

Washington Elementary Family Engagement Policy

Washington School

Pana, IL

2017-2018

Part I. GENERAL EXPECTATIONS

Washington Elementary School agrees to implement the following statutory requirements:

- Consistent with Section 1118, the school will work to ensure that the required school level Family Engagement policies meet the requirements of section 1118 of the Elementary and Secondary Education Act (ESEA), and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See Enclosure)

Note: For more information on the Elementary and Secondary Education Act, please visit this website.

<http://www.k12.wa.us/ESEA/>

- Schools will notify families of the policy in an understandable and uniform format. The policy will be made available to the local community and updated periodically to meet the changing needs of families and the school.
- In carrying out the Title I, Part A, Family Engagement requirements, to the extent practicable, the school will provide full opportunities for the participation of families with limited English proficiency, families with disabilities, and families of children that often move from one school to another, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format. Alternative formats will also be available upon request.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the families of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (Pana Unit #8).
- The school will involve the families of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for Family Engagement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of families and to support a partnership among the school, families, and the community to improve student academic achievement.
- The school will provide other reasonable support for Family Engagement activities under section 1118 of the ESEA as the families may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–

(A) That families play an integral role in assisting their child's learning;

(B) That families are encouraged to be actively involved in their child's education at school;

(C) That families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) The carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II. DESCRIPTION OF HOW WASHINGTON ELEMENTARY SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY ENGAGEMENT POLICY COMPONENTS

1. **Washington Elementary School** will take the following actions to involve families in the joint development of the school Family Engagement Policy.
 - Each year families as well as teachers and administration on the School-Wide Leadership Team will make suggestions for revisions to the plan for the current year.
 - An Annual School-Wide meeting will be held to give families an opportunity to make suggestions/comments regarding family engagement.
2. Washington Elementary School will take the following actions to involve families in the process of school review and improvement under Section 1116 of the ESEA.
 - Internal Review Process
 - Periodic Surveys to families
 - Use results of surveys and internal review to help form the Washington Elementary School Improvement Plan.
3. **Washington Elementary School** will hold an annual meeting to inform families of the school's participation in the Title One, Part A programs, and to explain the Title I Part A requirements and the right of families to be involved in the Title I, Part A programs. The school will convene the meeting at a time convenient for families so that as many families as possible are able to attend. The school will invite all families of children participating in the Title I, Part A programs to this meeting, and will encourage them to attend by:
 - Hosting a School-Wide informational meeting/event by October where families/guardians hear about the Title One Part A programs.
 - Invitational flyers
 - Educational Handouts

4. **Washington Elementary School** will provide families of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - Showing a Power Point that explains the above-mentioned topics at the School-Wide meeting.
 - Providing the Parent Compact, School-Wide title One Plan, Family Engagement Policy, and Program PPT on the School District's webpage (www.panaschools.com)
 - Having Title One Teachers provide Benchmark/Progress Monitoring reports to families during the Fall/Spring Parent/Teacher Conferences as well as participate in the conferences themselves when schedules allow.
5. **Washington Elementary School** will, at the request of families, provide opportunities for regular meetings for families to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Encouraging families to communicate often and /or schedule meetings with teachers regarding their child's needs.
 - Offering Parent/Teacher Conferences in fall and spring as well as other meeting times upon parent request.
 - Communicating with families through phone calls and e-mails when needed
 - Providing families with opportunities to make suggestions/comments on surveys at least twice a year.
 - Reflecting with the School-Wide Leadership Team Members the results of surveys.
 - Using survey results to direct programming for families.
6. **Washington Elementary School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 - Providing families with their child's MAP assessment results (Reading and Math)
7. **Washington Elementary School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - See Appendix A (attached)

8. **Washington Elementary School** will provide assistance to families of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph–

- the state’s academic content standards,
 - the state’s student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and
 - how to work with educators:
- MAP Reports
 - Brochures/educational resources (including web links) provided at family events.
 - Newsletters sent home at least 4 times per year.
 - Pana District Unit Website (www.panaschoolscom) Resources
 - Pana Unit 8 School–Wide documents
 - PCUSD School Success Parent Involvement Ideas (tips, parent guides, videos)
 - Illinois State Board of Education, Lumen Parent Portal, PBIS
 - Pana Schools Facebook Page
 - Dojo

9. **Washington Elementary School** will provide materials and training to help families work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster Family engagement by:

- Hosting parent meetings/events
- Providing pamphlets to families regarding school issues (located on tables outside of school office).
- Offer technology resources (web links, apps to download) to families in handouts and /or newsletters.
- Offer technology support (mini–lessons) during family engagement events.
- Hosting other events which encourage growth in social and academic areas.

10. **Washington Elementary School** will, with the assistance of its families, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with families as equal partners in the value and utility of contributions of families, and in how to implement and coordinate parent programs and build ties between families and schools, by:

- Asking families/guardians to fill out surveys including a comments/suggestions section.
- By reflecting on survey results with the School–Wide Leadership Team to target professional development to achieve improvement in the specified area.
- Encourage communication between families and staff by providing resources to them which include Washington School staff contact information.
- Provide mentoring on a regular basis for individual students through the SMART Buddy Program. Community members (adults) meet for a ½ hour once a week with their “buddy” throughout the student’s years in the Pana School District.

I 1. **Washington Elementary School** will, to the extent feasible and appropriate, coordinate and integrate Family engagement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children, by:

- Sharing resources with the P.R.E.P. and Early Childhood programs which are housed in Washington School.
- P.R.E.P and Early Childhood are included in school-wide activities and programs.
- Data from screening is shared with the staff from various pre-school programs when appropriate.
- P.R.E.P., Early Childhood and Head-Start teachers are invited to participate in School Improvement Activities.
- Orientation Programs are held for pre-school children prior to entering kindergarten.

I 2. **Washington Elementary School** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities is sent to families of participating children in an understandable and uniform format, including alternative formats upon request:

- RSVP slips with the event invitational flyers asking if families will participate when appropriate.
- Reminders (verbal or written) to families who have not responded when appropriate.
- Monthly Activity calendars
- Pana School Web site

Part III. DISCRETIONARY SCHOOL POLICY COMPONENTS

- Involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonable available sources of funding for that training;
- Paying reasonable and necessary expenses associated with Family engagement activities, including child care costs, to enable families to participate in school-related meetings and training sessions;
- Training families to enhance the involvement of other families;
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers and/or other educators who work directly with participating children, arrange meetings with families who are unable to attend conferences at school in order to maximize Family engagement and participation in their children's education;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a school parent advisory council to provide advice on all matters related to Family engagement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in Family Engagement activities.

Part IV. ADOPTION

This Washington Elementary School Parental Involvement Policy has been developed jointly with, and agreed on with, parent(s) of children participating in Title I, Part A programs, as evidenced by the Washington Elementary School Wide Leadership Team.

This policy was adopted by Washington Elementary School, and the Pana Community Unit School District #8 Board of Education, and will be in effect for the 2017-2018 school year. The school will distribute this policy to all parents of participating Title I, Part A children by placing it on the school web site or providing copies upon .

Washington Elementary School-Wide Leadership Team

Cheri Wysong	<i>Cheri Wysong</i>
Rebecca Mahnke	<i>Rebecca Mahnke</i>
Cindy Denning	<i>Cindy Denning</i>
Mary Jones	<i>Mary Jones</i>
Janice Hrabak	<i>Janice Hrabak</i>
Jenny Lehn	<i>Jenny Lehn</i>
Candy Byars	<i>Candy Byars</i>
Jody Hay	<i>Jody Hay</i>
Becky Dagen	

Adoption of the Title I Family Engagement Policy

The Title I Family Engagement Policy for Washington Elementary School was adopted by the Pana CUSD #8 Board of Education on _____. The Policy will be published on the District Website.

(Signature of Authorized Official)

(Date)

Parent Notification Regarding “Highly Qualified” Status of Teacher

Dear Parent:

The federal No Child Left Behind Act of 2001 (NCLB) requires all schools to notify families or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered “highly qualified” for that subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is “highly qualified” in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching core subject areas. Special education teachers and bilingual education teachers in particular are affected by this requirement.

The purpose of this letter is to notify you as required that _____ is not currently considered “highly qualified” under NCLB in the subject of _____ being taught to your son or daughter.

Please be assured that this does not mean this teacher is not qualified for this assignment.

_____ does meet the Illinois requirements for this position. Given his/her professional experience and local reputation, we believe that your child is receiving a high-quality education in his/her class.

If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child’s teachers. Please contact me at 562-1500 if you have any questions.

Sincerely,

Jason Bauer, Superintendent

Pana C.U.S.D. #8