

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white student desks and black chairs are arranged in the room.

Title I, Part A District Coordinator Webinar

March 30, 2023

Logistics

- Submit questions or comments in the chat or send an email to erin.sudduth@education.ky.gov.
- The webinar will be recorded and posted on the Title I Documents and Resources webpage.

Recap from February Webinar

- Equitable services overview
- Eligible private school students
- Private school intent to participate
- Private school consultation and services

Agenda

- Parent and family engagement policies
- Requirements of the school-level policy
- Requirements of the school-family compact
- Policy and compact best practices

Parent and Family Engagement Policies

- The Every Student Succeeds Act (ESSA) requires policies at both the district and school levels.
 - District Policy – See ESSA 1116(a)(2)
 - School Policy – See ESSA 1116(b)
- Effective policy checklists are available on KDE's [Title I, Part A Documents and Resources webpage](#).
- ESSA 1116(b)(3) permits the district to amend an existing district-level parent and family engagement policy to meet the school-level policy requirements.

School Parent and Family Engagement Policy

- ESSA 1116(b)(1) states, “Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, **that shall describe the means for carrying out the requirements of subsections (c) through (f).** Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.”

The Importance of Customization

- Can I use a policy template or a policy that was approved for another school?
 - Not created jointly with parents of your school
 - May contain information that is not applicable
 - How requirements are met in your school
 - Details surrounding activities and resources provided to parents
- Reviewing other policies to get ideas about creating your own or using a template as a starting point are allowable. Adopting a policy that was not created jointly by you and the parents of your school and does not describe how requirements will be met will result in compliance issues.

Involve Parents in Policy and Plan Development [ESSA 1116(c)(3)]

- Describe how the school will...
 - Involve parents in an organized, ongoing and timely way in the planning, review and improvement of the program.
 - Involve parents in the planning, review and improvement of the school parent and family engagement policy.
- Guiding questions
 - How will meaningful parent feedback be obtained?
 - How often will feedback be gathered?
 - How will the school invite parents to participate?

Offer Parent Meetings [ESSA 1116(c)(1)]

- Describe how the school will...
 - Convene an annual meeting at a convenient time, which all parents of participating children shall be invited to and encouraged to attend, to inform parents of their school's participation in Title I and explain the requirements of Title I, and the right of the parents to be involved;
 - Offer a flexible number of meetings, such as meetings in the morning or evening, and provide, with funds provided by Title I, childcare or home visits, as such services relate to parental involvement.
- Guiding questions
 - When will the annual meeting occur?
 - How will the school help remove barriers to meeting attendance?
 - How will program information be shared?

Provide Parent Information [ESSA 1116(c)(4)]

- Describe how the school will provide parents of participating children...
 - Timely information about Title I;
 - 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;
 - 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 such suggestions as soon as practicably possible; and
 - If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Share Responsibilities for High Student Academic Achievement [ESSA 1116(d)]

- Each school will jointly develop with parents a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement, and how the school and parents will build and develop a partnership to help children achieve the state's high standards.
- Guiding questions
 - Will the compact be embedded within the policy or a stand-alone document?
 - Which stakeholders should be included?
 - Is space for stakeholder signatures included?

School-Family Compact [ESSA 1116(d)]

- The compact shall...
 - Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the state academic standards;
 - 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 and positive use of extra-curricular time;
 - Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
 - Frequent reports to parents on their children's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities, and ensuring regular two-way, meaningful communication between family members and school staff in a language that family members can understand.

Build Capacity for Involvement [ESSA 1116(e)]

- Provide assistance to parents in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy) to foster parental involvement;
- Educate teachers, specialized instructional support personnel, principals and other school leaders and other staff – with the assistance of parents – on the value and utility of contributions of parents; how to reach out to, communicate with and work with parents as equal partners; how to implement and coordinate parent programs; and how to build ties between parents and the school;
- Coordinate and integrate, parent involvement programs and activities with other federal, state and local programs, including public school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format in a language the parents can understand.

Make the Policy Accessible [ESSA 1116(f)]

- Notify parents of the policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand.
- Make the policy available to the local community.
- Provide opportunities, to the extent practicable, for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.
- Distribute the policy to parents and family members of participating children.

Policy and Compact Best Practices

- Treat them as living documents
 - Refer back to the documents throughout the year
- Document their review and revision
 - Survey results, meeting minutes, document with tracked changes
 - Add review/revision date
- Check the accuracy of any legal citations
 - Does your policy still reference No Child Left Behind or is section 1118 listed as a citation?
- Use the [checklists provided by KDE](#)

Questions?

Upcoming Webinar Dates

- Thursday, April 27, 10-11 a.m. ET
- Thursday, May 25, 10-11 a.m. ET
- Thursday, June 29, 10-11 a.m. ET
- Thursday, July 20, 10-11 a.m. ET
- Thursday, Aug. 31, 10-11 a.m. ET
- Thursday, Sept. 28, 10-11 a.m. ET