

Freeman School District Annual Public Schools Title I Update (10/1/2021)

We provide a safe environment for all students to experience meaningful, rigorous learning opportunities that allow them to dream and develop into capable, confident and ethical members of the 21st Century.

Right to Request Teacher Qualifications

All parents and guardians have the right to request information regarding the professional qualifications of your child's classroom teacher(s) or instructional paraeducators. When you request this information, the District will provide you with the following:

- Whether the teacher has met Washington teacher certification requirements for the grade level and subjects in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status for which Washington qualifications or certification has been waived.
- The college major of the teacher and any graduate degree(s) or certificate(s).
- Whether your child is receiving Title I services from paraprofessionals and, if so, whether those paraprofessionals meet state/federal requirements of the Every Student Succeeds Act.

If you would like to request this information, please contact Dr. Randy Russell at (509) 291-3695.

Citizen Complaints

If you believe that the law that applies to federal programs, like Title I Targeted Assistance, has been violated, you have the right to file a complaint.

- First contact your child's school.
- Second, if you can't reach a solution, you may file a Citizen Complaint through the Office of the Superintendent of Public Instruction:
www.k12.wa.us/student-success/special-education/dispute-resolution/file-citizen-complaint

Freeman School District is a Title I Targeted Assistance School

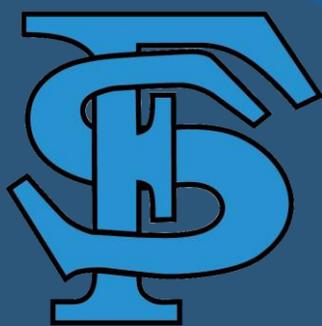
As a Targeted Assistance School, Freeman Elementary identifies students who would benefit from supplemental interventions and provides these interventions. The interventions are documented, and designed to help students meet standards and to guide systematic improvement.

As a Targeted Assistance School, Freeman qualifies for grant funds used for staffing, parent involvement, staff development and opportunities to help meet that goal.

This update is intended to provide our Freeman families with important information about the program and their child's education.

Families may contact the School Principal for more information about Targeted Assistance and parent participation opportunities at Freeman.





District & School Report Card Information.

Are you interested in knowing how your child performed on state assessments? How different groups of children performed compared to other schools?

The Report Card contains information about test results as well as other statistics about the school. To find results for Freeman School District, go to

www.reportcard.ospi.k12.wa.us. See, "I want to see data for a school or school district," then type in Freeman and select your desired Freeman school or district, and press Go.

How Local Education Agencies (LEA) Assist Principals in meeting Parent & Family Engagement (PFE) Required Strategies

- Year-start Meet & Greet (Open House and Parent-Teacher Meetings)
- Mid-year Meet & Greet/Parent-Teacher Conferences (virtual or in-person based on parent choice)
- Kindergarten Readiness Event
- WAKids Assessments
- Weekly or Semi-monthly Newsletters
- Professional Translators Provided When Needed
- Skyward/Family Access Alternative Language Option
- Kindergarten Parent-Student Lunch
- Late-night Opportunities for Day-oriented Events, ex., Meet & Greet
- Check-out of Chromebooks
- Other communications and activities throughout the school year.
- Parental Access to Information and Teacher's Reports on the Student's Progress
- Volunteer Opportunities in the Classroom

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY (Freeman School District)

The Board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district will involve parents and family members to Title I students in developing and implementing the district's Title I programs.

District – Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

- A. The district will involve parents and family members in jointly developing the district's Title I Intervention plan. The district will involve parents and family members during fall and spring conferences.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 1. Barriers to greater participation by parents in Title I activities;
 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following: Late night conferences are made available to accommodate parent schedules and the website is used for communication.

- D. The district will involve parents of Title I student in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C & 6318 (a)(3)(D).
- E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:
 1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - c. The requirements of Title I;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children.
 2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Intervention programs are accessible on line for students and parents. Reading intervention specialist provides training to staff and parents as needed.
 3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and unity of contributions of parents and how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs; and
 - c. Build ties between parents and the school.
 4. Coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start;
 - b. Even Start;
 - c. Learning Assistance Program;
 - d. Special Education; and
 - e. State-operated preschool programs.
 5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D. Provide parents of Title I students the following:
 1. Timely information about Title I programs;
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 3. 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 respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe 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, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
 1. Annual parent-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
 2. Frequent reports to parents on their children's progress;
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 4. 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.

Legal References: 20 USC 6311 State plans ("Every Student Succeeds Act")
20 USC 6312 Local educational agency plans
20 USC 6318 Parent and family engagement

Management Resources: *Policy News*, October 2008 Family Involvement Policy
Policy News, June 2005 Title I Parental Involvement Policy
***Policy News*, August 2003 No Child Left Behind Update**

Adoption Date: January 27, 2005

Revision Date: April 29, 2009; Sept. 27, 2018

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any physical, sensory or mental disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs shall be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX officer and/or Section 504/ADA coordinator: Randy Russell, Ph.D., Superintendent, 15001 S. Jackson Road, Rockford, WA 99030, 509-291-3695.