



# Family & Community Engagement (FACE)

Jill Mathews  
Family & Community Engagement Coordinator  
Foster Care Liaison

Josh Noteboom  
Federal Programs Director



*Thank  
you!*



*Thank  
you!*



- <https://abcnews.go.com/GMA/Family/video/baby-dad-cutest-eat-fries-102310771>



# FACE CONFERENCE

**NOVEMBER 1-3, 2023**

Boise Centre, 850 W. Front Street, Boise



## FEATURED SPEAKERS



**TODD  
NESLONEY**



**DAMON  
QUALLS**



**MARK  
CARPENTER**



**WESTON  
KIESCHNICK**



**DR. PAMELA  
CANTOR**



**DR. JILL  
HANDLEY**



**STEVE  
PEMBERTON**

### SITE VISITS

Community School site visits take place November 3, 2023. Choose a site and grab a seat on the bus!  
Depart: 8:30 am  
Tour: 9:00 - 10:45 a.m.  
Return to Boise Centre: 10:45 a.m.  
Debrief: 11:15a.m. - 12:00 p.m.

### SCHOOLS DISTRICTS

Caldwell School District  
Horseshoe Bend School District  
Nampa School District  
Notus School District  
West Ada School District  
+1 To Be Announced

8<sup>TH</sup> ANNUAL

**FAMILY & COMMUNITY  
ENGAGEMENT CONFERENCE**

<https://www.eventcreate.com/e/face2023>





# FACE CONFERENCE

**NOVEMBER 13, 2023**

Coeur d'Alene Resort, 115 S 2nd St, Coeur d'Alene



## FEATURED SPEAKERS



**HAMISH  
BREWER**



**DR. KAREN  
MAPP**



**CHRIS  
HEETER**



**GABRIEL  
MORENO**

8<sup>TH</sup> ANNUAL

**FAMILY & COMMUNITY  
ENGAGEMENT CONFERENCE**

<https://www.eventcreate.com/e/face2023north>

# Kelsey Williams

## Special Education Director, Title III Coordinator, Community School Director



### **HSB Community School's Mission:**

To unite our school, families, and community for young people's success.

### **HSB Community School's Vision:**

The school is the center of a resilient community where everyone belongs, works together, and thrives.

# Help us brainstorm for this school year!



MISSION: **POSSIBLE** MISSION: **POSSIBLE** MISSION: **POSSIBLE** MISSION: **POSSIBLE** MISSION: **POSSIBLE**

- Mission: Build an Engagement Timeline





# Paul Webster

## Community School and Family Engagement Coordinator



Caldwell School District

**COMMUNITY SCHOOLS**



Caldwell School District

**COMMUNITY SCHOOLS**



Caldwell School District

**COMMUNITY SCHOOLS**



Caldwell School District

**COMMUNITY SCHOOLS**



Caldwell School District

**COMMUNITY SCHOOLS**



Caldwell School District

**COMMUNITY SCHOOLS**

REMOVING BARRIERS TO SUCCESS REMOVING BARRIERS TO SUCCESS REMOVING BARRIERS TO SUCCESS REMOVING BARRIERS TO SUCCESS REMOVING BARRIERS TO SUCCESS REMOVING BARRIERS TO SUCCESS





# Federal Programs Monitoring - FACE

FACE – Indicators 1-10, 12-14



# Federal Programs Monitoring – FACE 1



## 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><b>Title I-A Parent Notification of Teacher Qualifications</b></p> <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"><li><input type="checkbox"/> Samples of family/parent notification for each Title I-A building, in multiple languages as practicable.</li><li><input type="checkbox"/> <a href="#">Sample Parent Notification for Teacher Qualifications</a> is located under Files for Parent Involvement on the Title I-A webpage</li></ul>				

# Template – Parent Notification for Teacher Qualifications Indicator - #1



## Title I-A Notificación A Los Padres De Las Cualificaciones De Los Maestros

SAMPLE – Use LEA/School letterhead

### CON RESPECTO AL DERECHO A RECIBIR INFORMACIÓN DEL MAESTRO

Date (At the beginning of each School Year)

Estimado Padre o Tutor:

La ley Federal requiere que cada escuela de Title I-A notifique a las familias/padres de cada estudiante que asiste a alguna escuela que reciba estos fondos, su derecho a solicitar información sobre las cualificaciones profesionales de los maestros de su hijo.

Como padre o tutor de un estudiante que asiste a una escuela que recibe fondos de Title I-A, usted tiene el derecho a saber:

- ¿Está el maestro de mi hijo certificado para enseñar en el nivel de grado y la(s) materia(s) que enseña?
- ¿Cuál es la especialización universitaria del maestro(s) de mi hijo?
- ¿Qué licenciatura o licenciaturas tiene el maestro(s) de mi hijo?
- Por favor, comuníquese con la oficina escolar para solicitar las cualificaciones estatales para cualquiera de los maestros y/o asistentes profesionales de su hijo
- Si desea obtener más información sobre el programa Title I-A de la escuela, no dude en comunicarse con nosotros.

Se le notificará si durante cuatro semanas consecutivas o más, su hijo está siendo enseñado por un maestro que no cumple con los requisitos estatales de certificación para la asignación docente.

[A signature is not required, but the notification does need to come from the LEA in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.]

# Federal Programs Monitoring – FACE 2-4



Indicator/ Programs	Citation	Supporting Documents and Resources	Y	N	NA	Findings, Actions Needed, Recommendations, Comments
FACE 2 ● I-A	<b>Title I-A Parent Notification of Academic Assessments</b>  The LEA ensures that each participating school provides to individual families/ <u>parents</u> 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)	<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	<b>Title I-A LEA Family Engagement Policy</b>  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: <ul style="list-style-type: none"> <li>• Develop a Title I Plan</li> <li>• Build capacity to improve academic achievement</li> <li>• Coordinate with other programs</li> <li>• Include evidence based strategies</li> <li>• The policy has been reviewed annually</li> </ul> ESSA Section 1116 (a)	<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 comments  <input type="checkbox"/> The policy reflects an annual review date by the LEA board (Board minutes or current review date on policy.)  <input type="checkbox"/> Evidence that the policy is distributed to parents (LEA website, newsletter, handbook, etc.)				
FACE 4 ● I-A	<b>Title I-A School Family Engagement Plan</b>  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)	<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				



# 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)**

# Family Engagement Plan – Indicator #4 (1)



## || 2023-2024 Family Engagement Plan

**SCHOOL: HILLCREST**  
**PARTNERSHIP TEAM MEMBERS: LEADERSHIP TEAM**

**Smart Goals:**

ELA Goal: During the 2023-2024 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 or 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 2023-2024.

**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

# Family Engagement Plan – Indicator #4 (2)



Engagement Type	Requirements	Action Items	People Responsible	Date(s)	Evidence
		Communicate to families during PSIT of the available parenting resources.			
Communication	Facilitate regular, meaningful two-way communication with families  Inform parents of their right to request the professional qualifications of teachers and paraprofessionals	Monthly newsletters PTO rep sits on Leadership/PAT team & reports back to PTO  Parent Survey Parent-Teacher Conferences  IRI information provided during parent-teacher conferences  Classroom Dojo Celebrate student achievement & invite parents  Request translator for events for spoken languages other than English  Event feedback survey	Principal PAT Coordinator PTO PAT Rep  Hillcrest staff Hill crest staff  Classroom teacher  Classroom teacher  ELD  PAT Coordinator	First day of the month All Year  Oct 2023-_  Fall & Spring  All year Dec & May  All Year  After any PAT event	Copy of Newsletter Leadership Team Meeting Notes Copy of results Newsletter / Individual Invitation          Individual Invitation  ELD Notes  Survey Results

Engagement Type	Requirements	Action Items	People Responsible	Date(s)	Evidence
Volunteering	Provide opportunities for families and community members to volunteer in or out of the classroom & school	Big Brother/Big Sister volunteers meeting weekly with their littles  Parents volunteer in the classroom  Parents volunteer for events such as Popcorn Friday, Candy Grams, Pumpkin Patch, etc.  List volunteer opportunities in newsletter  PTO has monthly meetings	Counselor  Classroom Teacher PTO  Principal  PTO	All Year  All Year All Year  All Year  Monthly	BBBS Application  Sign-in Sheet at front office Sign-in Sheet at front office  November Newsletter  PTO Minutes
Learning at Home	Build the capacity of families to support their children's learning  Build the capacity of school staff to work with parents	Kinder Connections   Kinder Registration   2 <sup>nd</sup> Grade Author's Tea  3 <sup>rd</sup> Grade Journal	PAT Coordinator / Kinder Teacher / Vikki Green   PAT Coordinator / Kinder Teacher / Principal  PAT Coordinator / 2 <sup>nd</sup> Grade Teachers	Dec 14   Mar 8  Spring 2024	Sign-in Sheet & Kinder Connection Flyer   Sign-in Sheet & Registration Flyer  Sign-in Sheet & Event Flyer

# Family Engagement Plan – Indicator #4 (3)



Engagement Type	Requirements	Action Items	People Responsible	Date(s)	Evidence
		Reading	PAT Coordinator	Spring 2024-	Sign-in Sheet & Event Flyer
		4 <sup>th</sup> Grade Photo Journal Share	PAT Coordinator / 4 <sup>th</sup> Grade Teachers	Spring 2024-	Sign-in Sheet & Event Flyer
		5 <sup>th</sup> Pi Day	PAT Coordinator / 5 <sup>th</sup> Grade Teachers	3/14/2024-	Sign-in Sheet & Event Flyer
		6 <sup>th</sup> Career Day 6 <sup>th</sup> Grade Graduation	PAT Coordinator / 6 <sup>th</sup> Grade Teachers	4/16/2024-5/31/2024	Sign-in Sheet & Event Flyer
		Lending Library	Hillcrest Staff	Ongoing	Picture of box
Decision Making	Annually review and provide feedback to the District's Family Engagement Policy	District PAT policy is on file & available to parents	Principal	Ongoing	Hillcrest Handbook
	Annually review this School's Family Engagement Policy	PAT plan will be shared with all staff & families	Principal	Fall Sept__	BSD website
	Annually review /revise the Parent / Teacher / Student Compact	PAT plan will be shared with all staff & families	Principal	Fall Sept__	BSD website
	Annually establish how Title I Family Engagement funds will	PAT Leadership team	Event feedback surveys	Ongoing	Survey results

Engagement Type	Requirements	Action Items	People Responsible	Date(s)	Evidence
Community	Coordinate resources and services	Provide information for students and families on health, cultural, recreational, social support, and/or other programs	School Staff/Community Resource Worker/Family Engagement Coordinator/School Social Worker	August - May	Family Engagement Night/ Neighborhood Block Party/Newsletters



# Federal Programs Monitoring – FACE 5-7



FACE 5 ● I-A	<b>Title I-A School-Parent Compact</b> 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)	<input type="checkbox"/> Evidence that the Compact contains required elements and is collaboratively written and distributed annually <a href="#">School-Parent Compact Template</a> is located under Files on the Family & Community Engagement webpage				
FACE 6 ● I-A	<b>Title I-A Requirement- Annual Meeting</b> 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 I and to explain Title I requirements and the right of parents to be involved. ESSA Section 1116 (c)	<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.				
FACE 7 ● I-A	<b>Title I-A Building Capacity through Parent Engagement</b> 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)	<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				

# 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

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2023-2024

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)



## 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)



## 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 I 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)



## 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](https://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 8-9



<p>FACE 8</p> <p>● I-A</p>	<p><b>Title I-A Parent and Family Engagement Set-Aside</b></p> <p>The LEA reserves no less than 1% of its Title I-A allocation (if <math>\geq</math> \$500,000) for parent and family engagement activities, including promoting family literacy and parenting skills. ESSA Section 1116(a)(3)(A)</p>	<p><input type="checkbox"/> CFSGA Budget Page</p> <p><input type="checkbox"/> Evidence that funds are used to promote parent and family engagement</p> <p><input type="checkbox"/> Title I-A set aside and budget pages</p> <p>Note- Must include at least one of the following activities:</p> <p>Providing professional development regarding parent and family engagement strategies</p> <p>Supporting programs that reach parents and families</p> <p>Disseminating information on best practices focused on parent and family engagement</p> <p>Collaborating with organizations with a record of success in improving parent and family engagement</p> <p>Engaging in other activities and strategies that are appropriate and consistent with the LEA parent and family engagement policy</p> <p>(Not applicable if allocation is <math>\geq</math> and no Parent and Family Engagement Set-Aside.)</p>				
<p>FACE 9</p> <p>● I-A</p>	<p><b>Title I-A Family Engagement Fund Distribution</b></p> <p>The LEA distributes at least 90% of family/parental engagement funds to</p>	<p>School level budget report for each participating school indicates an allocation from the LEA for family/parent engagement activities.</p>				



# CFSGA – Allocation & Set Asides



Log Off

jmathews@edu.id

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)

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. <a href="#">Click here to use the Carryover Calculator.</a>
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  $\geq$  \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.

# Federal Programs Monitoring – FACE 10 & 12



<p>FACE 10</p> <p>● I-A</p>	<p><b>Title I-A Parent Involvement in Engagement Plans</b></p> <p>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)</p>	<p><input type="checkbox"/> Meeting agenda, notes/minutes, and sign-in/attendance sheet.</p> <p><input type="checkbox"/> Copy of survey, if applicable</p> <p>(Not applicable if no Parent and Family Engagement Set-Aside.)</p>				
<p>FACE 12</p> <p>● I-A</p>	<p><b>Title I-A Parent Notification of LIEP Placement</b></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). (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"> <li>○ Reason for identification</li> <li>○ Current ELP level and how it was assessed</li> <li>○ Current academic achievement scores</li> </ul>				



# FACE #12 - Example





**CASCADE  
RAMBLERS**  
SCHOOL DISTRICT NO. 422

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

## 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**.

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

Composite: **[PL 1.0-6.0]**

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



**CASCADE  
RAMBLERS**  
SCHOOL DISTRICT NO. 422

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

**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 1<sup>st</sup> Grade – Listening/Speaking ≥ 29 AND Reading ≥ 14 AND Writing ≥ 17.
- Second Semester 1<sup>st</sup> Grade through 12<sup>th</sup> 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

## 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



**CASCADE  
RAMBLERS**  
SCHOOL DISTRICT NO. 422

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

- 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](mailto: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

# Federal Programs Monitoring – FACE 13 & 14



<p>FACE 13</p> <p>● I-A</p>	<p><b>Title I-A Parent Notification Format</b></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</p> <p>● I-A</p>	<p><b>Title I-A Outreach to Families of English Learners</b></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 <u>may</u> include meeting minutes, PowerPoint presentations, survey samples and overall results, copies of call logs, home visits and notes from these interactions.</p>				



# 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](mailto:hhernandez1@caldwellschools.org)

Mrs. Bunn - [bbunn@caldwellschools.org](mailto:bbunn@caldwellschools.org)

Mr. Webster - [pwebster@caldwellschools.org](mailto:pwebster@caldwellschools.org)

And the rest of the Sacajawea family.

# Sleep In Heavenly Peace – started in Twin Falls!

<https://www.shpbeds.org/>



## QUILTS ACROSS AMERICA

Quilters across America are making homemade quilts for local SHP chapters.

GET STARTED WITH QAA

**DONATE**  
Donate to a family in need.

**VOLUNTEER**  
Help us build and deliver beds!

**APPLY FOR A BED**  
Find out if you meet the criteria.

### HELPING CHILDREN IN NEED SLEEP BETTER

We fully believe that a bed is a basic need for the proper physical, emotional, and mental support that a child needs. When it was brought to our attention that the need for beds went far beyond our own neighborhoods, we stepped up and took initiative. We're a national organization answering the call to a national problem.

All children deserve a safe, comfortable place to lay their heads. In Idaho and across the U.S., too many boys and girls go without a bed – or even a pillow – to sleep on. These children end up sleeping on couches, blankets, and even floors. This can affect their happiness and health.

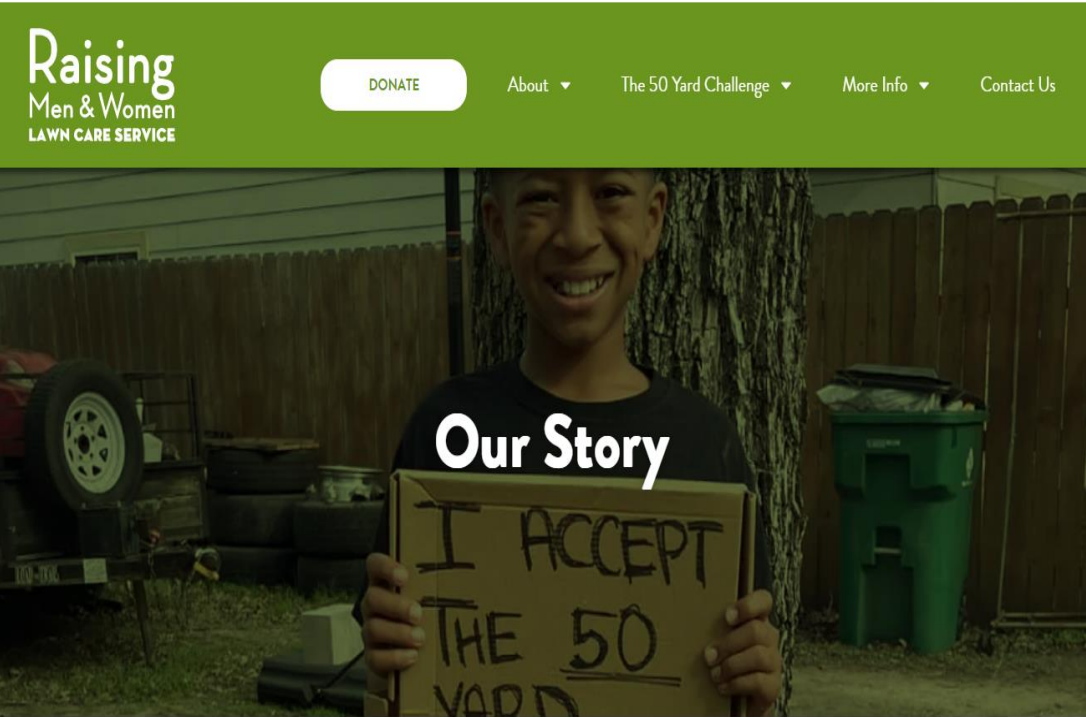


# Raising Men & Women Lawn Care Service



Do you accept the 50 yard challenge?

256-508-9440 | info@weareraisingmen.com



256-508-9440

info@weareraisingmen.com

P.O. Box 2182  
Madison, AL 35758

We mow free lawns for

We inspire kids to serve others



THE ELDERLY



THE DISABLED



SINGLE PARENTS



OUR VETERANS



# 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!**





# FACE CONFERENCE

**NOVEMBER 1-3, 2023**

Boise Centre, 850 W. Front Street, Boise



## FEATURED SPEAKERS



**TODD  
NESLONEY**



**DAMON  
QUALLS**



**MARK  
CARPENTER**



**WESTON  
KIESCHNICK**



**DR. PAMELA  
CANTOR**



**DR. JILL  
HANDLEY**



**STEVE  
PEMBERTON**

### SITE VISITS

Community School site visits take place November 3, 2023. Choose a site and grab a seat on the bus!  
Depart: 8:30 am  
Tour: 9:00 - 10:45 a.m.  
Return to Boise Centre: 10:45 a.m.  
Debrief: 11:15a.m. - 12:00 p.m.

### SCHOOLS DISTRICTS

Caldwell School District  
Horseshoe Bend School District  
Nampa School District  
Notus School District  
West Ada School District  
+1 To Be Announced

8<sup>TH</sup> ANNUAL

**FAMILY & COMMUNITY  
ENGAGEMENT CONFERENCE**

<https://www.eventcreate.com/e/face2023>





# FACE CONFERENCE

**NOVEMBER 13, 2023**

Coeur d'Alene Resort, 115 S 2nd St, Coeur d'Alene



## FEATURED SPEAKERS



**HAMISH  
BREWER**



**DR. KAREN  
MAPP**



**CHRIS  
HEETER**



**GABRIEL  
MORENO**

8<sup>TH</sup> ANNUAL

**FAMILY & COMMUNITY  
ENGAGEMENT CONFERENCE**

<https://www.eventcreate.com/e/face2023north>

# Questions?



Jill Mathews | Family & Community Engagement Coordinator

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6855

[jmathews@sde.idaho.gov](mailto:jmathews@sde.idaho.gov)

[www.sde.idaho.gov](http://www.sde.idaho.gov)



***Idaho State Department of Education***

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION