

# Title I/LAP Family Handbook

2017 - 2018



**Stevenson Carson School District**  
**Stevenson, WA 98648**

## ***Stevenson-Carson Vision Statement***

*Students will thrive in an environment where staff, parents, and community partner to nurture a passion for lifelong learning. Through these relationships, students will grow academically and experience success in school and beyond.*

## ***Carson Elementary School Vision***

*Carson Elementary turns out very successful students academically and socially, that are prepared for the next step in their lives. (We make GREAT cookies.)*

## ***Stevenson Elementary School Mission***

*Parents, staff and students strive to maintain a safe and caring environment through an open atmosphere that encourages positive change in order to insure academic excellence FOR ALL LEARNERS.*

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## What is Title I?

Title I of the Elementary and Secondary Education Act of 1965 (ESEA) is a federal program that provides school-wide support to Stevenson and Carson Elementary Schools. On December 10, 2015 the Every Student Succeeds Act (ESSA) was signed into law. This measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

Title I is a federally funded program that provides resources to further the achievement of all students by providing support for their unique educational needs. The goal of Title I, Part A is to ensure that all children have the opportunity to obtain a high quality education and reach proficiency on challenging state academic standards and assessments. To this end, Title I provides a network of supplemental services for students, and serves as a vital link in the challenging educational opportunities for our students.

## What is Learning Assistance Program (LAP)?

LAP is a state-funded program that offers **supplemental services** for our students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. The intent is for LAP students to **increase academic growth** during the period of time they are provided services. LAP emphasizes research-based best practices designed to increase student achievement.

Our mission at Stevenson-Carson School District is to provide an effective education for all children. We understand that students do not come to us as 'one size fits all' learners, and have different learning styles and rates. All Stevenson and Carson Elementary students will receive 90 minutes of core instruction. All eligible students will get an additional 30 minutes in the afternoon known as +30.

Stevenson and Carson Elementary Schools use a model of instruction delivery called **Response to Intervention**, more commonly referred to as "RTI".

## What is Response to Intervention" (RTI)?

The RTI process is a multi-step approach to monitor's a student's "response to intervention". The key components to any RTI system are (1) providing high quality intervention matched to student needs, (2) regular progress monitoring and (3) make important educational decisions based on a student's skill level and rate of learning.

**Is RTI the same from school to school?** No. Every school is unique - its staff, its programs, its students . . . therefore, RTI, will be different in each school. However, the basic principles will be the same. Stevenson Elementary and Carson Elementary are working together in all academic areas. Our RTI may not look exactly the same; however, the differences will be because of the learning goals. The primary job of a Preschool—2nd grade school is to "learn to read" and the focus of a 3rd—6th grade school is teaching kids to "read to learn".

**RTI is a three tier model:** The RTI process is generally defined as a three-tier model of school supports that uses research-based academic and/or behavior interventions. At Stevenson Elementary, we are currently only implementing RTI in the academic area of reading. At all stages of the process, RTI should focus on discovering how to make the student more successful rather than focusing on the student's lack of success. Carson Elementary School focuses on literacy interventions, but also provides RTI support in math.

Our three-tier RTI model includes:

**Core:** Students at this level are reading at grade level, making adequate growth, and are projected to meet or exceed expectations on a variety of assessments. The core students make up the majority of our student population and will continue to receive the reading instruction that is aligned to the state adopted Common Core State Standards. Our "core program" continues to be CKLA.

**Strategic:** Students at this level are not making adequate progress in the regular classroom and are provided with an additional thirty minutes of instruction in reading. These services are provided in addition to instruction in the general curriculum. These interventions are provided in small group settings. (These groups are currently between 3 and 6 students.) Students in "strategic" groups will have progress monitoring\*\*\* every four weeks. If your child is in a "strategic" group, you will hear your child talk about his/her "walk to read" teacher. Your child's teacher will also tell you about this intervention in written communication, a phone call, or during a conference.

**Intensive:** Students at this level are not reading at grade level. Students at this level need an intensive supplementary reading program - taught in a small group setting. Students in this group will receive a 90-minute reading lesson and will also receive an additional skill lesson, in a small group setting, for 30 minutes. With the implementation of RTI, our staff will be able to provide these students intensive reading instruction and weekly progress monitoring in a group of five students or less. Additional supplemental support, STARS — Striving To Achieve Reading Success, may be provided to second grade students. STARS provides extra opportunities for eligible students to process and practice literacy skills that are being taught in their core classroom.

If you have questions about your child's current reading level or about how we are teaching your child to read . . . . or *any question* about your child's education at SES . . . please contact your child's teacher. It is our goal to keep you informed of changes within your child's reading ability and of instructional changes. You may receive communication from school in a variety of ways: phone, e-mail, regular mail, a note brought home by your child or a certificate that has been awarded to your child. It is our goal to keep you informed.

## **School / Family Partnerships**

Over thirty years of research has proven the positive connection between family involvement and student success. Effectively engaging parents in the education of their children has the potential to be far more transformational than any other type of educational reform. Family involvement can be defined in a broad manner. We view it as a continuum of opportunities in which families may choose to participate in order to support their children's education. Schools and teachers are eager to provide parents with concrete and practical suggestions for how they can support their child's education at home. These opportunities may range from communicating with your children about the importance of education and providing a time for homework, to becoming partners in the decision-making process at the school, district, or state level. Research has shown that the following successes have been found through an effective family involvement model:

- Students perform better academically and have fewer discipline problems
- Students have better attendance and homework completion
- Students have positive attitudes toward school, graduation rates are higher, and they are more apt to enroll in college or vocational institutes
- Students become more responsible adults
- Parents become more knowledgeable of how to support and encourage their children
- Parents understand the curriculum and what their children are learning in school
- Parents discuss their children's school activities, class work, and homework more frequently
- Teachers and administrators recognize the importance of parents in motivating and reinforcing student learning
- Teachers provide interactive homework assignments for families and children to do together

Parent & Family engagement is an important aspect of Title I. As a family, you can influence your child's success in school. We encourage you to be actively involved in your child's education. The Parent & Family Policy/Plan for Stevenson and Carson Elementary Schools was jointly developed with family participation and to meet the combined needs of families, students, and the school.

You can become more involved in your child's education by:

- Participating in the Stevenson-Carson Educational Foundation
- Supporting our school's extra-curricular activities.
- Volunteering at our school
- Keeping your child's teacher informed about events in your child's life that may affect his/her performance at school
- Attending Parent/Teacher Conferences
- Communicating with your child's teacher by phone, email, or notes

## **Student/Teacher/Parent Compact**

Each Title I school develops a School Parent Compact. Stevenson and Carson Elementary School staff and administrators commit to communicating your child's achievement goals, schedule parent meetings at convenient times, use your suggestions to improve to improve family participation, and home-school partnership. The compact is jointly developed and annually reviewed with Stevenson and Carson Elementary School families, teachers and students.

### **What is a compact?**

A compact is a written statement of what schools and parents are supposed to do to help student achieve. Each school that receives Title I money must have a compact. (Title I is a federal aid program that provides extra education services for children who are behind in school).

### **What is the purpose of a compact?**

In order for children to reach school standards, they need support from all the adults in their lives. Teachers have the important job of instructing students. Other school staff contribute to making the school a place where children can learn. Parents have the equally important job of providing a safe, healthy, and caring home that supports learning. The compact lists the specific duties of school staff, students and parents. With a compact, everybody knows what they are supposed to do and what others are supposed to do. It helps everyone keep on track in support of students. Compacts are reviewed together at the Fall conferences.

## **Annual Title I Meeting**

Parents will be invited to an annual Title I Fall meeting to discuss Title I program supports and all aspects of the Title I program. Parents will be informed of instructional focus and supports available in the building. The Title I/LAP Family

Handbook will be made available to our families at Family Literacy Night and Fall Conferences.

## **Parent Volunteers**








Stevenson and Carson Elementary Schools welcome parent volunteers! Each year we have many volunteers in classrooms, on field trips, and at special events. The Stevenson-Carson School District has hired a Family and Community Engagement Coordinator this year. We are looking forward to increasing family involvement and participation. If you have an interest in volunteering, please provide your information on the volunteer application that may be obtained in the elementary office.

## **Other Supports and Resources**




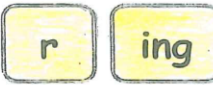



There are many supports and resources offered on the Stevenson-Carson School District website. The Title I page has links to further information and helpful academic resources that can be accessed from home. If you should have any further questions, please contact Mrs. Karen Schreiber, our Title I Director at 509-427-5672.

## Word Decoding Strategies

Decoding Strategies: What do I do when I come to a word I don't know?

|   |                  |
|---|------------------|
|                  | Beginning Sound  |
|                  | Stretch          |
|                  | Tap              |
|                  | Cover-Up / Chunk |
| <br>I ____ cats. | Blank Strategy   |
|                  | Listen To Self   |
| I like <u>dogs</u> .<br>Some <u>dogs</u> are big.   | Cross Check      |
|                | Raise Hand       |

Stevenson Elementary

|  |   |
|--|---|
|                    | Beginning Sound<br>What's the beginning sound?  |
|                    | Stretch<br>Stretch out the sounds   |
|                  | Tap<br>Touch each sound with my finger and then blend them together with my thumb.                                      |
|                  | Cover-Up / Chunk<br>Cover up part of the word and look for words or chunks I recognize                                  |
| <br>I ____ cats. | Blank Strategy<br>Skip the word and read on to see if I can figure out the word that makes sense from the context clues |
|                  | Listen To Self<br>Does it make sense and sound right  |
| I like <u>dogs</u> .<br>Some <u>dogs</u> are big.  | Cross Check<br>Find the same word in another part of the text ..  |
|                 | Raise Hand<br>Ask for help  |



## Right to Know

Teacher Qualifications - If you are a parent in a Title 1 school, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information in a timely manner. Specifically, you have the right to ask for the following information:

- Whether OSPI has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether OSPI has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications. If you would like to receive any of this information, please call the school office.

## DISCRIMINATION

The Stevenson-Carson School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination.

**Karen Douglass, Superintendent, 504 Coordinator  
Civil Rights Coordinator, Title IX Officer**

Administrative Office  
350 NW Bulldog Drive  
Stevenson, WA 98648  
(509) 427-5674  
douglassk@scsd303.org

**You can report discrimination and discriminatory harassment** to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

[http://www.scsd303.org/school\\_board/board\\_of\\_directors/board\\_policies](http://www.scsd303.org/school_board/board_of_directors/board_policies)

## SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

**Sexual harassment is unwelcome behavior or communication that is sexual in nature when:**

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

**Examples of Sexual Harassment:**

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

**You can report sexual harassment** to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online here:

[http://www.scsd303.org/crisis\\_center/sexual\\_harassment\\_reporting](http://www.scsd303.org/crisis_center/sexual_harassment_reporting)

## COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's superintendent who is also the Section 504 Coordinator, Title IX Officer, and Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

### **Complaint to the School District**

#### ***Step 1: Write Our Your Complaint***

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent/civil rights compliance coordinator.

#### ***Step 2: School District Investigates Your Complaint***

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

#### ***Step 3: School District Responds to Your Complaint***

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

### **Appeal to the School District**

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

### **Complaint to OSPI**

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the

complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

**Email:** [Equity@k12.wa.us](mailto:Equity@k12.wa.us) | **Fax:** 360-664-2967

**Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

#### **Other Discrimination Complaint Options**

*Office for Civil Rights, U.S. Department of Education*

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [OCR Website](#)

*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

# Stevenson & Carson Elementary Schools

## Parent & Family Engagement Plan

*In accordance with Every Child Succeeds Act (ESSA)*

Stevenson Elementary School is dedicated to involving parents in all aspects of their child's education. Parents, staff, and the building administrator have developed this Parent Involvement Plan in accordance with NCLB Section 1118 activities which are accomplished at Stevenson Elementary School in the ways listed in each section.

| ESSA Section  | Ways in Which Stevenson Elementary Staff Accomplish these Activities  |
|---|---|
| 1. Convene an annual meeting, at a convenient time, to which all parents of participating children must be invited and encouraged to attend to inform parents of their school's participation in Title I, Part A, the requirements of the program, and the right of the parents to be involved. | <p>An annual meeting is held which includes information for parents on:</p> <ul style="list-style-type: none"> <li>• <i>Hold an annual school-wide Title I Meeting at the beginning of the school year that all parents are invited to attend.</i></li> <li>• <i>The purpose of the meeting will be to share the School-Wide Title I Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child be successful.</i></li> <li>• <i>Parents will be notified of the meeting at the beginning of the school year, through the Bullpup Nips and Cougar newsletters, through posters on front door, and by instant alert informing them of time to come for the Open House &amp; Title I meeting. Flexible meeting times will be offered.</i></li> </ul> |
| 2. Offer a flexible number of meetings, such as in the morning or in the evening. Funds may be used to provide transportation, childcare, or home visits, as the services relate to parent involvement.   | <p>Meetings are offered at times convenient for parents and if needed, transportation, child care, and home visits can be arranged:</p> <ul style="list-style-type: none"> <li>• <i>Flexible meeting times will be offered</i></li> <li>• <i>Curriculum Nights (childcare provided)</i></li> <li>• <i>Parent Workshops (childcare provided)</i></li> <li>• <i>Parent Teacher Conferences</i></li> <li>• <i>Flexible IEP times</i></li> <li>• <i>Family Evening Events</i></li> <li>• <i>Annual Title I Meeting</i></li> </ul>   |

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| <p>3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under the Title I, Part A Program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;</p> | <p>Parents are involved in the development of the school improvement plan and Title I Program development in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Reviewing the Parent Involvement Policy at the Annual Title I Meeting</i></li> <li>• <i>Posting the Parent Involvement Policy for parents to review during fall conferences in a visible location.</i></li> <li>• <i>Placing a suggestion box located under the visible plan for parents to make suggestions during fall conferences and family events for continued communication between parents and school all year. Suggestions and comments will be reviewed at Round Table meetings and acted upon as appropriate.</i></li> <li>• <i>Reviewing and discussing Parent Compacts at fall conferences</i></li> <li>• <i>Conducting a Parent Survey at fall conferences for all parents</i></li> <li>• <i>Reviewing and revising the Parent &amp; Family Engagement Plan to incorporate suggestions based on the Parent Survey results</i></li> <li>• <i>Holding a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the parent school compact and parent involvement policy.</i></li> <li>• <i>Expanding all avenues of communication with parents (school newsletter, classroom newsletters and websites, District publications and website) to increase parent and family engagement in the School-Title I program.</i></li> </ul> |
| <p>4. Provide parents of participating children:</p> <p>A. Timely information about Title I, Part A programs.</p> <p>B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to</p>   | <p>Parents are provided information regarding the school programs in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Hold an annual school-wide Title I Meeting at the beginning of the school year</i></li> <li>• <i>Curriculum Night (childcare provided)</i></li> <li>• <i>Parent/Teacher conferences (fall/spring/with additional conferences upon parent request)</i></li> <li>• <i>School/Classroom/District Newsletters</i></li> <li>• <i>Progress Reports and Report Cards</i></li> <li>• <i>District Web Site - Policy and Compact available on website</i></li> </ul>  |

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| <p>measure student progress, and the achievement levels of the challenging State academic standards;.</p> <p>C. 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, and to respond to any such suggestions as soon as practicably possibly.</p> | <ul style="list-style-type: none"> <li>• <i>Telephone Calls/E-mail correspondence</i></li> <li>• <i>Family Handbook</i></li> </ul> <p>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Hold an annual school-wide Title I Meeting at the beginning of the school year</i></li> <li>• <i>Curriculum Night (childcare provided)</i></li> <li>• <i>Parent/Teacher conferences (fall/spring/with additional conferences upon parent request)</i></li> <li>• <i>School/Classroom/District Newsletters</i></li> <li>• <i>Progress Reports and Report Cards</i></li> <li>• <i>District Web Site - Policy and Compact available on website</i></li> <li>• <i>Telephone Calls/E-mail correspondence</i></li> <li>• <i>Family Handbook</i></li> <li>• <i>Send home progress monitoring graphs for students</i></li> <li>• <i>Curriculum booklets/packets at Open House and/or fall conferences</i></li> </ul>  |
| <p>5. If the schoolwide plan is unsatisfactory to the parents of participating children, submit parent comments when the school makes the plan available to the LEA.</p>   | <p>If parents are not satisfied with the school improvement plan or programs, they have opportunities to make comments throughout the year by:</p> <ul style="list-style-type: none"> <li>• <i>Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title I program</i></li> <li>• <i>Include School-Wide Title I as an agenda item at monthly data meetings (MDM). Go through Parent Suggestion Box at MDM meetings to discuss both suggestions/positive notes. Utilize parent feedback to revise and update our School-Wide Title I program to meet the needs of all parents and students. Share suggestions and comments with all stakeholders and act on suggestions as appropriate.</i></li> <li>• <i>Conduct a Parent Survey at fall conferences for all parents</i></li> <li>• <i>Hold a Title I meeting mid-year at flexible times (morning and evening) to review the Title I program, parent involvement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to</i></li> </ul> |

|   |   |
|---|---|
|   | <p>revise the Parent &amp; Family Engagement Plan when appropriate.</p> <ul style="list-style-type: none"> <li>• Parent/Teacher conferences (fall/spring/additional conferences upon parent request)</li> <li>• Telephone Calls/E-mail correspondence between parents, teachers and principal</li> </ul>  |
| <p>6. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT</p> <p>The School-Parent Compact must:</p> <ol style="list-style-type: none"> <li>1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and</li> <li>2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: <ol style="list-style-type: none"> <li>A. Parent-teacher conference in elementary schools, at least annually, during which the compact must be discussed as it relates to the individual child's achievement.</li> </ol> </li> </ol> | <p>The Parent/School Compact:</p> <p><i>The Parent/Teacher/Student compact is developed with the staff and parents. It is reviewed annually. Revisions are made based on the fall conference Parent Survey results and additional suggestions provided by parents.</i></p> <p><i>The Parent/School Compact will be reviewed and discussed with parents annually at fall parent-teacher conferences. This is an opportunity for the parents and the teacher to share ways in which they can jointly support the child's learning at home and school.</i></p> <p>Student progress is reported to parents in several different ways at a variety of time throughout the school year including:</p> <ul style="list-style-type: none"> <li>• Report Cards (November, January, March, June)</li> <li>• Progress reports available on an as-needed basis</li> <li>• Parent Teacher Conferences (fall, spring, additional conferences available upon request)</li> <li>• Inform parents of benchmark assessment and progress monitoring scores on an as-needed basis</li> </ul> <p>School staff ensure parents have access to communicate with them about their child's education in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Email</li> <li>• School phone extensions</li> <li>• Home-School folders</li> <li>• Conferences</li> <li>• Progress reports</li> </ul> |



|  |   |
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| <p>B. Frequent reports to parents on their children's progress.</p> <p>C. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;</p> <p>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.</p>   | <p>School staff, including our new Family and Community Engagement Coordinator, ensure parents have many opportunities to volunteer and participate in their child's education:</p> <ul style="list-style-type: none"> <li>• <i>Classroom Volunteers</i></li> <li>• <i>Chaperones for field trips</i></li> <li>• <i>Family Evening event volunteers</i></li> <li>• <i>Round Table Participants</i></li> <li>• <i>Classroom observations as requested by parents</i></li> </ul>  |
| <p><b>7. Building PFE Capacity for Parents and Staff - The school is required to:</b></p> <ol style="list-style-type: none"> <li>1. Assist parents in understanding the challenging State academic standards, how to monitor a child's progress, and work with educators.</li> <li>2. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy).</li> <li>3. Provide professional development to teachers, specialized instructional personnel, and other staff on the value of parent and their communities to increase academic achievement.</li> <li>4. Coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such</li> </ol> | <p>School staff annually shares the State's content expectations with parents, the state's annual assessment with parents, and how to monitor their child's progress.</p> <ul style="list-style-type: none"> <li>• <i>Parent/Teacher Conferences (fall, spring, with additional conferences available upon request)</i></li> <li>• <i>Parent copy of Grade Level Academic Standards provided on school website, at Open House and/or at conferences</i></li> <li>• <i>Local assessment information: Northwest Evaluation Association (NWEA) Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and district common assessments. Student academic data is shared with parents at conferences.</i></li> <li>• <i>Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need. Information will be shared with parents as appropriate.</i></li> <li>• <i>Classroom teachers and Title I staff are available at conferences to provide information and answer questions about assessments</i></li> <li>• <i>Curriculum Night: Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential.</i></li> <li>• <i>Carson Elementary School families receive state Smarter Balance Assessment (SBA) results each fall.</i></li> </ul> |

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| <p>as parent resource centers, that encourage and support parent engagement.</p> <p>5. Ensure 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.</p> <p>Provide reasonable support for parent and family engagement activities that parents and families may request.</p> | <p>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. These include:</p> <ul style="list-style-type: none"> <li>• <i>Curriculum Nights (childcare will be provided)</i></li> <li>• <i>School/Classroom/District newsletters</i></li> <li>• <i>District publications</i></li> <li>• <i>District Website - provides parents with materials and resources to help their child achieve success</i></li> <li>• <i>Carson Elementary provides student planners as a two-way communication system; school updates/parent feedback and signatures occur daily</i></li> </ul> <p>On-going professional development for staff on effective ways to increase parent involvement occurs annually.</p> <ul style="list-style-type: none"> <li>• <i>Staff will attend workshops and implement new ideas for effective parent communication.</i></li> <li>• <i>When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.</i></li> </ul> <p>Coordination with other programs for parent involvement includes:</p> <ul style="list-style-type: none"> <li>• <i>Welcome Back Night</i></li> <li>• <i>Curriculum Night</i></li> <li>• <i>Kindergarten Registration with kindergarten activities to educate preschool parents and community stakeholders on Kindergarten expectations</i></li> <li>• <i>Parent Volunteers</i></li> <li>• <i>Family Fun Nights - academic and enrichment</i></li> <li>• <i>Learn and Play</i></li> </ul> <p>Information is shared with parents in a language and format they can understand. Examples include:</p> <ul style="list-style-type: none"> <li>• <i>School/Classroom/District Newsletters written in a language parents can understand</i></li> <li>• <i>English Language Learner (ELL) interpreter, as needed, for all parent contacts</i></li> <li>• <i>Information provided on district website and/or classroom websites</i></li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• <i>Website translates communications electronically</i></li> <li>• <i>Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more positive parent involvement</i></li> </ul> <p>Staff provide opportunities for full parent participation:</p> <ul style="list-style-type: none"> <li>• <i>Flexible meeting times</i></li> <li>• <i>Handicapped Accessible Facilities</i></li> <li>• <i>Phone Conferences, English Language Learner (ELL) interpreter, as needed.</i></li> <li>• <i>School/Classroom/District Newsletters written in a language parents can understand</i></li> <li>• <i>Collaboration with community agencies</i></li> <li>• <i>Accommodations for all parents are made as needed including parents with limited English proficiency, parents with disabilities, and parents of migratory children</i></li> </ul> |
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