

**BALLARD R-II SCHOOL DISTRICT
SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY**

All check boxes marked in this policy indicate an assurance on the part of the school. Type of Title I.A program:

- Schoolwide
- Targeted

- This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy:

The School/Parent/Student Compact Agreement is sent home with every K-6 student for parent and student signatures. The principal and teachers have already signed the Compact before it goes home. The Compact Agreement states in simple, easy to read language the responsibilities of the school, the responsibilities of the parent, and the responsibilities of the student. In an attached note, parents are asked to read and go over the Compact with their child or children so that every party understands his responsibilities. Also, a copy of the signed Compact is later sent home to post where it is seen daily as a reminder of the agreed upon duties and responsibilities of all three parties.

- Parents are notified of the policy in an understandable and uniform format. *Section 1116 (b)(1)*
- To the extent practicable, the school parent and family engagement policy is provided in a language the parents can understand. *Section 1116 (b)(1)*

**School Parent and Family Engagement Policy:
POLICY INVOLVEMENT**

- At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- The agenda reflects that the purpose of the meeting is
 - To inform parents of their school's participation in the Title I.A program
 - To explain the requirements of Title I.A
 - To explain the right of parents to be involved. *Section 1116 (c)(1)*
- The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- Using Title I.A funds, to promote parental involvement the school provides (check all that apply) :
 - Transportation
 - Child care
 - Home visits
 - Funds will not be utilized for these purposes

The school involves parents in an organized, ongoing, and timely way:

- In the planning, review, and improvement of the Title I.A program and/or Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program in the school:

At the Fall and Spring Parent-Teacher Conferences, K-6 parents are asked for input on the Title I program. Periodically, a questionnaire is sent home asking parents how the School Wide Title I program could better serve their child(ren).

**School Parent and Family Engagement Policy:
POLICY INVOLVEMENT (continued)**

- In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy:

At the Fall and Spring Parent Teacher Conferences, K-6 parents are asked for input on the Title I program. Periodically, a questionnaire is sent home asking parents on how the School Wide Title I Program could better serve their child(ren).

The school provides parents of participating children:

- Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs:

An informational page (front and back) is sent home along with the Compact Agreement at the beginning of each school year. It explains how the School Wide Title I is implemented at Ballard.

- A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment. *Section 1116 (c)(4)(B)*

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels:

Classroom teachers interact frequently (some daily) with parents and guardians via student planners, notes, or email. With the planners, students write daily assignments and/or homework assignments in them. Some teachers make a study guide over the information that the students are to be quizzed on. These study guides go home for parents to help their child study for the upcoming test. Parents can readily see what their child is studying and will be assessed on. Fluency assessments are given in some classrooms and these assessments along with notes pertaining to the child's reading are sent home. Rocket Math is a part of the math curriculum in Grades 1 through 3 and done daily. These differentiated timed assessments covering the four operations of math facts are sent home following the assessment. One teacher sends them home the evening before, so that parents can help quiz and drill their child over the appropriate math facts before the test. The parent readily sees what their child is working on and how to help. The computerized reading assessment (STAR) is printed according to MAP standards. The STAR Parent Report is given to parents at the First and Third Quarter Parent Teacher Conferences. This report gives parents their child's reading level score plus gives suggestions on how the parent can help with reading at home. The STAR Early Literacy Parent Report also gives parents the letters and sounds that they have learned and tells the parent what the child is ready for next.

- Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

**School Parent and Family Engagement Policy:
SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT**

School-Parent Compact

The school parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact:

- Describes the ways in which all parents will be responsible for supporting their children's learning.

Section 1116 (d)(1)

Parent Responsibilities: I, as a parent, will support my child's learning in the following ways:

1. Make sure they are in school every day possible
2. Check that homework is completed
3. Monitor the amount of television watched
4. Consider volunteering in my child's classroom/school
5. Be aware of my child's extracurricular time and activities
6. Stay informed about my child's education by reading all communications from school and responding appropriately

- Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.

Section 1116 (d)(1)

School Responsibilities: Ballard Elementary and its staff will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows:

1. Retain highly qualified administrators and teachers
2. Provide instruction, materials, and high quality professional development which incorporates the latest research
3. Maintain a safe and positive school climate

Hold annual parent-teacher conferences to:

1. Discuss the child's progress/grades
2. Discuss this compact as it relates to the child's achievement, and
3. Examine the child's achievement and any pending options at the end of third quarter

Provide parents with frequent reports on their child's progress as follows:

1. Periodic testing results (STAR, MAP, etc.)
2. Suggestions from the classroom teacher in the daily planner
3. Mid-quarter reports mailed from the school
4. Quarterly grade cards/reports sent home by the school

Be accessible to parents through:

1. Phone calls or person-to-person meetings
2. Scheduled consultation before, during, or after school
3. Scheduled school or home visits

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

1. Listen to children read
2. Help with classroom decor, art projects, etc.
3. Present a program on your culture, a different country, etc.
4. Assist with holiday programs, educational trips, etc.

- Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

- Conducting parent-teacher conferences at least annually, during which the compact shall be discussed (required for elementary schools)
- Issuing frequent reports to parents on their children's progress
- Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities

- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

**School Parent and Family Engagement Policy:
BUILDING CAPACITY FOR INVOLVEMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- Provides assistance to parents, as appropriate, in understanding
- the Missouri Learning Standards,
 - the Missouri Assessment Program,
 - local assessments,
 - how to monitor a child's progress, and
 - how to work with educators to improve the achievement of their children.

Describe plans to provide assistance:

For Grades K-6, the Missouri Learning Standards will be made available to parents, either in hard copy or posted on the school website.

- Provides materials and training to help parents work with their children to improve achievement.

Section 1116 (e)(2)

Describe plans to provide materials and training:

All teachers send home one or more of the following so parents can help their child learn the information and/or study the information before the test: Books, textbooks, study guides, practice sheets, lesson notes, etc. The Title teacher prints, copies, assembles, and staples the paper phonics books that are a part of the reading curriculum for Grades K-3. The students read these books at school and then take them home to read and reread for more practice. All of the above mentioned materials are simple, easy to understand, hands on materials to aid parents when working with their child to improve achievement.

- Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Section 1116 (e)(3)

Describe plans to educate school personnel regarding working with parents:

At most of our faculty meetings, the administration gives tips and pointers on how to relate to parents pertaining to a specific subject. All 1st and 2nd year teachers are provided with a mentor.

**School Parent and Family Engagement Policy:
BUILDING CAPACITY FOR INVOLVEMENT (continued)**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school:

- To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Section 1116 (e)(4)

Describe plans to coordinate and integrate:

Twice a year the school hosts a Book Fair to encourage students to read, along with encouraging parents to support their students' reading by having the opportunity to purchase books for their children. Peer reading is also used throughout the school year. Parents, teachers, and local business leaders are also invited in to read to students. The library is open to the community to encourage parents to utilize the opportunity to obtain reading material for them and their children.

- Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Section 1116 (e)(5)

- Provides reasonable support for parental involvement activities under this section as parents may request.

Section 1116 (e)(14)