



## **FAMILY ENGAGEMENT IN EDUCATION - KEY FEDERAL AND STATE RULES**

*The Kentucky Collaborative for Families and Schools believes high-quality, equitable and inclusive education is the shared responsibility of families, schools and communities. This handout identifies some of the most important ways Kentucky education programs call for active engagement of parents, guardians, and other family members in the education of their children and other Kentucky students.*

### **PRIMARY PROGRAM: POSITIVE PARENT INVOLVEMENT**

---

Until students are ready for fourth grade, they participate in the state's primary program. "Positive parent involvement" is a required "critical attribute" for that program, defined as "the establishment of productive relationships between the school and the home, individuals, or groups than enhance communication, promote understanding and increase opportunities for children to experience success in the primary school program." 704 KAR 3:440, 1992

### **RESPONSE TO INTERVENTION: INDIVIDUAL STUDENT REPORTS**

---

Response to Intervention or "RTI" is a Kentucky initiative for the primary years. In RTI, schools organize instruction by setting up tiers of learning supports that start with a core program that will be effective for most students and then add supplemental support and then intensive intervention when evidence shows which students need different or additional support. Each district's RTI system must include individual student reports shared with the parents of each student in Kindergarten through Grade 3 that summarize the student's skills in mathematics, reading, and writing; the student's behavior; and any intervention plans and services being delivered. 704 KAR 3:095, 2013

### **EXTENDED SCHOOL SERVICES: REGULAR COMMUNICATION AND ELIGIBILITY INFORMATION**

---

Extended school services or "ESS" provides additional instructional time for students who might otherwise not reach Kentucky's learning goals for all students. Each ESS program must include "regular communication with the parent or guardian" and must provide information about the services, including informing parents and guardians about the rationale for offering services, about their child's eligibility, and about procedures for requesting reconsideration. 704 KAR 3:390, 2014

### **INDIVIDUAL LEARNING PLANS**

---

Individual Learning Plans (ILPs), begin in middle school and focus on planning for careers and post-high school education. Each student develops a first ILP in sixth grade, looking at possible careers and at

### **LEGAL SOURCES FOR THESE FAMILY ROLES**

*The family engagement roles listed here are all legal requirements. At the end of each paragraph, there's a link to the official document governing that role. You can tell which kind of rule it from the initials included in the link:*

- *KAR numbers are Kentucky administrative regulations approved by the Kentucky Board of Education.*
- *KRS numbers are Kentucky revised statutes enacted by the Kentucky General Assembly.*
- *USC numbers from the United States Code, meaning they are federal laws but enacted by the United States Congress.*

*The year after each link shows the last time that document was amended.*

coursework to prepare for those options. ILPs can and should be revised many times through the middle and high school years as students clarify their interests and develop their skills. Each student's plan is to be "reviewed and approved at least annually" by the parents, as well as by the student and school officials. As part of the ILP process, schools must also provide students and parents with "information and advising regarding the relationship between education and career opportunities," including financial planning for postsecondary education. 704 KAR 3:305, 2019

#### ACCELERATED LEARNING: CONSULTATION ON INDIVIDUALIZED PLANS

---

Accelerated learning must be offered if a high school student's scores on the required college admissions test are not high enough for admission into college without developmental coursework. That acceleration is to be done through individualized changes to a student's learning plan to "meet the student's academic needs based on an assessment of test results and consultation among parents, teachers, and the student." KRS 158.6459, 2016

#### SBDM: PLANNING SCHOOL WORK ON STUDENT PROGRESS AND ACHIEVEMENT GAP REDUCTION

---

Each year, school councils are required to review school data and "develop and adopt a plan to ensure that each student makes progress toward meeting" Kentucky's statewide goals for student skills and knowledge. Parents are to be part of that process along with parents and staff. When a school has substantive achievement gaps, the school council must also agree on one year targets with the superintendent and board of education, and the council must revise the school plan to "include the targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap" Then the principal must "convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review." (If the school does not have a council, the principal must carry out the steps above "with the involvement of parents, faculty, and staff.") KRS 160.345, 2019 and KRS 158.649, 2017

#### TITLE I OUTREACH, PROGRAMS AND ACTIVITIES: PLANNING AND IMPROVEMENT

---

Federal Title I funding is allocated to schools and districts based on their low-income enrollment, with each school responsible for planning use of those dollars to meet the resulting student needs. Schools receiving Title I funds must "involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of [Title 1] programs," and that must include work the school parent and family engagement policy and joint development of the plan for the school's Title I work. 20 USC 6318, 2015

*The Kentucky Collaborative for Families and Schools is a network of partners focused on increasing open communication, learning opportunities and shared decision-making power across the Kentucky Education system. Questions? Suggestions? We would love to hear from you at [brooke.gill@prichardcommittee.org](mailto:brooke.gill@prichardcommittee.org)*

*CC-BY NC 4.0 Prichard Committee for Academic Excellence 2020. This publication is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. If you attribute credit to the Prichard Committee, you are welcome to use or adapt this work for non-commercial purposes. To learn more about this Creative Commons license, please visit <https://creativecommons.org/licenses/by-nc/3.0/us/>.*

[CLICK HERE FOR THE FULL DOCUMENT OF FAMILY ENGAGEMENT- FEDERAL AND STATE RULES](#)