



Family & Community Engagement (FACE)

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Family & Community Engagement Coordinator
Foster Care Liaison





THANK YOU!

thank you!

Save the Date - Boise



A promotional poster for the 8th Annual Family & Community Engagement Conference. The background is a night photograph of a fountain with multiple jets of water illuminated in purple. The text "SAVE THE DATE" is prominently displayed at the top in large white letters, with a stylized calendar icon integrated into the word "THE". Below this, the dates "November 1 - 3, 2023" and the location "Boise Centre" are written in white and orange. At the bottom, it says "8th ANNUAL Family & Community Engagement Conference" in white and orange. Two circular logos are positioned in the lower right: the Idaho Department of Education seal and the FACE (Idaho Family and Community Engagement) logo, which features a map of Idaho and the text "IDaho FAMILY AND COMMUNITY ENGAGEMENT" and "FACE".

Save the Date – Coeur d'Alene

A promotional graphic for a conference. The background is an aerial view of the Coeur d'Alene Resort, showing a large multi-story building, a marina with many blue-roofed boat covers, and a lake. The text "SAVE THE DATE" is written in large, white, bold letters at the top. Below it, "November 13, 2023" is in white and "Coeur d'Alene Resort" is in orange. At the bottom, "8th ANNUAL" is in orange and "Family & Community Engagement Conference" is in white. Two circular logos are overlaid on the right side: the FACE logo (Idaho Family and Community Engagement) and the Idaho Department of Education logo.

SAVE THE DATE

November 13, 2023
Coeur d'Alene Resort

8th ANNUAL
Family & Community Engagement Conference

CFSGA – Home Page (1)



Log On

Consolidated Federal and State Grant Application

Links

- Home
- SDE Contacts
- Public Reports
- Guidance, Instructions & Program Descriptions
- CFSGA Workshops

2022-2023

- Change Year
- Prior year (new window)

Actions

- Select District

At A Glance More Info

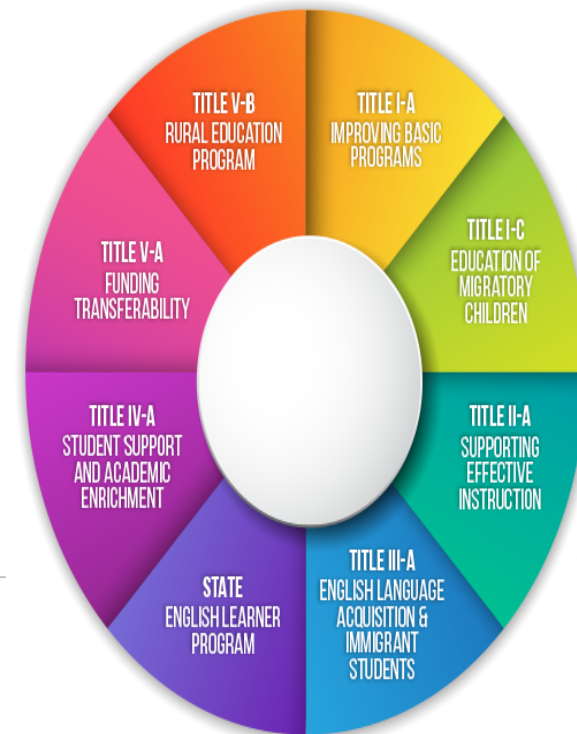
Consolidated Federal and State Grant Application

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A Improving Basic Programs
- Title I-C Education of Migratory Children
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition
- Title III-A Immigrant Education Program
- English Learner Program
- Title IV-A Student Support and Academic Enrichment
- Title V-A Funding Transferability
- Title V-B Rural Education Program

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by 6/30/2022. Budgets and plans will be reviewed by the respective program directors and coordinators by 7/31/2022. A notification will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.



CFSGA – Allocation & Set Asides (2)



Log Off jmathews@edu.id

Consolidated Federal and State Grant Application

General Information & Program Purpose

Allocation & Set Asides

Allocation to Schools

Title I-A Budget

Action Plan

Homeless Education

Certification

Supporting Documents

Program Approval

Title I-A Improving Basic Programs for fiscal 2022-2023

Allocations

	Title I-A	
Allocation for 2022-2023	\$1,897,393	
Carryover (remaining balance) From Previous Year as of 9/30/2022	\$283,207	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2021-2022	\$2,121	
Transferred from other programs in Title V-A	\$0	
Total Allocations	\$2,182,721	Total available for 2022-2023 Title I-A programs.

Less Set-Asides

Parent and Family Engagement

\$18,974

Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.

Links

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SDE Contacts

Public Reports

Guidance, Instructions & Program Descriptions

CFSGA Workshops

2022-2023

Change Year

Prior year (new window)

CFSGA – Title I-A Budget (3)



IDAHO STATE DEPARTMENT OF EDUCATION

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Consolidated Federal and State Grant Application

- ### Links
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 - SDE Contacts

General Information & Program Purpose | Allocation & Set Asides | Allocation to Schools | **Title I-A Budget** | Action Plan | Homeless Education | Certification | Supporting Documents | Program Approval

Title I-A Improving Basic Programs for fiscal 2022-2023

Parent and Family Engagement Set-Aside	Amount:	<input type="text" value="\$18,974"/>	Amount:	<input type="text" value="\$0"/>
	Description:	<input type="text" value="Parent Engagement: Each of the ten schools in"/>	Description:	<input type="text"/>

CFSGA – Action Plan (4)



IDAHO STATE DEPARTMENT OF EDUCATION

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Consolidated Federal and State Grant Application

- Links
- Home
 - SDE Contacts

General Information & Program Purpose | Allocation & Set Asides | Allocation to Schools | Title I-A Budget | **Action Plan** | Homeless Education | Certification | Supporting Documents | Program Approval

Title I-A Improving Basic Programs for fiscal 2022-2023

Parent and Family Engagement Activities		
Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	The Local Education Agency (LEA) has adopted a Family Engagement Policy. The policy must describe how the Local Education Agency (LEA) will: Develop a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually evaluate policy, Include evidence-based strategies.
<input checked="" type="radio"/>	<input type="radio"/>	Each school has adopted a Family Engagement Policy and distributed it to parents. The policy must describe how the school will: Develop and implement a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually review and evaluate policy with parent input, Include evidence-based strategies.
<input checked="" type="radio"/>	<input type="radio"/>	Schoolwide and Targeted Assistance Programs have a school-parent compact with the following minimum required elements: Parent-teacher conferences (at least annually), Frequent reports to parents on their child's progress, Reasonable access to staff, Opportunities to volunteer and participate in their child's education.
<input checked="" type="radio"/>	<input type="radio"/>	An annual meeting is conducted to explain Title I and the right of parents to be involved.
<input checked="" type="radio"/>	<input type="radio"/>	If the Local Education Agency (LEA) has set aside Parent and Family Engagement funds, 90% of these funds are distributed to participating schools.

Parents Right-to-Know Requirements		
Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	At the start of each school year, the Local Education Agency (LEA) notifies parents in all participating schools that they may request information regarding the professional qualifications of student's classroom teachers and paraprofessionals.
<input checked="" type="radio"/>	<input type="radio"/>	At the beginning of each school year, the LEA notifies parents in all participating schools that they may request information regarding any State or local education agency policy regarding student participation in mandated assessments and include a policy, procedure, or parental right to opt the child out of such assessment.

Explain any strategies marked No



Resources & Strategies



Search and connect to support. Financial assistance, food pantries, medical care, and other free or reduced-cost **help starts here:**

ZIP

83642

 Search



If you or someone you know is in crisis, call or text 988 to reach the [Suicide and Crisis Lifeline](#), chat with them online via their website, or text HOME to 741741 (multiple languages available). If this is an emergency, call 911.

[Click here for 2023 Seasonal Resources](#)

Idaho Health Data Exchange is collaborating with findhelp to provide a safe, secure, and effective platform for users to connect people with social services.

Family Check-in – Sacajawea Elementary



Sacajawea Family Check-In

Hi Sacajawea Family! We hope you are doing well! We wanted to send out a check-in to you all to see if there is anything we can do to help and just see how things are going. This is completely voluntary, but hopefully a helpful way to stay connected!

If there is a specific need, we will do our very best in providing you with information on community resources that may fill that need. They will be the ones to provide any physical item or direct service/information.

We will share this information with your kids' teachers, if appropriate, and if you want to provide that information.

¡Hola, familia Sacajawea! ¡Esperamos que te esté yendo bien! Queríamos enviarles un check-in para ver si hay algo que podamos hacer para ayudar y simplemente ver cómo van las cosas. ¡Esto es completamente voluntario, pero espero que sea una forma útil de mantenerse conectado!

Si existe una necesidad específica, haremos todo lo posible para brindarle información sobre los recursos de la comunidad que puedan satisfacer esa necesidad. Ellos serán los que proporcionarán cualquier elemento físico o servicio / información directa.

Compartiremos esta información con los maestros de sus hijos, si es apropiado, y si desea proporcionar esa información.

English Questions

How are you and your family doing? *

- We are doing great!
- We are doing okay; things could be easier.
- My kiddo could benefit from an encouraging email from their teacher.
- My kiddo could benefit from a phone call from their teacher.
- My kiddo might benefit from a video call from their teacher.
- Honestly, we are having a hard time managing emotionally during this time.
- We could really use some help, please reach out to us.
- Other: _____

Family Check-in – Sacajawea Elementary (2)



Our Community School has connections to multiple resources. What resources do you need more information about? *

In general, we will be connecting you with information, not providing resources directly.

- None at this time
- Food Banks
- Childcare
- Educational Resources
- Diapers/Baby Wipes, etc
- Emotional healthcare support
- Other Healthcare services
- Other: _____



Thank You

Feel free to contact either of us by email.

We miss you all!

Mrs. Hernandez - hhernandez1@caldwellschools.org

Mrs. Bunn - bbunn@caldwellschools.org

Mr. Webster - pwebster@caldwellschools.org

And the rest of the Sacajawea family.

Community School Strategy



Coalition Goals

- **Remove barriers to improve student and family success**

Measured by student achievement, student and family physical/mental/emotional health

- **Engage the community in Community Schools**

Measured by community awareness of Community Schools, partnerships between community and school

- **Students are ready to learn at every level**

Measured by student achievement, participation in high quality early education, student and family basic needs are met

Open to **EVERYONE**,
here for **YOU!**



Federal Programs Monitoring - FACE



FAMILY AND COMMUNITY ENGAGEMENT (FACE)

[Family & Community Engagement](#) webpage

Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
FACE 1 ● I-A	<p>At the beginning of each school year, the local educational agency (LEA) notified families/ parents in all Title I-A served buildings that they may request information regarding the professional qualifications of students' classroom teachers. ESSA Section 1112(e)</p> <p>*A second notice requirement for a child who is assigned/taught by a teacher over four or more consecutive weeks that does not meet state licensure requirements at grade/subject level. ESSA Section 1112(e)(1)(B)(ii)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Samples of family/parent notification for each Title I-A building, in multiple languages as practicable. <input type="checkbox"/> Sample Parent Notification for Teacher Qualifications is located under Files for Parent Involvement on the Title I-A webpage 				
FACE 2 ● I-A	<p>The LEA ensures that each participating school provides to individual families/parents information on the level of achievement of the parent's child in each of the State's academic assessments as required. ESSA Section 1111(c)(4)(A)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sample of redacted individual student reports <input type="checkbox"/> Dated cover letter sent with the report OR DRC Parent Brochure and Report 				
FACE 3 ● I-A (revised)	<p>The LEA family engagement policy is developed with families/ parents, agreed upon by families/ parents, and distributed to all families/parents. The policy must describe how the LEA will:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of policy <input type="checkbox"/> Evidence of an annual review with family/parent engagement such as: notification of meetings, list of attendees, minutes of meetings, agendas, and parent 				

Template – Family Engagement Policy Indicator - #3



LOCAL EDUCATIONAL AGENCY PARENT & FAMILY ENGAGEMENT POLICY SAMPLE TEMPLATE*

NOTE: *In support of strengthening student academic achievement, each local educational agency (LEA/School Districts, Charter Schools, Tribal Schools) that receives Title I, Part A funds must: 1) Develop jointly with, 2) Agree on with, and 3) Distribute to, the parents of participating children a written parent and family engagement policy.*

The parent and family engagement policy must contain information required by section 1116 of the Every Student Succeeds Act (ESSA). The policy describes how the LEA will implement a number of specific parent and family engagement activities, and is integrated into the LEA's plan submitted to the State educational agency (SEA).

*LEAs, in consultation with parents, may use the sample template below as a framework for the information to be included in their parent and family engagement policy. LEAs are not required to follow this sample template or framework. Nevertheless, we recommend establishing **the LEA's expectations and objectives for meaningful parent and family engagement** and including all of the components listed under "Description of How LEA Will Implement Required Parent and Family Engagement Policy Components." Once this is completed, the LEA will have incorporated the information that section 1116 requires of the LEA parent and family engagement policy. LEAs, in consultation with parents and families, are encouraged to include other relevant and agreed upon activities and actions. Also, other activities that support effective parent and family engagement and strengthen student academic achievement.*

* * * * *

PART I. GENERAL EXPECTATIONS AND OBJECTIVES (Sample Template)

Federal Programs Monitoring – FACE (2)



<p>FACE 4 ● I-A (revised)</p>	<p>Each school building has a parent and family engagement policy (plan). The written policy (plan) must describe how the school will carry out the parent/family engagement activities. The plan is made available to the local community and is updated periodically to meet the changing needs of parents and the school ESSA Section 1116 (b)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of building parent/family engagement policy (plan) that will provide families/parents with all of the following required components: timely information about programs, shared responsibilities for high student academic achievement, address the importance of communication between teachers and parents, frequent reports to parents on their child's progress, and provide materials and training to help parents work with their child <input type="checkbox"/> Evidence of dissemination to families and communities <input type="checkbox"/> Evidence of plan review process taking place (recommend annual review) with families and parents playing an active participant role 				
<p>FACE 5 ● I-A</p>	<p>Each Title I school jointly develops with families/parents for all children served under Title I, a school - parent compact. School distributes compact to parents annually. ESSA Section 1116 (d)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence that the Compact contains required elements and is collaboratively written and distributed annually School-Parent Compact Template is located under Files on the Family & Community Engagement webpage 				
<p>FACE 6 ● I-A</p>	<p>An annual meeting is convened to which all parents of students in a schoolwide program and participating students in a targeted assistance program are invited to inform parents of their school's participation in Title</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide a copy of meeting notification(s), agenda, meeting notes/minutes, and sign-in/attendance list. Include parental comment and input to meeting notes. 				

Example



|| 2022-2023 Family Engagement Plan

SCHOOL: HILLCREST

PARTNERSHIP TEAM MEMBERS: LEADERSHIP TEAM

Smart Goals:

ELA Goal: During the 2022-2023 we will increase the percentage of students scoring at or above benchmark on the IRI/CBM fluency assessment by 5% from Fall to Spring from 57% to 62%.

Math Goal: (All students) Hillcrest Elementary will decrease the percent of students that are One of Two grade levels below from 95% to 90%. (This is a 5% growth goal)

As Hillcrest moves forward into year 2 of school wide PBIS implementation, the PBIS Team will provide training to all new staff and classified personnel at Hillcrest Elementary School by the end of the first semester of school year 2022-2023.

TABLE

Engagement Type	Requirements	Action Items	People Responsible	Date(s)	Evidence
Parenting	Coordinate & integrate the school's family engagement programs with early childhood programs	Provide a copy to families with information on district parenting classes twice a year.	Counselor	September & January	Copy of brochure

School-Parent Compact (Template) Indicator - #5



What is a School-Parent Compact?

Jointly Developed
ESSA SEC1116(d)

Activities to Build Partnerships

Communication about Student
Learning
ESSA SEC1116(d): (1), (2), (2C), (2D)

Cover

2022-2023

replace with
LOGO

REVISED xx/xx/xxxx

School-Parent Compact (Template)

Indicator - #5



Goals for Student Achievement

We've created styles that let you match the formatting in this brochure with just a click. On the Home tab of the ribbon, check out the Styles gallery.

District Goal(s)

To try out other looks for this brochure, on the Design tab of the ribbon, check out the Themes, Colors, and Fonts galleries.

Have your own school fonts or colors? No problem! Those galleries give you the option to add your own.

School Goal(s) and Focus area(s)

Teachers, Parents, and Students— Together for Success

Teacher/School Responsibilities

(List/Describe activities/strategies provided to parents to build the parent's capacity to support their student's learning at home.)
ESSA SEC1116(d): (2A), (2B), (2D)

Student Responsibilities

(List/Describe specific academic strategies the student will complete to be responsible for their own learning.)
ESSA SEC1116(d): (1)

Family Responsibilities

(List/Describe specific activities linked to learning that parents/families will implement to support their child's learning to achieve the identified school academic goals.)
ESSA SEC1116(d): (1), (2A)

Contact Us

School Name
[Address]
[City, ST ZIP Code]
[Telephone]
[Email]

Visit us on the Web:
[Web Address]

School-Parent Compact (Example 1)



Activities to Build Partnerships and Learning

Meet Your Teacher
August 20

STEAM Night
September 19

Parent Teacher Conferences
October 17-18

Family Literacy Night
November 20

Parents and Pastries
January 20

PTO Annual Carnival
March 3

Parent Teacher Conferences
March 15-16

Kindergarten Registration
April 15-16

School-Family Compact is a document jointly developed by staff, parents and students. This document, which is required as a component of our Title 1 Parent Involvement Plan, outlines how parents, staff and students will share the responsibility for improved academic achievement at Jefferson Elementary. It also describes how parents and staff should build and develop partnerships to help our children achieve at high levels in all areas.



Jefferson Elementary
600 N. Fillmore
Jerome, ID 83338

208-324-8896
208-324-8897 Fax

@jeffersonJSD

Jerome School District
208-324-2392
jeromeschools.org

Jefferson Elementary School-Family Compact

2023-2024



It's our future so,
I learn everyday
in every way!

Revised September 22, 2023

School-Parent Compact (Example 2)



Jerome School District Academic Goals:

High standards and expectations for all students-Prepare all K-3 students to reach benchmark proficiency on the IRI by increasing percentage by 5% each year

Jefferson Elementary Student Achievement Goals

Jefferson Elementary will increase the percentage of student cohorts reading on grade level by 5% on the 2023 Spring IRI as compared to the 2022 Spring IRI

Working Together To Help Students Learn

Jerome School District strives to provide every student with a free and appropriate education, and families are an integral component in that process. One portion of the Title I Program is the Staff & Family Compact. The purpose of the compact is to involve teachers, parents and students together throughout the learning process, bringing awareness and consistency to the student's learning environment. Our school is a part of the Title 1 federal funding program to assist students in reading or math. The Jerome School District feels that the Compact is important to learning. We are asking all of our parents, students and staff to make the following commitments:

As a Teacher or Administrator, I will:

- Provide a safe and welcoming learning environment.
- Ensure effective learning experiences.
- Promote high expectations for student's behavior, responsibility, and achievement.
- Establish and maintain open communication with students and parents.
- Meet individual student's educational needs.
- Comply with district and state policies and regulations.

As a Parent, I will

- Make sure my child attends school daily and is there on time.
- Ensure my child is prepared for school (plenty of sleep, good breakfast, dressed appropriately).
- Communicate daily with my child about school work, and assist as needed.
- Provide a study place at home.
- Promote high expectations for my child's behavior and academic achievement.
- Maintain open communication and participate in decisions regarding my child's progress toward meeting the grade level benchmarks.
- Attend parent/teacher conferences to ensure my child's progress.

As a Student, I will:

- Attend school daily and on time.
- Be prepared and ready to learn.
- Complete all work on time.
- Follow school rules.
- Accept responsibility for my school work and behavior.
- Take part in making decisions regarding my education.

We'd love to hear from you. Please submit questions or ideas here!



SCAN ME

School-Parent Compact (Example 3)



What is a School-Parent Compact?

A School-Parent Compact is a document jointly developed by our Parent Involvement Committee, made up of parent volunteers and school staff.

This document, which is required as a component of our Title I Parent Involvement Plan, outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement at West Canyon Elementary. It also describes how parents and our school staff should build and develop a partnership to help children achieve Idaho's high standards.

Activities to Build Partnerships

Here are several activities planned for this year that we would love for you to be a part of:

September 27, 2019:
Jog-a-Thon—come and cheer our kids on!

October 23 & 24, 2019:
Parent/Teacher Conferences

December 6, 2019:
Full STEAM Ahead!

March 2-6, 2020:
Read Week Activities

March 6, 2020:
Annual School Carnival

All parents are invited and welcome to volunteer in their child's classroom and attend monthly PTSO meetings and grade level music programs.



Please scan this QR code or visit signup.com/go/westcanyon to sign up as a volunteer for one of the events listed above. We hope you "LIKE" our West Canyon PTSO Facebook Page!



West Canyon Elementary School-Parent Compact



2019-2020
Dare to Dream...It Matters!

REVISED September 10, 2019

Federal Programs Monitoring – FACE (3)



<p>FACE 7 ● I-A</p>	<p>Assistance, materials, and training have been provided specifically to Title I-A families to help build capacity for their engagement. ESSA Section 1116 (a)(3)(B)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Description and timeline of activities including copies of materials, training agendas, sign-in sheets, etc. <input type="checkbox"/> Evidence that schools provide assistance to families/ parents in understanding content and achievement standards, assessments, and how to monitor their child's progress <input type="checkbox"/> Evidence that parents and families are provided materials and training to help their children succeed in school, such as literacy training and using technology 				
<p>FACE 8 ● I-A</p>	<p>The LEA reserves no less than 1% of its Title I-A allocation (if \geq \$500,000) for parent and family engagement activities, including promoting family literacy and parenting skills. ESSA Section 1116(a)(3)(A)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> CFSGA Budget Page <input type="checkbox"/> Evidence that funds are used to promote parent and family engagement <input type="checkbox"/> Title I-A set aside and budget pages <p>Note- Must include at least one of the following activities:</p> <ul style="list-style-type: none"> Providing professional development regarding parent and family engagement strategies Supporting programs that reach parents and families Disseminating information on best practices focused on parent and family engagement Collaborating with organizations with a record of success in improving parent and family engagement Engaging in other activities and strategies that are appropriate and consistent with the LEA parent and family engagement policy <p>(Not applicable if allocation is \geq and no Parent and</p>				

Federal Programs Monitoring – FACE (4)



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
		Family Engagement Set-Aside.)				
FACE 9 ● I-A	The LEA distributes at least 90% of family/parental engagement funds to participating schools. ESSA Section 1118(a)(3)(C)	School level budget report for each participating school indicates an allocation from the LEA for family/parent engagement activities. (Not applicable if no Parent and Family Engagement Set-Aside.)				
FACE 10 ● I-A	Parents of children receiving services are involved in the decisions regarding how parent and family engagement funds are allotted for parent and family engagement activities. ESSA Section 1116 (a)(3)(B)	<input type="checkbox"/> Meeting agenda, notes/minutes, and sign-in/attendance sheet. <input type="checkbox"/> Copy of survey, if applicable (Not applicable if no Parent and Family Engagement Set-Aside.)				

Federal Programs Monitoring – FACE (5)



<p>FACE 12 I-A</p>	<p>Title I-A Parent Notification of LIEP Placement</p> <p>Parents have been informed of their child’s placement into a Language Instruction Educational Program (LIEP) within 30 days if enrolling at the beginning of the school or 2 weeks in the middle of the school year. Parents have been informed regarding their right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction.</p> <p>ESSA Section 1112(e)(3)(A-B)</p>	<p><input type="checkbox"/> LIEP waiver form in cumulative files for English Waived (EW) students (as applicable).</p> <p>(Upload template or redacted form. Onsite file review also.)</p> <p><input type="checkbox"/> Parent Notifications are in student cumulative folders and contain all required components:</p> <ul style="list-style-type: none"> o Reason for identification o Current ELP level and how it was assessed o Current academic achievement scores o Method of EL instruction and how it will meet the educational strengths of the child to meet EL and academic proficiency o Exit requirements & graduation year o Coordinate supports if also on an IEP <p>(Upload template or redacted form. Onsite file review also.)</p> <p>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.</p>				
<p>FACE 13 I-A</p>	<p>Title I-A Parent Notification Format</p> <p>The LEA ensures that the notifications sent to parents are in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. ESSA Section 1112(e)(4)</p>	<p><input type="checkbox"/> Copies of letters sent to parents in English and other applicable language(s) (i.e. district/school/classroom policy/procedures, newsletters, permission forms).</p> <p><input type="checkbox"/> Copies of Interpreter Confidentiality Agreements (if available).</p> <p>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.</p>				
<p>FACE 14 I-A</p>	<p>Title I-A Outreach to Families of English Learners</p> <p>The LEA ensures that it implements an effective means of outreach to parents of English Learners regarding their education. ESSA Section 1112(e)(3)(C)</p>	<p><input type="checkbox"/> Evidence of LEA’s commitment to involving parents of English Learners (i.e. district policy, family/parent engagement policy, mission statements).</p> <p><input type="checkbox"/> Evidence of outreach invitations:</p> <p><u>Signed attendance sheets with parents of English Learners clearly identified/highlighted.</u></p> <p>Other examples of evidence outreach may include meeting minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, home visits and notes from these interactions.</p> <p>Note: This indicator applies to all Title I-A programs even if there are no enrolled English Learners.</p>				

FACE #12 - Example



CASCADE RAMBLERS
SCHOOL DISTRICT NO. 422

209 N. SCHOOL ST | PO BOX 291 | CASCADE, ID 83611 | 208-630-6057

		Composite: [PL 1.0-6.0]
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Board of Trustees: Karen Thurston-Chairperson, Jason Speer-Vice Chair, Heather Rost, Dr. David Croshaw, Tom Byrne-Trustees
Superintendent: Jeff Blaser

Exiting and Graduation

Idaho's current exit criteria for exiting LIEP services is measured by the summative English language proficiency assessment ACCESS 2.0 or Alternate ACCESS.

Board of Trustees: Karen Thurston-Chairperson, Jason Speer-Vice Chair, Heather Rost, Dr. David Croshaw, Tom Byrne-Trustees
Superintendent: Jeff Blaser

Date of Notification

Parent Notification on Language Instruction Educational Program (LIEP) Identification/Screen Out

For *Student Name*:

Dear Parent/Guardian,

Upon enrollment, a language other than English was noted on your student's Home Language Survey (HLS) prompting a screening of his/her English language proficiency as required by the Office for Civil Rights and Title III, Part A. Once a student qualifies and enters the district LIEP, an annual assessment of English language proficiency is administered to determine his/her level of English proficiency. Title I requires our district/charter to notify you regarding the identification and placement of your child in our district LIEP. Based on the English language proficiency screener (W-APT) that your child was given, your child's results are as follows:

Is **identified** as an English Learner (EL) and qualifies to receive EL services based on their [Kindergarten W-APT or WIDA Screener] results.

Has **screened out (SO)** and will not be placed in the district LIEP because they met the Idaho Screen Out (SO) Criteria on the [Kindergarten W-APT or WIDA Screener].



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Academic Achievement Information: [Additional information regarding the student's current academic achievement (Statewide or district wide assessments, classroom grades, etc.)]

Idaho's Screen-Out Criteria:

- First Semester K – Listening/Speaking ≥ 29 AND Reading ≥ 6 AND Writing ≥ 5.
- Second Semester K - Listening/Speaking ≥ 29 AND Reading ≥ 11 AND Writing ≥ 14.
- First Semester 1st Grade – Listening/Speaking ≥ 29 AND Reading ≥ 14 AND Writing ≥ 17.
- Second Semester 1st Grade through 12th Grade— Composite PL ≥ 5.0 AND PL ≥ 4.0 in EACH domain of Listening, Writing, and Reading, and Speaking domain.

Cascade Schools Language Instruction Educational Program (LIEP) Description and Goals

The goal of Cascade School's LIEP for English learners (EL) is to provide effective language development instruction for all EL students to become fully proficient in the English language and have language sufficient to meet the same challenging state academic content standards as all children are expected to meet.

Based on your child's English proficiency test scores he/she shall receive instruction in our –

[Insert name, description of LIEP, methods of instruction, and the type of language supports offered].

[How will the LIEP meet educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards?]

Our district/charter will use the English language proficiency results detailed on the previous page, to tailor instruction to meet the linguistic and academic strengths and needs of your child. An English Learner Plan (ELP) may be written by district EL staff to detail the appropriate services and accommodations that your child qualifies for. An ELP plan is required to be written if he/she qualifies for assessment supports (including but not limited to



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- Exit Criteria for ACCESS 2.0: Composite PL ≥ 4.2 AND PL ≥ 3.5 in EACH domain of Listening, Writing, and Reading, AND a PL ≥ 1.0 in the Speaking domain.
- Exit Criteria for Alternate ACCESS: Composite PL of P2.

Based upon your child's scores and the services provided [what is the child's expected rate of transition to a classroom not tailored for EL students and expected graduation rate?].

Questions or Concerns

If you have any concerns about the services provided for your child or would like to learn about other LIEP support service options available, please do not hesitate to contact **Lindsay Anthony** at Lindsay@cascadeschools.org or (208)630-6057.

Parents/guardians have the right to decline EL services but does not remove any EL designation or the federal requirement of having him/her annually assessed for English Language Proficiency. A Waiver of EL Services form must be signed, dated, and filed yearly in the student's EL cumulative folder. Please contact **Lindsay Anthony** if you wish to decline your child's participation in LIEP services.

Thank you,

Lindsay Anthony

Screener Name	Date of Assessment	Student Name Scores
<input type="checkbox"/> Kindergarten W-APT		Listening/Speaking [Raw Score] Reading: [Raw Score] Writing: [Raw Score]
<input type="checkbox"/> WIDA Screener		Listening: [PL 1.0-6.0] Speaking: [PL 1.0-6.0] Reading: [PL 1.0-6.0] Writing: [PL 1.0-6.0]

Save the Date – Boise



Save the Date – Coeur d'Alene

A promotional graphic for a conference. The background is an aerial view of the Coeur d'Alene Resort, showing a large multi-story building with orange roofs and a marina with many blue umbrellas. The text "SAVE THE DATE" is prominently displayed at the top in large white letters. Below it, the date "November 13, 2023" and the location "Coeur d'Alene Resort" are written in white and orange. At the bottom, it says "8th ANNUAL Family & Community Engagement Conference" in white and orange. Two circular logos are overlaid on the image: one for FACE (Idaho Family and Community Engagement) and one for the Idaho Department of Education.

SAVE THE DATE

November 13, 2023
Coeur d'Alene Resort

8th ANNUAL
Family & Community Engagement Conference

Questions?



Jill Mathews | Family & Community Engagement Coordinator

Idaho State Department of Education

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DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

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