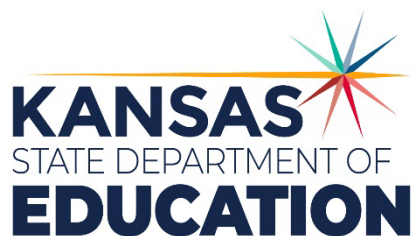


Title I, Part A Toolkit



Kansas leads the world in the success of each student.



Kansas State Board of Education

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Vision

Kansas leads the world in the success of each student.

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

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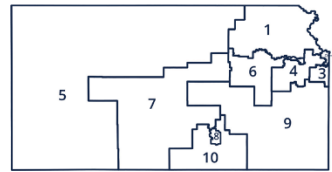


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Kansas divided into the ten State Board of Education districts.



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May 27, 2026

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INTRODUCTION

Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies

Federal, State, and District Monitoring

Monitoring at the district level is required. Districts must assist buildings with Title I, Part A programs to ensure consistency in communication and implementation. Documentation must be on file as federal and/or state monitoring may occur at any time.

Overview

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) supports reforms and innovations to improve educational opportunities for low achieving students. Title I, Part A is designed to provide all children with significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. (ESEA section 1001). To this end, Title I, Part A helps State educational agencies (SEAs), local educational agencies (LEAs), and schools meet the educational needs of low-achieving students in schools with high concentrations of students from low-income families. There are two types of Title I, Part A schools: Targeted Assistance Schools (TAS) and Schoolwide Schools.

Intent of the Requirements

Title I, Part A supports student success, expands access to high-quality educational opportunities, and ensures accountability through key policy levers, including:

- Advancing high achievement for every student
- Expanding learning opportunities that build on students' strengths
- Strengthening shared responsibility for effective, student-centered use of federal resources that support improved outcomes
- Expanding high-quality learning opportunities so every student, in every community, can thrive
- Cultivating authentic partnerships with families as essential contributors to student success
- Advancing student-centered staffing and instructional practices that elevate teaching and learning

These efforts are documented according to very specific reporting requirements designed to strengthen transparency and ensure that Title I, Part A funds are strategically allocated to schools that qualify for additional federal support, expanding high-quality services for eligible students. These requirements promote effective management of federal resources and advance access to federally supported opportunities. They also ensure families receive timely information that enables them to engage, inquire, and advocate as partners in their children's education.

Both districts and individual schools that receive Title I, Part A funds maintain and submit annual documentation to determine whether Title I, Part A supported programs are improving student learning.

Federal laws, the Kansas State Department of Education (KSDE), and state legislative requirements work together as a coordinated system guiding how districts and schools operate and improve student outcomes.

- Federal laws establish broad expectations for equity, accountability, and student protections across all states.

- KSDE translates these federal requirements into state-level policies, guidance, and accountability systems aligned with Kansas priorities.
- The Kansas Legislature creates state laws that determine school funding, governance, and statewide educational priorities.

Together, these systems provide the structure and resources schools need to meet federal and state expectations. This coordinated approach supports schools in:

- Using data to improve instruction
- Closing achievement gaps
- Maintaining consistent academic standards
- Supporting student safety and well-being
- Providing targeted interventions
- Increasing graduation and postsecondary readiness

Overall, this alignment creates a continuous improvement system designed to strengthen schools and improve student success.

Title I, Part A Schoolwide Programs

The purpose of a schoolwide model is to allow a school to undergo a comprehensive reform of the entire educational program in the school to assist all children, particularly the lowest achieving children, to meet the high state academic achievement standards. Many Kansas schools have combined the MTSS framework and the schoolwide model to focus on the redesign of instructional delivery for all students in a Title I, Part A school building.

Title I, Part A Targeted Assistance Schools (TAS)

A TAS is one in which Title I, Part A funds may only be used for services to eligible children identified as having the greatest need for special assistance. Districts and Title I, Part A school buildings follow specific criteria in determining which children are eligible to receive Title I, Part A services. These services are supplemental to the core program; they focus primarily on reading and mathematics support. Approximately two thirds of Kansas Title I, Part A school buildings are TAS

Federally Identified Buildings

The Elementary and Secondary Education Act of 1965 (ESEA) requires each State to establish a methodology for identifying buildings for support and improvement, based on data from the statewide system of annual meaningful differentiation. These building identifications result in targeted resources and support for at least the lowest-performing five percent of Title I, Part A schools, high schools with low graduation rates, and schools where student groups are falling behind.

Federally Identified schools may operate as a schoolwide program, a targeted assistance program, or neither. However, they are required to house their school improvement plan, and all required documents within the KansaStar system.

ESEA Designation Abbreviation	ESEA Designation	Comments
CSILOWPERF	Comprehensive Support and Improvement – Lowest Performing School; lowest 5% of Kansas Title I, Part A schools	
CSILOWGR	Comprehensive Support and Improvement – Low Graduation Rate (high school) Any high school with less than sixty-seven percent of all students graduating in the four-year adjusted cohort	
CSIATSINOEXIT	Comprehensive Support and Improvement Additional Targeted Support and Improvement No Exit Any school identified as ATSI in the previous cohort that did not meet exit criteria	Schools receiving Title I, Part A funds identified for comprehensive support and improvement under ESEA section 1111(c)(4)(D)(i) because the schools received additional targeted support and improvement under ESEA section 1111(d)(2)(C-D) and did not satisfy the statewide exit criteria for such schools within a State-determined number of years
CSIMRI	Comprehensive Support and Improvement More Rigorous Interventions; more rigorous interventions because CSI school not exiting such status (this designation was previously considered ISI)	Schools receiving Title I, Part A funds identified for comprehensive support and improvement under ESEA section 1111(c)(4)(D)(i) that have not satisfied the statewide exit criteria for such schools within a State-determined number of years
ATSI	Additional Targeted Support and Improvement Any school with a subgroup that, on its own, performs as low as any identified CSI building	
TSI	Targeted Support and Improvement Any school that has a subgroup that has for three consecutive years performed at the “Below Expectations” range (1.5 standard deviations below the mean)	

State Assessment Results Subgroup Designations:

- Economically Disadvantaged (ED) Students (ECODIS)
- Children with one or more disabilities (WDIS)
- English Learners (LEP)
- American Indian / Alaska Native / Native American (MAN)
- Asian (MA)
- Asian / Pacific Islander (MAP)
- Black (not Hispanic) African American (MB)
- Filipino (MF)
- Hispanic (not Puerto Rican) (MHN)
- Hispanic / Latino (MHL)
- Multicultural / Multiethnic / Multiracial / other (MM)
- Native Hawaiian / other Pacific islander / Pacific Islander (MNP)
- Puerto Rican (MPR)
- White (not Hispanic) / Caucasian (MW)

Once Identification is made, the Kansas Learning Network will provide support and resources for all identified buildings during the cohort period of identification.

Kansas Learning Network (KLN)

The KSDE addresses the Elementary and Secondary Education Act priority of providing comprehensive support and improvement to qualifying schools through sustained coaching within a rigorous and collaborative systems-change process facilitated by the Kansas Learning Network (KLN). KLN coaches work closely with building and district leadership teams to comprehensively review needs with the work focusing on analyzing the current state. Schools and districts then develop and carry out action plans to modify their infrastructure to improve outcomes for all learners.

Kansas Education Systems Accreditation (KESA)

Kansas Education Systems Accreditation (KESA) is how Kansas ensures every school system is improving outcomes for students. The model focuses on continuous improvement by helping schools strengthen instruction, use data effectively and align their work so all students are prepared for success after high school.

Kansas is strengthening school improvement through a focus on coherence. This means aligning what students are expected to learn, how they are taught, how learning is measured and how educators are supported.

This work is centered on four key areas known as the Four Fundamentals.

The Four fundamentals

- Structured literacy
- Standards-aligned learning
- Balanced assessment
- Quality instruction

When these fundamentals are in place across classrooms, school systems are better equipped to deliver consistent, high-quality learning experiences for every student.

KansaStar System

The KansaStar system is web-based platform that brings together a district and/or school leadership team in managing its improvement process. KansaStar guides teams through assessing, planning, implementing, and progress tracking for the schoolwide action plan, the targeted assistance plan, or the school improvement plan. It also provides a centralized location for housing required documentation.

Title I, Part A At-A-Glance

Due Dates and Reminders

	District Requirements	School Requirements
June		
15 th	Title I, Part A District Verification of Teacher Qualification Title I, Part A Timely Notice of Teacher Qualification Template	Title I, Part A Program Parent Evaluation AND Results Title I, Part A Program Staff Evaluation AND Results
July		
August		
TBA	Mandatory District Title I, Part A Fall Training	Mandatory School Title I, Part A Fall Training
September		
TBA	Mandatory District Title I, Part A Fall Training	Mandatory School Title I, Part A Fall Training
30 th		Continuing Schoolwide Form
October		
15 th	Parent Right to Know Notification Letters District Parent and Family Engagement Policy Review & Approve SW & TAS Action Plans Title I, Part A Schoolwide Action Plan Review Form	Schoolwide Action Plan Schoolwide Supplemental Form Schoolwide Action Plan Review Form (submit to district) Targeted Assistance Plan Title I, Part A Annual Parent Informational Meeting Parent-School Compact School Parent and Family Engagement Policy
April		
TBA	Mandatory Title I, Part A Spring Training	Mandatory Title I, Part A Spring Training
May		
TBA	Mandatory Title I, Part A Spring Training	Mandatory Title I, Part A Spring Training

** October – KSDE State Monitoring to review and approve Title I, Part A Required Submissions.

** See Cohort List for monitoring schedule.

Title I, Part A Requirements



Overview

In accordance with the Every Student Succeeds Act (ESSA) of 2015, every Title I, Part A Schoolwide and Targeted Assistance Program is required to meet specific statutory requirements. To support districts to meet these requirements, KSDE utilizes the KansaStar platform to allow Kansas public school buildings to submit a schoolwide action plan, a targeted assistance plan, and other required documentation for review and approval.

Local Consolidated Plan Applications will not be approved until Title I, Part A requirements have been submitted.

District Level Responsibilities

- Upload required Title I, Part A documentation into the KansaStar platform for each item noted below.
- Collaborate with each Title I, Part A school in the district to develop or revise their schoolwide or targeted assistance action plan.
- Support each Title I, Part A school in developing or revising their required documentation.

Expected for ALL Districts

Note: Please reference the *Complete Forms* tab in KansaStar for sample forms.

Fall Requirements on or before **October 15**

- ☐ Parent Right to Know Notification Letter
- ☐ Current School Year District Parent and Family Engagement Policy
- ☐ Review and Approval of Building Schoolwide Action Plans and/or Targeted Assistance Plans
 - ☐ Title I, Part A Schoolwide Action Plan Review Form (review schoolwide action plan and complete district review section of form)

Spring Requirements on or before **June 15**

- ☐ District Teacher Qualification Verification Letter
AND
- ☐ Template of Timely Notice of Teacher Qualification and Licensure Letter (if all teachers met qualifications)
OR
- ☐ Issued Timely Notice of Teacher Qualification Letter(s)

Building Level Responsibilities

- Upload required Title I, Part A documentation into the KansaStar platform for each item noted below.

Expected for ALL Title I, Part A Programs

Note: Please reference the *Complete Forms* tab in KansaStar for sample forms.

Fall Requirements on or before **September 30**

- ☐ Continuing Schoolwide Form

Fall Requirements on or before **October 15**

- ☐ Current School Year Schoolwide Action Plan (if operating schoolwide program)
 - ☐ Schoolwide Supplemental Form (starting Fall 2026)
 - ☐ Title I, Part A Schoolwide Action Plan Review Form (complete building section of form)
- ☐ Current School Year Targeted Assistance Plan (if operating a TAS program)
- ☐ Documentation of Title I, Part A Annual Parent Informational meeting (Must include dated agendas, minutes, and sign-in sheets)
- ☐ Current Parent-School Compact (2-3 completed compacts)
- ☐ Current School Year Parent and Family Engagement Policy

Spring Requirements on or before **June 15**

- ☐ Kansas Family Engagement Survey – Version 2 (FES-2) (conducted during spring semester)
- ☐ Title I, Part A Program Staff Evaluation AND Results (conducted during spring semester)

District Due Dates:

Fall – on or before **October 15**

Spring – on or before **June 15**

Building Due Dates:

Fall – on or before **October 15**

Spring – on or before **June 15**

Title I, Part A Definitions

Parents' Right to Know and Report Card Notification Letter (ESEA Section 1112(e) and ESEA Section 1111(h)(2))

This letter is issued to notify parents that they may request information regarding the professional qualifications of their child's classroom teacher(s) and request access to their child's state assessment scores.

Districts must inform parents that notification will be provided when their child is instructed for four continuous weeks by a teacher that does not meet state grade level and content area certification.

Districts must notify parents and community members of, and provide access to, the state/district/building report cards. Examples include – Newspaper/newsletter or district/building website posting.

District & Building Parent and Family Engagement Policy (ESEA Section 1116(a)(2) and Section 1116(b)(1))

Each LEA and building that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents a written parent and family engagement policy. The LEA policy shall be incorporated into the District Improvement Plan and establish the district's expectations for parent and family engagement. The building policy shall describe the means for carrying out the parent and family involvement requirements. Parents shall be notified of the policies in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Schoolwide Action Plan (ESEA Section 1114(b))

This plan must outline how the school building will implement the required components of a Title I, Part A Schoolwide program to ensure that all students are provided with opportunities to meet the challenging state academic standards.

Continuing Schoolwide Form

This form is used to inform KSDE of a building's intention to continue operating a schoolwide program. It includes information about the building's allocation amount, the effective practices being utilized, as well as the building's schoolwide program budget.

Schoolwide Building Supplemental Form

This form is used to inform KSDE of a schoolwide building's comprehensive needs assessment, how the use of federal, state, and local funds are coordinated to support the school improvement process, and how a school supports transitions from early childhood programs to elementary school, elementary school to middle school, and middle school to high school.

Title I, Part A Schoolwide Action Plan Review Form

District leaders should use this form to review and guide the approval process of Title I, Part A Schoolwide Action Plans. Once a district approves a schoolwide action plan, the Kansas State Department of Education will review this form as part of the KSDE monitoring process.

Targeted Assistance Plan (ESEA Section 1115(a))

This plan outlines how the building will implement the required components of a Title I, Part A Targeted Assistance program to assist eligible participating children to meet the challenging state academic standards.

District Verification of Teacher Qualification Letter

This letter is the required notification to KSDE to verify if classes were taught by staff that did or did not meet state grade level and content area certification.

Title I, Part A Definitions

Timely Notice of Teacher Qualification (ESEA Section 1112(e)(1)(A))

This letter is issued to parents to notify them that their child is instructed for four continuous weeks by a teacher that does not meet state grade level and content area certification. Each district must have a letter on file that will be sent should the situation arise.

Title I, Part A Annual Parent Informational Meeting (ESEA Section 1116(c)(1))

Each school building receiving Title I, Part A funds, schoolwide and targeted assistance, is required to convene an annual meeting. The purpose of this meeting is to inform parents and families of the school's participation in the Title I, Part A program, and the right of the parents to be involved. (ESSA Section 1116(c))

Parent School Compact (ESEA Section 1116(d))

The compact addresses the importance of communication between school and home. Signatures are the easiest way to demonstrate compliance; however, it should be noted that *a signature is an acknowledgement of receipt of the information and is not a federal requirement*.

Title I, Part A Program Staff Evaluation AND Results (ESEA Section 1114(b)(3))

The effectiveness of the Title I, Part A program must be evaluated annually by Title I, Part A staff, building classroom teachers, principals, and district administrators. The evaluation considers all aspects of the Title I, Part A program, including effectiveness of policies, involvement of parent/guardians and impact of equitable services for private school children, where applicable. The results of all evaluations should be used for planning and improving the services offered to students and families.

Title I, Part A Program Parent Evaluation AND Results (ESEA Section 1114(b)(3))

The effectiveness of the Title I, Part A program is to be evaluated annually by parents/families. The evaluation considers all aspects of the Title I, Part A program, including effectiveness of policies, involvement of parent/guardians and impact of equitable services for private school children, where applicable. The results of all evaluations should be used for planning and improving the services offered to students and families.

Beginning the 2026/2027 school year all districts and schools will be required to utilize the Kansas Family Engagement Survey vVersion 2 (FES-2) available at [DistrictTools.org](https://ksdetasn.org/kpirc/family-engagement-survey).

Additional information is available at <https://ksdetasn.org/kpirc/family-engagement-survey>, including:

- [FES -2 flyer](#)
- [FES-2 User Guide](#)
- [FES-2 FAQ's](#)

District Level Documentation

Title I, Part A Continuing Schoolwide Form

(As authorized by PL 114-95, Title I, Subpart A, Sec. 114)

Due September 30, 2026

**Please upload to:
District KansaStar Account**

Kansas State Department of Education
900 SW Jackson, Suite 620
Topeka, KS 66612

USD Number:	USD Name:	
Building Name:	Building #:	Grade Span:
Title I, Part A District Administrator Contact Name:	Title I, Part A District Administrator Contact Phone:	Title I, Part A District Administrator Contact Email:
Building Administrator Name:	Building Administrator Phone:	Building Administrator Email:

PART 1: CONTINUING SCHOOLWIDE PROGRAM

ALLOCATION
2026-2027 Title I, Part A allocation (Note: The allocation must equal the Building Allocation in the Local Consolidated Plan Application.) \$

PART 2: PROGRAM COMPONENTS

Has there been a change in the demographics of your school building?	Yes	No
Has there been a change in the curriculum program of your school building?	Yes	No
Has the Supplemental Form in KansaStar been Completed and Submitted?	Yes	No

Schoolwide Categories in KansaStar:	Indicator Number (a minimum of 3 total indicator numbers must be provided)
Structured Literacy (KESA Fundamental)	
Balanced Assessment (KESA Fundamental)	
Standards Alignment (KESA Fundamental)	
Quality Instruction (KESA Fundamental)	

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PART 3: 2026-2027 SCHOOLWIDE PROGRAM BUDGET (As authorized by PL 114-95, Title I, Subpart A, Sec. 1114)

Please complete the following budget chart. The allocation must equal the Building Allocation in the Local Consolidated Plan Application for the 2026-2027 school year.

	1000 Instruction	2100 Support Services- Students	2200 Support Services- Staff	2300 Support Services- General Admin.	2400 Support Services- School Admin.	2600 Operation Building Services	2700 Vehicle Operation Services	3100 Food Services Operation
100 Personnel Services-Salaries								
200 Employee Benefits								
300 Purchased Professional & Technical Services								
400 Purchased Property Services								
500 Other Purchased Services								
600 Supplies & Materials								
700 Property								
800 Other								
Indirect Cost								
TOTAL								

Title I, Part A Parents Right-To-Know and Report Card Notification

[Use LEA or School Building Letterhead]

To: All Parents or Guardians

From: [Insert school building name]

Date: [Insert date]

Subject: **Notification of Parents of Rights and Annual Report Card Notification**

This letter serves as notice of your parental rights to request and receive information and notifications regarding your child's education in a building receiving Title I, Part A funds under ESSA. Responses to requests and notifications on the part of the school building must be completed in a timely manner. The Kansas State Department of Education (KSDE) defines *timely* as "notification within two weeks". All notices and information must be, to the extent practicable, provided in a language that the parents can understand [ESEA 1112(e)(4)].

The following information, in accordance with Every Student Succeeds Act, is available to parents and/or guardians upon request:

- Information regarding the professional qualifications of a student's classroom teachers.
- Whether a student is provided services by paraprofessionals and, if so, their qualifications.
- Information on the level of achievement and academic growth of students on state assessments.
- Information regarding the school building and school district state report cards.

In addition to the above information, school buildings must provide the following:

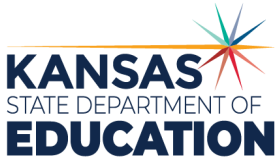
- Parent notification if a student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned. [ESSA 1112(e)(1)(B)(ii)].
- Parent notification and access to district and building report cards. Annual report card information can be accessed at [INSERT INFORMATION, LINK, here].
- Parent notification of English learner participation must be provided within 30 days after the beginning of the school year or within the first two weeks of placement for students who enroll after the start of the school year [ESEA 1112(e)(3)(A-B)].

Please contact [insert contact name] at [insert phone number and email address] if you have additional requests, questions, or would like to receive more information.

Thank you,

Signature/Title

Title I, Part A District Verification of Teacher Qualification



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.gov

To: Title I, Part A District Contacts

From: Joe Jewett, Assistant Director
Twyla Sprouse, Assistant Director

Date: May 1, 2026

Re: Title I, Part A Parents Right to Know

The Every Student Succeeds Act (ESSA) includes several parental involvement requirements, including that all districts within the State understand and comply with the requirement of timely notification to parents in Title I, Part A school buildings when their children are taught by a teacher who did not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks. The Kansas State Department of Education (KSDE) defines *timely* as "notification within two weeks." All districts must provide evidence of compliance with this provision to KSDE for the school year **2025-2026**.

Districts must provide KSDE a copy of the template that was used to notify parents in a Title I, Part A school building for the **2025-2026** school year, which must be uploaded into the District KansaStar Account no later than **June 15, 2026**.

Please complete the information below and indicate which of the following conditions apply to the district.

District Number: _____ District Name: _____

_____ One or more of the Title I, Part A school buildings had a class or classes taught for four or more consecutive weeks by a teacher who did not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher was assigned (if additional space is needed, please utilize the second page, attaching a spreadsheet in PDF format is also acceptable).

Name of Building _____

Name of Building _____

_____ All classes were taught by a teacher who met applicable state certification or licensure requirements at the grade level and subject area in which the teacher was assigned. Attached is a copy of the template letter to be utilized if the need arises.

District Administrator Name _____

District Authorized Signature _____

Please complete and upload into the District KansaStar Account **by June 15, 2026**

Roxanne Zillinger
Kansas State Department of Education
Landon State Office Building
900 SW Jackson, Suite 620
Topeka, KS 66612
Email: roxanne.zillinger@ksde.gov



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.gov

Name of Building _____

Name of Building _____

Name of Building _____

Name of Building _____

Name of Building _____

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Name of Building _____

Name of Building _____

Name of Building _____

Name of Building _____

Name of Building _____

Name of Building _____

Name of Building _____

Name of Building _____

Title I, Part A Timely Notification of Teacher Qualifications

[Use LEA or School Building Letterhead]

[Date]

Dear Parents,

The federal Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA) requires school buildings that receive Title I, Part A funds to notify parents or legal guardians in a timely manner when their child has been taught for four (4) consecutive weeks by a teacher who has not met “applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.” [ESSA Sec. 1112(e)(1)(b)(ii)] The Kansas State Department of Education (KSDE) defines *timely* as “notification within two weeks.”

In Kansas, notification *could* mean the teaching assignment is held by a teacher who holds a(an):

- Standard Kansas Teaching license but does not hold an endorsement at the grade level in which they teach.
- Nonstandard Kansas license in the endorsement area. Examples are:
 - Restricted Teaching License in the endorsement area
 - Temporary nonrenewable license in the endorsement area
 - Provisional license in the endorsement area
 - Limited Teaching Licenses
 - Limited Residency license
 - Limited TAP license
 - Limited Elementary Residency License
- A State Board approved waiver to serve in the position
- Substitute license

During the past four or more consecutive weeks, your child has been receiving instruction from (Name of teacher) in the following class: (Content Area) at (School Building). If you have any questions regarding the qualifications of [Teacher's Name], please contact [LEA Contact] at [Phone Number].

Additional information about Kansas' teacher certification and licensure requirements can be found here:
KSDE – Teacher Licensure Department

Sincerely,

[Name], [Title]

[Local Education Agency Name]

Title I, Part A

LEA Parent and Family Engagement Policy Guidance

To ensure that school districts and school buildings meet federal and state requirements for Title I, Part A Parent and Family Engagement, the [Kansas Parent Information Resource Center](#) (KPIRC) has developed this [Title I, Part A Parent and Family Engagement Policy](#) resource. This resource is designed to assist in the planning of all components required for the Title I, Part A Parent and Family Engagement Policy.

Each LEA and school building that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents a written parent and family engagement policy. The LEA policy shall be incorporated into the District Improvement Plan and establish the district's expectations for parent and family engagement. The school policy shall describe the means for carrying out the parent involvement requirements. Parents shall be notified of the policies in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Monitoring at the district level is required. Districts must assist buildings with Title I, Part A programs to ensure consistency in communication and implementation. Documentation must be on file as federal and/or state monitoring may occur at any time.

Title I, Part A

District Parent and Family Engagement Policy Template

(LEAs are required to include parents and families in developing this policy.)

Overview of Policy

Statement illustrating how the LEA is committed to fostering parent and family engagement.

Policy Goals

Define what the LEA intends to accomplish through this policy.

Parent and Family Engagement in the Title I, Part A Program

Communicate the practices the LEA will employ to ensure active participation. The policy must include how the LEA will:

- Involve parents and family members in jointly developing the support and LEA wide improvement plans;
- Provide coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and LEA 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;

Building Capacity Requirements

Describe how the LEA will:

1. Provide assistance to parents and families in understanding such topics as the challenging State academic standards; State and local academic assessments; how to monitor a child's progress; and how to work with educators to improve the achievement of their children. ESSA Section 1116 (e)(1)
2. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. ESSA Section 1116 (e)(2)
3. Educate teachers, specialized instruction support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; and build ties between the parents and the school. ESSA Section 1116 (e)(3)
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers. ESSA Section 111 (a)(2)(C) and (e)(4)
5. Ensure that information related to school and parent and family programs, meetings and other activities is sent to the parents and families in a format and, to the extent practicable in a language the parents can understand. ESSA Section 1116 (e)(5)
6. Provide such other reasonable support for parental and family involvement activities under this section as parents may request. ESSA Section 1116 (e)(14)

- 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 the schools served with Title I, Part A funds, including:
 - Identifying barriers to greater participation by parents in activities under ESEA section 1116, 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;
 - Using findings from the evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement (LEA and school) policies;
- Use findings of the evaluation to design evidence-based strategies for more effective parent and family engagement, and to revise, if necessary, the parent and family engagement policies under ESEA section 1116;
- Involve parents in the activities of Title I, Part A schools, which may include establishing a parent advisory board comprised of a sufficient number and a representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy;
- Describe how the LEA will ensure accessibility to all parents by providing outreach and communication to parents and families with limited English, and limited literacy and to parents of:
 - Students with special needs,
 - Migrant students,
 - Students receiving McKinney-Vento services
 - Students receiving services under Title III

Parents Right to Know

At the beginning of each school year, a Local Educational Agency (LEA) that receives Title I, Part A funds must notify parents of each student attending any Title I, Part A school that the parent may request, and the agency will provide the parents upon request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum the following:

- Whether the teacher has met State qualifications for grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived;
- Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and if so their qualifications.

Additional Information: A school that receives Title I, Part A funds must provide to each individual parent:

- Information on the level of achievement and academic growth the child, if applicable and available, has made on each of the State academic assessments required under this part; and
- Timely notice that the parent's child has been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Section 1112(e)(2)(A-B)

Testing Transparency

At the beginning of each year, a Local Educational Agency (LEA) that receives Title I, Part A funds shall notify parents of each student attending any school receiving funds may request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Additional Information: Each LEA that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the LEA's website and, where practicable, of each school served) for each grade served by the LEA, information on each assessment required by the State, and where the information is available and feasible to report, and assessments required by the LEA including:

- The subject matter assessed;
- The purpose for which the assessment is designed and used;
- The source of the requirement for the assessment; and
- Where such information is available –
 - The amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - The time and format for disseminating results.

Format: The notice and information provided to parents under this section shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parent can understand.

Title I, Part A

District Monitoring Tool for Building Parent and Family Engagement Policy

The district must ensure schools receiving Title I, Part A funds maintain a written parent and family engagement policy. The school policy should address, at a minimum:

- Convening an annual meeting to describe the school's participation in a Title I, Part A program and the right of parents to be involved;
- Offering flexible number of meetings;
- Including parents in the planning, review, and improvement of the school policy;
- Providing timely information about parent activities, a description and explanation of the school curriculum and forms of assessment and expected proficiency levels; and The school-parent compact which addresses the importance of communication between school and home.

Yes	No	Question to consider
		Does the school have a current year school parent and family engagement policy?
		Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand?
		Was the school parent and family engagement policy jointly developed with and agreed on with parents?
		• Invitation to parents/families to attend meeting
		• Agendas for meetings
		• Sign-in sheet for meetings including name and title/position
		• Minutes of meeting
		Was the school parental involvement policy distributed to parents/families? (Not all listed below are required but identify and document how the school policy was distributed.
		• Student handbook
		• School website
		• Direct mail
		• Email
		• Place in newspaper
		• Provided at student registration

Yes	No	Question to consider
		• Provided and explained at beginning of year school event
		• Discussed at parent-teacher conferences
		• Other
		Was the school parent and family engagement policy made available to the local Community?
		• Documentation of how the school policy was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc.
		The school policy describes there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part , and the right of parents to be involved.
		Provide documentation for all parent and family engagement meetings (annual, policy writing, capacity building, etc.)
		• How the meeting was announced and parents invited (website, email blast, newspaper, notice sent home with students, telephone "tree," etc.
		• Agenda for the meeting including handouts that may be provided
		• Sign-in sheets including name and title/position
		• Minutes of Meeting
		Does the school policy affirm that the school will consider a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement?
		Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in planning, review, and improvement of programs under this part, including the planning, review and improvement of the school parent and family engagement policy?
		Does the school policy address how parents/families will be provided timely information about school programs under this part?

Yes	No	Question to consider
		Does the school policy address how parents/families will be provided a description and explanation of 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?
		Does the school policy address how parents/families, when requested, will have opportunities for regular meeting 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?
		Does the school policy advise if the schoolwide program plan (school improvement plan) is not satisfactory to parents that the school will submit any parent comments on the plan when the school makes the plan available to the LEA?
		Does the school policy describe how the school will build the schools' (and parents') capacity for parental involvement in the following ways?
		1. Provide assistance to parents and families in understanding such topics as the challenging State academic standards; State and local academic assessments; how to monitor a child's progress; and how to work with educators to improve the achievement of their children.
		2. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology.
		3. Educate teachers, specialized instruction support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and families, and in how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; and build ties between the parents and the school.
		4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers.
		5. Ensure that information related to school and parent and family programs, meetings and other activities is sent to the parents and families in a format and, to the extent practicable in a language the parents can understand.
		6. Provide such other reasonable support for parental and family involvement activities under this section as parents may request.

		Examples of Building Capacity
		Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
		Provide necessary literacy training.
		Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parent/families to participate in school-related meetings and trainings.
		Train parents to enhance the involvement of other parents.
		Arrange school meetings at a variety of times or conduct in-home conferences to maximize parental involvement and participation
		Adopt and implement model approaches to improving parental involvement.
		Develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Title I, Part A Schoolwide Action Plan Review Form

****Will be completed and submitted within KansaStar**

KSDE - Title I, Part A Action Plan Review Form

School Building

Date:	
School Building #:	
School Building Name:	

***Required field. Form will not submit if choice is not made below.**

- ☐ Schoolwide Action Plan has been completed and is ready for district review.

District Review

Date	
Reviewer Name:	
Reviewer Email:	

Guiding Questions for Districts to discuss with schoolwide programs:

1. What do the fundamental needs of the current district fundamental and focus look like in your building?
2. Why is this the right action for the building?
3. How will the goals and evidence-based strategies impact student achievement?
4. What high level practices/skills will lead the building to provide quality instruction by working collaboratively to utilize district adopted resources to teach standards to all students at appropriate grade level rigor.
 - a. What are teacher practices that help students access the full scope of high-quality instructional materials?
 - b. What are teacher practices that ensure tasks are at grade level rigor?
 - c. What are teacher practices that support high needs learners?
5. Describe the process and data the BLT will use to monitor the implementation of the determined action steps.
6. What are your anticipated next actions? Once this one-year action plan concludes, what do you anticipate being the next action your system will undertake? Consider what might be part of a future action plan that helps build coherence across the school system.

ESSA Status:

☐ Not Applicable – Not Federally Identified

***Required field. Form will not submit if choice is not made below.**

- ☐ CSILOWPERF
☐ CSILOWGR
☐ CSIATSINOEXIT

- ☐ CSIMRI
☐ ATSI
☐ TSI
-

GOALS

(minimum 2) - Please check the box if each goal meets the requirement noted.

*Must have at least 2 academically focused goals

*If federally identified, goals must be tied to reason for identification

	ACADEMIC GOAL 1		ACADEMIC GOAL 2
☐	Well-Defined	☐	Well-Defined
☐	Measurable	☐	Measurable
☐	Timely	☐	Timely
☐	Academically Focused	☐	Academically Focused

Feedback:

Should be specific (positive, clarifying, corrections, are goals realistic and achievable)

Evidence-Based Strategies

(minimum 3) – Check the correct box and provide feedback.

***Required field. Form will not submit if choice is not made below.**

- ☐ Less than 3 Evidence-Based Strategies selected
☐ 3 Evidence-Based Strategies selected
☐ More than 3 Evidence-Based Strategies selected
-

Feedback:

Is there capacity to implement with fidelity?

Evidence-Based Strategies & Action Steps

Strategies & Action Steps	Strategy #1	Strategy #2	Strategy #3
Evidence-based Strategy Number (Indicator Id)	☐	☐	☐
Desired State of Indicator (clearly expressed what full implementation will look like)	☐	☐	☐
Action Steps (minimum of 3) (clearly defined and demonstrate logical progression to reach desired state)	☐	☐	☐
-Less than 3 action steps	☐	☐	☐
-3 action steps	☐	☐	☐
-More than 3 action steps	☐	☐	☐

Strategy #1 Feedback:

Is there capacity to implement with fidelity?

Strategy #2 Feedback:

Is there capacity to implement with fidelity?

Strategy #3 Feedback:

Is there capacity to implement with fidelity?

DISAPPROVED - needs corrections

APPROVED - ready to submit to state

Building Level Documentation

Title I, Part A Schoolwide Action Plan

****Will be completed and submitted within KansaStar**

Link to KansaStar: <https://www.indistar.org/>

A Title I, Part A Schoolwide Program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I, Part A school building in order to improve the achievement of the lowest achieving students. (ESEA section 1114(a)(1)).

A school may operate a schoolwide program if it meets any of the conditions below:

- A Title I, Part A school building with 40 percent or more of its students living in poverty, regardless of the grades it serves.
- A Title I, Part A school building that receives a waiver from the state education agency (SEA) to operate a schoolwide program without meeting the 40 percent poverty threshold.

Federal Components of a Schoolwide Program

1. A comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by staff that meet State Certification at Grade and Content Level
4. High-quality, on-going professional development
5. Strategies to hire and retain high quality teachers
6. Strategies to increase parent involvement
7. Transition plans for preschool children to enter local elementary schools
8. Opportunities for teacher decision-making using formative and summative data points
9. Activities designed to provide effective, timely and measurable assistance to those students at risk of failure
10. Coordination and integration of Federal, State and local funds

KSDE Components of a Schoolwide Program

1. Submit the annual Local Consolidated Plan (LCP) Application
2. Completion of the annual Continuing Schoolwide (CSW) Form
3. Meet all federal components (achieved through KansaStar)
 - a. Complete supplemental form
 - b. House and maintain all required Title I, Part A documentation and action plan in the KansaStar platform
 - c. Annual submission of the schoolwide action plan
 - d. Annual submission of the Title I, Part A action plan review form

Set Direction:

In the first two steps, the Leadership Team summarizes important components of its strategic direction. This information enables you to determine which Effective Practices are most important when selecting Indicators to focus the work in your plan.

1. Mission and Goals:

Vision – A vision is a statement that portrays your organization in its ideal form.

Values – Values express the personal qualities that are especially important to your organization –

in personnel and students.

Mission – A Mission clearly states the purpose of the district or school.

Goals – Goals are student focused and apply to all students. Goals are not limited by time and remain in force for several years. The quantitative measures of annual progress toward Goals are in the Goal Performance Measures.

- a. Each school should enter a minimum of 2 academic goals.
- b. Goals should be well-defined, measurable, and include a timeline.

2. Data Review:

In this continuous improvement process, a Leadership Team doesn't stop and start over each year, or each time a needs assessment or accreditation review is conducted. But, needs assessments, accreditation reviews, and other forms of input are extremely valuable to the Leadership Team as it selects Indicators and replaces fully implemented Objectives with new Indicators to address.

If available, fill out the information below by indicating the data sources and summarizing the main points of each data source. These major ideas will aid the Leadership Team in selecting effective practices to work on in the near term. Also add links to the documents or websites related to the data source that you want to access conveniently.

Needs Assessments, Accreditation Reports, similar feedback:

Student Outcome Data

Leadership Team's Progress in fully implementing Indicators and meeting Objectives

3. Indicator Selection

Considering your Mission and Goals as well as the review of important data sources, the Leadership Team now selects Effective Practices and Indicators on which it will focus its work in the coming months.

- a. Match the conclusions from your Mission and Goals and your data review with the Effective Practices below that are most in need of attention.
- b. Select the Indicators within each Effective Practice that will inform your implementation plan in the Success Cycle.
 - Must have a minimum of 3 Indicators and no more than 5.

Note: Select a number of Indicators that the Team will be able to concentrate on until implemented. Be sure to include Key Indicators if they are tagged in your system. As some Indicators are implemented, the Team may return here and add more to replace them.

4. View Our Plan (Assess, Create, Monitor)

Core Function: is the overarching main category (7 categories – 4 KESA Fundamentals)

Effective Practice: is the focused activity (25 subcategories)

Objective: is the specific steps to implement the effective practice (128 objectives)

- a. Assess (Indicator/Effective Practice)
 - i. Initial Level of Development
 - ii. Priority Score
 - iii. Opportunity Score
 - iv. Describe your current implementation efforts

b. Create & Monitor (Indicator/Effective Practice)

- i. Assign a team member to monitor this objective
- ii. Establish a target date to fully implement this objective
- iii. Describe below how it will look when this objective is being fully met. Also describe the information you will use to determine that the objective has reached full implementation, including data, resources, and other evidence.
- iv. Action Steps (to implement Indicator/Effective Practice)

Each Indicator/Effective Practice must have a minimum of 3 current action steps

For each action step completed, add another one until indicator/effective practice is fully implemented.

1. Create one action in the series for this objective – paragraph form
2. Assign to team member
3. Target Date that the action will be completed or will become routine
4. Recurrence – how often will action steps be taken
5. Notes – update regularly to document progress to full implementation

Title I, Part A
Schoolwide Supplemental Information
Complete Yearly

****Will be completed and submitted within KansaStar**

Each school will complete the Building Supplemental Report within KansaStar. This building report along with the KansaStar Effective Practices work will meet requirements for the building schoolwide action plan.

The following Title I, Part A Schoolwide requirements are not addressed in the KansaStar Effective Practices work. Please briefly describe how each have been implemented in your schoolwide plan.

Comprehensive Needs Assessment (complete every 3 years) - Briefly explain how and when you conduct your Comprehensive Needs Assessment, including how the results are utilized to inform your schoolwide action plan.

Coordination of Programs - Describe how federal, state, and local funds will be coordinated to support the school improvement process through programs such as ESEA Title programs (Education for Homeless Children and Youth, Title IIA, Title III, Title IVA), IDEA programs, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

Transitions:

1. Briefly explain the plan for the transition of students from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to elementary school.
2. Briefly explain the plan for the transition of students from elementary school to middle school.
3. Briefly explain the plan for the transition of students from middle school to high school.

Assurances & Signatures - Read and check each assurance:

- ☐ The school assures that it has sufficient ESOL endorsed teachers to accommodate its ELL students.
- ☐ The school assures that it coordinated with the district in completing Title I, Part A requirements (schoolwide action plan, parent and family engagement policy, and all required documents).
- ☐ By checking here, I hereby agree with assurances marked.

Building Principal Signature _____

Date _____

Title I, Part A Targeted Assistance Plan

USD Name and Number	Building Name and Number	Building Grade Span
Building Principal	Address	
Telephone Number	E-Mail	
LCP Contact	Address	
Telephone Number	E-Mail	

This plan represents the required components of a Title I, Part A Targeted Assistance School plan as referenced in the Elementary and Secondary Education Act known as the Every Student Succeeds Act (SEC. 1115. [20 U.S.C. 6315]). This plan should be kept at the building/district level and housed in the KansaStar system.

Title I, Part A requires Targeted Assistance Schools to address the following items when designing their Title I, Part A services. Each school building should have its own plan. Please respond to each question; be sure that responses are clearly numbered and/or are labeled.

A. Determine which students will be served:

- 1) Provide a clear description of the school building's established multiple, educationally related, objective criteria that will be used to identify eligible students with the greatest need.
- 2) Describe the evidenced-based practices that will be utilized to identify eligible students that will participate in the Title I, Part A targeted assistance program. Please include the grade level(s) being served, content area(s), ranking and selection of students.

B. Serve participating students identified as eligible by:

- 1) Describe the evidence-based practices that will be used to provide Title I, Part A services which help eligible children meet the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;
- 2) Describe the supplemental instructional strategies and methods that will be used to strengthen the core academic program of the school through activities, which may include:
 - a. Expanded learning time, before and after school programs, and summer programs and opportunities; and
 - b. A tiered model implemented schoolwide (such as: MTSS, etc...) to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act.
- 3) Describe how transitions from pre-school, elementary, or middle school will be supported.
- 4) Describe the process used to provide high quality and ongoing professional development to principals, teachers, paraprofessionals and parents in the Targeted Assistance School.
- 5) Describe the strategies used to increase parental involvement based on the school building's Parental Involvement Policy.
- 6) Describe how federal, state, and local funds will be coordinated to support the school improvement process through programs such as ESEA Title programs (Education for Homeless Children and Youth, Title IIA, Title III, Title IVA), IDEA programs, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

C. Assurances, Descriptions, and Signatures:

- ☐ The school will provide an accelerated, high-quality curriculum by:

- ☐ The school will minimize the removal of children from the regular classroom during regular school hours by:

- ☐ The school will, on an ongoing basis, review the progress made by participating children and revise the programs as needed to provide additional assistance to enable these children to meet the State and content standards by:

- ☐ The school will ensure that qualified teachers and paraprofessionals, funded by Title I, Part A, provide services to students selected for targeted assistance support by:

****Please Note:** Teachers must meet applicable State certification or licensure requirements at the grade level and subject area in which they have been assigned, and paraprofessionals must meet Title I, Part A qualifications.

- ☐ By checking here, I hereby agree with assurances marked.

Building Principal Signature _____

Date _____

Title I, Part A

Building Parent and Family Engagement Policy Guidance

Every Title I, Part A school building must create a parent and family engagement policy (ESSA Section 1116 (a)(2)). The Every Student Succeeds Act (ESSA) requires the policy to be jointly developed with parents and must be written in a format and in a language all parents/families can understand.

Written Policy Requirements:

The Parent and Family Engagement Policy written policy shall describe how the school will:

- Convene an annual meeting to inform parents of their school building's participation in Title I, Part A services, explain Title I, Part A requirements, and parental rights to be involved (all parents of students participating in Title I, Part A programs or services must be invited and encouraged to attend);
- Involve parents in the planning, review, and improvement of the school parent and family engagement policy;
 - Offer a number of meetings at various times, such as mornings or evenings, to collect parent and family input in the policy development and implementation;
- Involve parents in the planning, review, and improvement of Title I, Part A programs;
- *If applicable*, involve parents and families in the joint development of the schoolwide program plan;
- Provide parents of students participating in Title I, Part A services, programs or activities:
 - Timely information about Title I, Part A Programs;
 - A description and explanation of the curriculum in use at the Title I, Part A school building, the forms of academic assessments used to measure student progress, and the achievement levels of the Kansas State Academic Standards;
 - *If requested by parents*, opportunities for regular meetings to formulate suggestions and opportunities to participate in the decisions relating to the education of their student;
 - The opportunity to submit any comments regarding parent dissatisfaction of the Title I, Part A program plan;
- Share the responsibility for improved student academic achievement with parents, school staff, and students and the means by which the school and parent will build and develop a partnership to support academic achievement.
- Build the capacity for involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement by:
 - Providing assistance to parents in understanding the Kansas academic standards, state and local academic assessments, Title I, Part A Parent requirements, and how to monitor a student's progress and work with educators to improve their academic achievement;
 - Providing materials and training to help parents support the academic needs of students, such as literacy training and the use of technology to foster parental involvement;
 - Educating teachers, support staff, principals, administrators, and other staff, with the assistance of parents, in the value and utility of parent contributions and how to effectively communicate and collaborate with parents as equal partners to implement and coordinate parent programs that build connections between parents and schools;
 - Coordinating and integrating parent involvement programs and activities with other federal, state, and local programs including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their students;

- Ensuring information related to school and parent programs, meetings, and other activities are sent to the families of students participating in Title I, Part A programs, services or activities, in a format and language all parents can understand.

Additional Parent and Family Engagement materials and tools can be found on the Kansas Parent Information Center website at [TASN works with technical assistance providers throughout Kansas. | KSDE TASN](#).

Title I, Part A

Building Parent and Family Engagement Policy

(Schools are required to include parents/families in developing this policy.)

[Use LEA or School Building Letterhead]

Template

Overview of Policy

Statement illustrating how the specific school building is committed to fostering parent and family engagement.

Policy Goals

Define what the school intends to accomplish through this policy.

Parent/Family Engagement in the Title I Program

Communicate what practices the school will employ to ensure active participation. The following practices must be addressed. (More practices may be included.)

- **Annual Title I Meeting:**
 - Detail steps the school will take to meet the needs of the parents in regard to attending the meeting. (Multiple meetings should be scheduled to meet the needs of all parents.)
 - Include what information will be provided during the meeting.
- **Ongoing Engagement:**
 - Explain how parents will be involved in the planning, review and improvement of the program.
 - Include the method for involving the parents in engagement.
- **Academic Communication:**
 - a. List the methods of how the school will communicate information about –
 - Grade level standards,
 - Curriculum,
 - Student progress,
 - Assessment data,
 - Academic interventions, et al.

Building Capacity for Engagement

Describe how the school will promote meaningful interactions with families. Accessibility should be addressed.

Annual Evaluation

Conduct an evaluation of the Title I program.

- **Effectiveness of Policy**
 - a. Include tools that will be used (i.e., surveys, meetings, focus groups, etc.)
 - b. Explain how results will be used to address needs of the program.
 - c. Include steps for disseminating evaluation results.

Title I, Part A Annual Parent Informational Meeting

Each school building receiving Title I, Part A funds, schoolwide and targeted assistance, is required to convene an annual meeting. The purpose of this meeting is to inform parents and families of their school building's participation in the Title I, Part A program and the right of the parents to be involved. (ESSA Section 1116(c)). This meeting should be held within the first 4 – 6 weeks of the beginning of the school year.

To ensure that school buildings meet federal and state requirements for Title I, Part A Parent and Family Engagement, the [Kansas Parent Information Resource Center \(KPIRC\)](#) has developed this [Title I, Part A Annual Meeting Toolkit](#). This toolkit is designed to assist in the planning of all components required for the Title I, Part A Annual Meeting.

In order to document compliance with this component of ESSA, each school building is required to upload the following to their KansaStar Account:

- Dated agenda
- Meeting minutes
- Sign-in sheets

Schoolwide program – requirement is for the information to be shared with all parents in the school

Targeted Assistance program – requirement is for the information to be shared with the parents of the eligible students.

*Site Council meetings do not meet this requirement.

*The Title I, Part A Annual Meeting may be conducted before or after a school event but not embedded within the event in which parents are not aware that the purpose of the annual meeting is to learn about the Title I Part A program.

Title I, Part A

School – Parent Compact

Creating Family School Community Partnerships

[Use School Building Letterhead]

The school-parent compact is a written agreement that outlines how the entire school staff, students, and parents will share responsibility for student academic achievement, as well as describes how the school and parents will build and develop a partnership that will help children achieve the state's high academic standards.

Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

School Responsibility: At [insert school building name], we understand the importance of the school experience to every student and will carry out the following responsibilities:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Provide parents and families with strategies/activities to assist their child(ren) with the curriculum and instruction delivered that enables each student to meet the State's performance standards
- Treat each student with dignity and respect.
- Acknowledge parents as critical partners in the success of the school and each student and provide opportunities to learn about and support the school and school community.
- Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Strive to address the individual needs of your child(ren).

Parent Responsibility: As a Parent – It is important I support my child's learning in the following ways:

- Communicate and advocate for the needs of my child with appropriate staff members.
- Participate, as appropriate, in decisions relating to my child's education.
- Monitor and support attendance at school and timely attendance to class.
- Provide time and a place for my child to complete homework when assigned.
- Encourage my child to play a positive and active role in the school community
- Consistently monitor and review teacher, school, and district communications.
- Celebrate my child's efforts and achievements.
- Be an active and engaged member of the school community.

Student Responsibility: To perform to the best of my ability as a student in charge of my learning, it is important that I:

- Communicate regularly with my teacher and family if I need support in any way to help me be successful.
- Develop a positive attitude toward school.
- Attend school regularly, ready to learn and work hard.
- Always be a positive role model in the building and classroom.
- Complete assigned work every day and ask for help when needed.

Signature of this document is not required but recommended as an indication that I have viewed and read this information, which is meant to signal an ongoing partnership between the school and family.

Building Principal Signature

Student Signature

Parent Signature

As part of the ongoing partnership and in order to ensure we support you as the parent/guardian, please inform us using the space below of any *accommodation* or accessibility supports you may need to ensure you are able to actively serve as critical partners in the school community. Examples of accommodations or accessibility supports may include but are not limited to: a *wheelchair, an interpreter, sign language or subtitles, or translated information in a home language.*

If necessary, what accommodations or accessibility supports are needed for your involvement (see examples above) as the parent/guardian? Please list those below in the provided space.

Title I, Part A

Family Engagement Survey

All districts in Kansas will be required to administer the KSDE Family Engagement Survey (FES-2) beginning the 2026/2027 school year.

- Inform district and building leaders about the success at engaging parents in the education of all children.
- Access to evaluation data at the district and building level.
- Support work within the district across all programs (ESEA and IDEA)
- Meet the Office of Elementary and Secondary Education (OESE) Parent and Family Engagement requirements.
- Removes need to upload documentation within KansaStar and the KIAS ESEA Consolidated Review

Family Engagement Survey

The [Kansas Family Engagement Survey—Version 2 \(FES-2\)](#), developed by Kansas researchers, educators, and families, is grounded in research and the PTA National Standards for Family-School Partnerships. The survey is designed to be **distributed districtwide, PreK through high school, to every student's parents or guardians.**

The FES-2 measures success across **five domains**:

- Welcoming Environment
- Supporting Student Learning
- Effective Communication
- Sharing Power and Advocacy
- Community Involvement

Through [DistrictTools.org](https://districttools.org) district and school leaders have access to summary reports in real time and may generate a variety of customized reports, such as viewing the data by student population subgroups or comparing results across years.

When taking the survey online, the first question asks families to choose their preferred language from 13 available options. The following PDFs list all survey items.

English	Korean
Afar	Lao
Arabic	Marshallese
Burmese	Spanish
Chinese (Simplified)	Swahili
German	Vietnamese
K'ekchi'	

FES-2 Resources

- The [FES-2 Flyer](#) provides a quick overview and links to additional resources.
- For detailed information on the FES-2, including how to launch a survey and view and interpret results, check out the [FES-2 User Guide](#).
- Watch a [webinar](#) on the FES-2 presented by KPIRC Executive Director Dr. Jane Groff and TASN Evaluation lead Dr. Amy Gaumer Erickson.
- Watch a [5-minute video](#) presented by Dr. Tammy Haught to learn about the connection between family engagement and attendance.
- Have a question? Check out answers to [FES-2 Frequently Asked Questions](#).

The FES-2 meets the federal [ESEA Title 1 Part A requirements](#) for parent/guardian evaluation and feedback to inform family engagement policies and strategies. The survey asks families to rate their experiences regarding regular, meaningful two-way communication involving student academic learning.

The FES-2 meets the federal IDEA requirement for the Kansas State Performance Plan (SPP) Indicator 8. Indicator 8 requires every district to survey parents/guardians of each child with a disability who receives special education services on whether the school facilitated their involvement to improve outcomes for their child.

Title I, Part A Staff Evaluation

[Use LEA or School Letterhead]

Title I Program Annual Staff Evaluation

[Date]

We are beginning to plan for next year's implementation of Title I. You are a very valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and then return to _____. Your comments are greatly appreciated.

1. What impact has Title I had on Title I students' classroom performance?

1	2	3	4	5
Very Little Impact				Very Large Impact

2. What changes have you observed in Title I students' classroom work? Please be specific.
3. How have you and the Title I teacher worked collaboratively to support Title I students?
4. In what ways (if any) has Title I influenced your teaching or thinking about reading instruction?
5. In what ways (if any) has Title I influenced your teaching or thinking about math instruction?
6. Do you feel the professional development opportunities offered have increased your effectiveness in teaching all students eligible for Title I services and addressing the needs of Title I parents?
7. What has worked well in the Title I program?
8. What has not worked well in the Title I program?
9. How should the Title I program be refined?
10. Additional Comments or Suggestions:

For more information, contact:

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