



# Lower Kuskokwim School District DISTRICT PARENT AND FAMILY ENGAGEMENT PLAN

As authorized under ESEA, as amended

[School Year 2020-2021]  
[Revision Date: August 25, 2020]

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## Overview

In support of strengthening student academic achievement, **Lower Kuskokwim School District** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. The policy establishes the district's expectations and objectives for meaningful parent and family involvement and describes how the district will implement a number of specific parent and family engagement activities.

The **Lower Kuskokwim School District** agrees to implement the following requirements as outlined in Section 1116 of the ESEA, as amended:

- The school district will conduct outreach to all parents and family members in all of its schools with Title I, Part A Programs to implement programs, activities, and procedures for the involvement of parents and family members. These programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children. [§1116(a)(1)]
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESEA, as amended, and each include a component of the school-parent compact consistent with Section 1116(d) of the ESEA, as amended. [§1116(b)] & [§1116(d)]
- In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities 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 of the ESEA, as amended, in a format and, to the extent practicable, in a language such parents understand. [§1116(e)(4)]
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, as amended, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state. [§1116(b)(4)]
- The school district will be governed by the following definition of parental involvement and expects that its Title I, Part A schools will carry out programs, activities, and procedures in accordance with this definition:
  - Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents 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; and
    - the carrying out of other activities, such as those described in section 1116. [§8101(39)]

# Required Parent and Family Engagement Policy Components

## Joint Development

The **Lower Kuskokwim School District** will take the following actions to involve parents and family members in the joint development of the district plan under Section 1112 of the ESEA, as amended, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA, as amended.

Parents and family members across the district are surveyed each spring regarding a draft of the district set-aside activities in the Consolidated Application. Throughout the year, families are encouraged to provide feedback using an ESEA Overview Program Feedback form available at all Title I Meetings, AK STEPP Meetings, and upon request. The Consolidated Application is available for review on the LKSD website.

Additionally, CNE-PAC (the Central Native Education Parent Advisory Committee) and the LKSD Strategic Thinking Team (a team that includes a wide range of stakeholders including students, parents, community partners, classified staff, certified staff, site administrators, and district leadership) contribute input to the drafting of the Consolidated Application during spring meetings. During Fall & Winter meetings, both stakeholder groups contribute input to the District Improvement Plan and are supported with accessing individual School Improvement Plans.

Schools regularly host AK STEPP School Improvement Plan Meetings that include a wide variety of stakeholders. At these meetings, parents and family members offer input on school goals, use of funds, current levels of implementation and action steps. School Improvement Plans can be accessed for review at any time via a link and login instructions housed on the LKSD website.

## Technical Assistance

The **Lower Kuskokwim School District** will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all Title I, Part A schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Coordination, assistance, and support will include:

- Professional development to enable teachers to involve parents in their child's education
- Training for parents to understand the importance of parent and family engagement and ways to help their children succeed in school.
- Resources to increase communication between parents and the school.

The district, with the assistance of parents, shall develop and implement a district professional development plan to enhance the skill of teachers, principals, and other support staff in:

- The value and utility of contributions of parents
- How to reach out to, communicate with, and work with parents and families as equal partners
- Implementing and coordinating parent and family programs

- Building ties between parents and the school

## Coordination

The **Lower Kuskokwim School District** will coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

- Coordinate parent and family engagement strategies with family nights or other district programs.
- Facilitate collaborative meetings for Title I, School Improvement Planning, and other district programs. ✓

## Annual Evaluation

The **Lower Kuskokwim School District** will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.

Each Fall, an annual evaluation of parent and family engagement will be conducted by the district's Federal Programs Manager and presented to CNE-PAC and the Strategic Thinking Team at December meetings. This evaluation will include data and caregiver feedback from the previous school year including: School Climate and Connectedness Survey Data, Parent and Family Engagement Survey Data, Title I Meeting participation and feedback, and student achievement data relating to the LKSD Key Measures. ✓

## Evidence-Based Strategies

The **Lower Kuskokwim School District** will use the findings of such evaluation listed above to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies.

- The term evidence-based means an activity, strategy, or intervention that—
  - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
    - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
    - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
    - (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or
  - (ii)
    - (I) demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
    - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

The district will use the annual evaluation findings to design strategies for more effective parent and family engagement and coordinate and integrate these strategies with other programs in the district. ✓

## Development, Revision, and Reviewing of Plan

The **Lower Kuskokwim School District** will involve parents in the activities of the Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

CNE-PAC (the Central Native Education Parent Advisory Committee, one tribal representative from each school) and the LKSD Strategic Thinking Team (a team that includes a wide range of stakeholders including students, parents, community partners, classified staff, certified staff, site administrators, and district leadership) annually review the district Parent and Family Engagement Plan and offer feedback for revisions following the presentation of the Parent and Family Engagement Evaluation. ✓

## Reservation of Funds

The **Lower Kuskokwim School District** will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools, with priority given to high-need schools. (Only applicable to districts with an allocation of \$500,000 or more.)

- Funds reserved under this section by the district agency shall be used to carry out activities and strategies consistent with the district's parent and family engagement policy, including not less than 1 of the following:
  - (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
  - (ii) Supporting programs that reach parents and family members at home, in the community, and at school.
  - (iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
  - (iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
  - (v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

The district distributes \$35,000 to sites (which is over the required 1% minimum) and subscribes to the School Messenger Service, a notification system, for all schools to use. The distribution of site funds is based on number of low income students. Each school will involve parents and families in the decision making about use of the 1% set aside by surveying and discussing use of funds during the annual Title I meeting. ✓

## Building Capacity of Parents and Family Members

The Lower Kuskokwim School District will with the assistance of its Title I, Part A schools, build parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents and family members in understanding the following topics:

- The challenging State academic standards
- The State and local academic assessments
- How to monitor their child's progress
- How to work with educators to improve the achievement of their children
- The requirements of Title I, Part A

The district will support:

- School level training for parents in literacy through collaboration with family nights
- Schools partnering with local tribal entities to increase parent and family engagement and improve student achievement
- Parent/Teacher conferences and community meetings that inform parents and families about the state's academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor student's academic progress and how to work with staff to improve the achievement of students

Parents will be encouraged to:

- Attend community meetings
- Participate in developing district and school level improvement plans
- Volunteer in their child's school
- Participate in advisory/regional school board meetings
- Provide feedback on educational programs
- Participate in the development of Parent and Family Engagement Plans
- Enter into parent-school compacts
- Participate in planning committees
- Attend parent trainings and make suggestions for parent training content
- Become active participants in their child's education
- Participate in regular, two-way, and meaningful communication with the school

## Building Capacity of School Staff

The Lower Kuskokwim School District will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, other school leaders, and other staff on how to reach out to, communicate, and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools.

The district will support:

- Title I and regular AK STEPP meetings that facilitate meaningful, two-way communication between the school and families
- District and school level professional development for staff to help parents work with students to improve student achievement
- Schools partnering with local tribal entities to increase parent and family engagement and improve student achievement



## Building Capacity for Engagement – Optional

**NOTE TO THE DISTRICT:** The district parent and family engagement policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1116(e) of the ESEA, as amended:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school and district –

- ☐ may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- ☐ may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- ☒ may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- ☐ may train parents to enhance the involvement of other parents;
- ☒ may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- ☐ may adopt and implement model approaches to improving parental involvement;
- ☒ may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- ☒ may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

*(Describe how each discretionary items checked above will be implemented.)*

- Transportation and childcare provided as needed or requested using parent and family engagement 1% set-aside
- Meetings are offered multiple times, informed by family availability and preference, and home visits are used when appropriate.
- Local ASBs (advisory school boards), CNE-PAC, and the Strategic Thinking Team include parents and family members who provide advice on parent and family engagement matters.
- Community-based organizations and businesses are represented on CNE-PAC and the Strategic Thinking Team and offer input on parents and family engagement matters. Partnerships are developed as appropriate.



## Adoption

This district parent and family member engagement policy has been developed jointly and agreed on with parents of children participating in Title I, Part A programs, as evidenced by incorporating input from various stakeholders gathered during CNE-PAC and Strategic Thinking Team Meetings as well as program feedback forms, program and activities surveys, and parents and family engagement surveys.

This policy was adopted by the **Lower Kuskokwim School District** on **August 25, 2020** and will be in effect for the period of **2020-2021**. The school district will distribute this policy to all parents of participating Title I, Part A children on or before **September 30, 2020**.

Printed Name of Superintendent: Kimberly Hankins

Signature of Superintendent:  Date: 8/26/2020