such as MCR Dental and Vision Van, The Women's Resource Center, Project Heart, etc. We have parent resources available in the front lobby as well as on the Ballard Website.

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 schoolwide 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 I 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, which are submitted to the District's Federal Program Office. In addition,

unsatisfactory comments will be submitted to the district with the schoolwide plan. The school will keep parents informed of student progress by sending home progress reports, report cards, assessment reports and informational letters. Parents also have access to student assessment data on the FOCUS Parent Portal.

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 Blackboard Mass Notification App and Classroom DoJo to communicate on a regular basis with parents. The school website posts school related information and can be translated into multiple languages. For parent conferences, we utilize several staff members for help with translations. Our ELL staff including one teacher and one paraprofessional are available to translate letters and are on call when the office staff needs them. The school has wheelchair access and handicapped parking. Our ESE resource teachers are present on conference night to participate in parent conferences for students with disabilities. Sign language interpreters are requested for parents who need that service. We would reach out to the School District for resources and services provided for the deaf, blind, and otherwise disabled.

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 Home School Liaison and School Social Worker make visits to families' homes to educate parents on the importance of their child attending school and encouraging regular timely attendance.