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Information from US Department of Education

The U.S. Department of Education has released long-awaited documents that reflect important changes in requirements of federal grants including Title I Part A. Although released during the administrative transition, federal non-regulatory guidance documents typically remain in effect for many years and are issued with the intent to provide stable guidance and clarity. These documents may be helpful when planning Consolidated Grant programming.

- [Parent and Family Engagement](#) -- this non-regulatory guidance is meant to assist states, districts, and schools in administering family engagement provisions of Title I Part A. (April 2004) The document contains new information to address changes in the Every Student Succeeds Act made to the ESEA's Title I, Part A family engagement requirements and includes helpful templates. This version of the guidance supersedes the April 2004 version. Major changes include:
 - an expanded definition of family engagement which includes involving families in decision making
 - information on enhanced communication strategies, including social media and technology
 - Updates to the [parental notice requirement](#), which is outlined in Appendix A of the document.
 - Updates to [policy requirements](#): On p. 8, there is a guide to what information the written parent and family engagement policy must contain. If it has been a while since your Board of Education has revised your parent and family engagement policy, it is time to dust it off and shine it up!
- [Opportunities and Responsibilities for State and Local Report Card Requirements](#) -- this guidance provides information about what LEA report cards must include, and it supersedes previous (March 2019) guidance, includes pertinent updates to statutory requirements and incorporates lessons learned from the Department's own monitoring and technical assistance to states.
- [Title II, Part A](#) -- this is the first revision since 2006, is organized by topic and reflects responses to frequently asked questions from states, districts, and school leaders regarding program requirements.
- [Building and Sustaining Inclusive Educational Practices](#) This includes a link to an overview page on the ed.gov IDEA site, where you can access the Dear

Colleague letter issued on January 16, 2025 and an accompanying document providing guidance on inclusive educational practices.

You may notice there are several types of documents released by the US Department of Education. These include:

1. Non-Regulatory Guidance: Detailed interpretations of federal education laws and regulations, providing implementation recommendations without having binding legal force
2. Dear Colleague Letters: Official correspondence addressing specific policy issues or clarifying legal requirements, often used to announce policy changes or emphasize compliance expectations
3. Frequently Asked Questions (FAQs): Documents addressing common questions about program requirements and implementation
4. Technical Assistance Documents: Resources providing practical implementation help and best practices
5. Policy Letters: Formal responses to specific questions from states or districts that may apply broadly
6. Regulatory Guidance: Documents explaining official regulations, with binding legal requirements
7. Program-Specific Guidance: Detailed information about implementing education programs

Specific requirements and statutes can be found in the [Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by the Every Student Succeeds Act](#)

Upcoming Events

Title I 101 Session 9: Private School Equitable Services *LEA Leaders- please share this information with your private school contacts!

February 11, 2025, 10 – 11am

[Register](#) (registration closes February 7, 2025; limited to first 50)

Gather with colleagues to discuss best practices for providing equitable services for non-public schools with Title I Part A. District leaders and private school leaders are welcome.

Title I 101 Session 10: Mid Year Program Monitoring: Strategies to Assess and Adjust

February 26, 2025, 1 – 2 pm

[Register](#) (registration closes February 21, 2025; limited to first 50 registrants)

In this session, we will discuss how LEAs ensure fidelity of implementation of Title I programs and professional capacity of program faculty through mid-year reflection cycles. During the LEA spotlight, Milford Assistant Superintendent Steve Auteri will share what

systems are in place to monitor and adjust programming and address disparities, and the role of high-quality instruction and curriculum in Title I programs.

ICYMI: Superintendent's Digest

Want to know more than just Title I? Check out the [Superintendent's Digest \(ct.gov\)](#) for hot-off-the press information. Recent topics included rate setting for outplacements, an assessment audit, new K-12 World Language standards, and a new K-12 Model Curriculum for Digital Citizenship.

CSDE Announces Study to Explore Rate Setting for Outplaced Special Education Services

The CSDE has commissioned a study to better understand annual rate-setting by providers for special education services to students who are outplaced by school districts. Initiated by Commissioner Russell-Tucker in 2024 and conducted through the Center for Connecticut Education Research Collaboration (CCERC), the study will examine best practices, challenges, and stakeholder perspectives from other states. Many superintendents across Connecticut have expressed support for this initiative, which aligns with Commissioner Russell-Tucker's initial vision to explore a structured framework that benefits students and districts alike. You can read the full press release here: [Study to Explore Rate Setting for Outplaced Special Education Services](#).

2024 Connecticut K-12 World Language Standards

The Connecticut Department of Education has released the [2024 Connecticut K – 12 World Language Standards](#) which were approved by the Connecticut State Board of Education on January 15, 2025. The K-12 World Language Standards are organized by five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. Performance descriptors and sample indicators are included in the standards document to help guide teachers and administrators in the development of curriculum and assess learners' progress towards proficiency. Over the next several months, the Connecticut State Department of Education and the Connecticut Council for Language Teachers (CT COLT) will be providing professional learning for the K-12 World Language Standards. For more information, contact Dr. Maribel Olivero, CSDE Director of Equity and Languages, Maribel.Olivero@ct.gov.

Assessment Audit

Section 1 of Public Act 24-93 requires the Department of Education to conduct a comprehensive audit of the assessments that are administered to students by public school districts. The goals of this audit are to eliminate redundant assessments, discourage test preparation, reduce testing time, and maximize assessments for classroom teachers. Based on feedback from district assessment staff and national experts, the CSDE has created this [collection Excel form](#). The CSDE will also share this information with district assessment administrators and provide an informational session to help them gather and submit the necessary information. The completed audit Excel file along with a copy of the district assessment calendar should be emailed to ctstudentassessment@ct.gov by **February 21, 2025**.

NOW AVAILABLE: K-12 Model Digital Citizenship Curriculum

The CSDE is excited to announce the release of a comprehensive K-12 Model Digital Citizenship Curriculum, [now available to all educators and districts through GoOpenCT](#). This curriculum, designed in partnership with Common Sense Education, provides high-quality, standards-aligned resources to foster digital literacy and responsible technology use among students. Aligned with the State Board of Education's

newly adopted policy guidance on personal technology use, this initiative equips schools with the tools needed to prepare students for success in an increasingly digital world. The curriculum addresses critical digital literacy competencies, providing students and families with essential tools to navigate online environments safely and responsibly. Educators will benefit from comprehensive, research-backed instructional materials designed to foster consistent, high-quality digital literacy in the classroom. Districts can use the [CSDE Model Curricula Quick Start Guide — Volume 17: Using Digital Citizenship Curriculum K-12](#) to begin using the resources. A professional learning series to support implementation is forthcoming.