

- It is vitally important that our families are a part of what is happening in Hardin County Schools. This will look different this year as we work to comply with CDC guidelines concerning the COVID-19 Pandemic.
- We will have Hardin County Schools' website (hardincoschools.com), district/school phone messages, notices, newsletters, bulletin boards and social media posts to keep parents/families informed of any needed information, changes and/or cancellations. Family members are always welcome to call with any question or concern.
- **Meetings To Be Held Virtually**
 - Title I Meeting
 - Open House
 - District Parent Council Meeting
 - Review & revise District Family Engagement Plan
 - Parent Council Meetings
 - Review & revise School Family Engagement Plan
 - Review & revise School Teacher/Student/Parent Compact
 - Parent Teacher Conferences
- **The Every Student Succeeds Act (ESSA) requires that each Title I school hold an annual meeting of Title I families in order to:**
 - inform you of your school's participation in Title I,
 - explain the requirements of Title I, and
 - explain your rights as parents and family members to be involved.
- **Title I was passed in 1965 under the Elementary and Secondary Education Act (ESEA). It is the largest federal assistance program for our nation's schools.**
- **Title I schools receive extra funding (Title I dollars) from the federal government. These dollars are used to:**
 - identify students experiencing academic difficulties and provide assistance to help these students;
 - purchase additional staff, programs, materials, and/or supplies; and
 - conduct parent and family engagement meetings, trainings, events, and/or activities.
- **The families and parents of Title I students have a right, by law, to:**
 - be involved in decisions made at both the school and district level;
 - be provided with information on your child's level of achievement on tests in reading/language arts, writing, mathematics, and science;
 - request and receive information on the qualifications of your child's teacher and paraprofessionals who are working with your child and
 - request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of your child. The school is required to respond to any such suggestions as soon as practicably possible.
- **In general, Title I funds may be used for:**
 - smaller class sizes,
 - additional teachers and paraprofessionals,
 - additional training for school staff,
 - extra time for instruction (before and/or after school programs),
 - parent and family engagement activities, and/or
 - a variety of supplemental teaching materials, equipment, and technology.
- **The SIP is the School Improvement Plan. It includes:**
 - the identification of the school planning team and how they will be engaged in the planning process;
 - a needs assessment and summary of academic and non-academic data;
 - prioritized goals, strategies, and action steps to help address the academic and non-academic needs of students;
 - teacher and staff professional development needs; and
 - budgets and the coordination of resources.

- Any district with a Title I allocation exceeding \$500,000 is required by law to set aside 1% of its Title I allocation for parent and family engagement.
- Of that 1%, 10% may be reserved at the district for system-wide initiatives related to parent and family engagement. The remaining 90% must be allocated to all Title I schools in the district.
- You, as Title I parents and family members, have the right to be involved in how this money is spent.
- School Parent Involvement/Family Engagement Policies address how the district and school will implement the parent and family engagement requirements of ESSA. Components should include:
 - how parents and families can be involved in decision-making and activities;
 - how parent and family engagement funds are being used;
 - how information and training will be provided to families; and
 - how the school will build capacity in families and staff for strong parent and family engagement.
- You, as a Title I parent or family member, have the right to be involved in the development of these plans.
- A school-parent compact is a written commitment that outlines how the entire school community – teachers, families, and students will share the responsibility for improved academic achievement.
- The compact must describe how the school will:
 - provide high-quality curriculum and instruction;
 - hold parent-teacher conferences, annually in elementary schools;
 - provide parents with reports on their child’s progress;
 - provide parents reasonable access to staff.
 - provide parents opportunities to volunteer; and
 - ensure regular two-way meaningful communication between family members and staff, to the extent practicable, in a language family members can understand.
- You, as a Title I parent or family member, have the right to be involved in the development of the compact.
- The Tennessee Academic Standards provide a common set of expectations for what students will know and be able to do at the end of a grade for each subject area.
- Tennessee's academic standards form the framework for everything taught at
- For more information about Tennessee’s academic standards, see:
<https://www.tn.gov/content/tn/education/instruction/academic-standards.html>

- Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.
- Family engagement is continuous across a child’s life and entails enduring commitment but changing family roles as children mature into young adulthood.
- Effective family engagement cuts across and reinforces learning in the multiple settings where children learn – at home, in pre-kindergarten programs, in school, in after-school programs, in faith-based institutions, and in the community.
- *“Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child’s life are working together, students benefit enormously.”*

—Lee and Marleen Canter

Hardin County Schools

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