

PARENTAL NOTIFICATION
Under the Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act (ESEA) as amended in Dec. 2015 by the Every Student Succeeds Act (ESSA) makes it clear that Congress expects local educational agencies (LEAs) and schools receiving federal funds to ensure that parents are actively involved and knowledgeable about their schools and their children's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and, to the extent practicable, in a language that the parents can understand. Listed below are some of these required notices that must be made to parents by school districts or individual public schools.

Teacher Qualifications and Highly Effective Teachers

At the beginning of each year, an LEA shall notify parents that they may request, and the LEA will provide, information regarding whether professionals are highly effective, including the qualifications of the student's teachers and paraprofessionals. This includes information about whether the student's teacher:

- 1) has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- 2) is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- 3) is teaching in the field of discipline not of the certification of the teacher; and
- 4) is teaching alongside paraprofessionals and, if so, the paraprofessional's qualifications [ESSA § 1112(c)(1)(A)].

Student Privacy

Districts must give parents annual notice at the beginning of the school year of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- ✓ activities involving the collection, disclosure, or use of personal student information for the purpose of marketing or selling that information;
- ✓ administration of surveys containing request for certain types of sensitive information; and
- ✓ any nonemergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health and safety of student.

A district must develop and adopt policies regarding the rights of parents to inspect:

- ✓ third-party surveys before they are administered or distributed to students;
- ✓ measures to protect student privacy when surveys ask for certain sensitive information;
- ✓ any instructional materials;
- ✓ administration of physical examinations or screening of students;
- ✓ collection, disclosure, or use of personal information from students for the purpose of marketing or selling that information; and
- ✓ the parental right to inspect any instrument used to collect personal information before it is distributed to students.

Districts must give parents annual notice of an adoption or continued use of such policies and within a reasonable period of time after any substantive change in such policies [20 U.S.C. 1232g].

Public Release of Student Directory Information

Under the Family Education Rights and Privacy Act (FERPA), an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as "directory information," includes such items as names, addresses, and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written consent. Additionally, ESSA requires that parents be notified that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent [§8025]. A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements of both FERPA and ESSA. The notification must advise the parent of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so [20 U.S.C. 1232g] [ESEA §8025].

Military Recruiter Access to Student Information

Districts receiving federal education funds must notify parents of secondary school students that they have a right to request their child's name, address, and telephone number not be released to a military recruiter without their prior written consent. Districts must comply with any such requests [ESEA §8528(a)(2)(B)].

Parent and Family Engagement

A district receiving Title I funds must develop jointly with, agree on with, and distribute to, parents and family members of participating children a written district-level parent and family engagement policy. Each school served under Title I must also develop jointly with, agree on with, and distribute to, parents and family members of participating children a written school-level parent and family engagement policy. If an individual school or district has a parent and family engagement policy that applies to all, it may amend the policy to meet the requirements under the ESEA [ESEA Title I, Part A, §1116(a)(2)] [20 U.S.C. §6318(b); (c)].

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school [ESEA Title I, Part A, §1116(b)(1)]. Schools must:

- ✓ hold at least one annual meeting for Title I parents;
- ✓ offer a flexible number of meetings;
- ✓ involve parents and families in an ongoing manner in the planning, review, and improvement of Title I programs;
- ✓ provide Title I parents and families with timely information about the programs, a description and explanation of the curriculum, forms of academic assessment and expected levels of student proficiency;
- ✓ if requested, provide opportunities for regular meetings to discuss decisions related to the education of their children; and
- ✓ develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement [ESEA Title I, Part A, §1116(c)].

Report Cards on Statewide Academic Assessment

Each school district that receives Title I, Part A funds must prepare and disseminate an annual report card. Generally, the state or district must include on its report card information about public schools related to student achievement, accountability, teacher qualifications and other required information, as well as any other information that the state or district deems relevant. These report cards must be concise and presented in an understandable and uniform format accessible to persons with disabilities and, to the extent practicable, provided in a language that parents can understand. In Tennessee, these requirements are met through the state's report card [ESEA Title I, Part A, §1111(h)(1) and (h)(2)].

Achievement on State Assessment

All schools must provide to parents, teachers, and principals the individual student interpretive, descriptive, and diagnostic reports, which allow specific academic needs to be understood and addressed and include information on the student's achievement on academic assessments aligned with state academic achievement standards [ESEA §1111(b)(2)(B)(x)].

National Assessment of Education Progress

Districts, schools, and students may voluntarily participate in the National Assessment of Educational Progress (NAEP). Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment, and is not required to answer any test question. A district must make reasonable efforts to inform parents and the public about their right to access all assessment data (except personally identifiable information), questions, and current assessment instruments [ESEA Title VI, Part C, §411(c)(1); (d)(1)-(2)].

Schoolwide Programs

An eligible school operating a schoolwide program shall make the comprehensive plan available to the LEA, parents, and the public. The information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand [20 U.S.C. §6314][ESEA Title I, Part A, §1114].

English Learner Programs

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A school district that uses federal funds to provide a language instruction education program for English learners must no later than 30 days after the beginning of the school year inform the parents of each child identified for participation or participating in such a program:

- ✓ the reasons for the identification of the child as an English learner;
 - ✓ the child's level of English proficiency;
 - ✓ how that level was determined and the status of the child's academic achievement;
 - ✓ methods of instruction used in the program in which their child is participating and methods of instruction used in other available programs;
 - ✓ how the program will meet the educational strengths and needs of their child;
 - ✓ how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - ✓ the specific exit requirements for the program;
 - ✓ in the case of a child with a disability, how the program meets the child's IEP objectives; and
- information about parental rights detailing the right of parents to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another available program or method of instruction.

For a child not identified as an English learner prior to the beginning of the school year, the district must notify parents within the first two weeks of the child being placed in such a program [ESEA Title I, Part A, §1112].

Homeless Children

To be eligible for McKinney-Vento funds, the school must provide written notice at the time any child seeks enrollment in the school, and at least twice annually while the child is enrolled in the school, to the parent or guardian or unaccompanied youth that, shall be signed by the parent or guardian or unaccompanied youth; that sets forth the general rights provided; and specifically states:

- ✓ the choice of schools homeless children are eligible to attend;
 - ✓ that no homeless child is required to attend a separate school for homeless children;
 - ✓ that homeless children shall be provided comparable services, including transportation services, educational services, and meals; and
- that homeless children should not be stigmatized by school personnel.

If the district sends a homeless child to a school other than the school of origin or the school requested by the parent or guardian, the district must provide the parents a written explanation for, including notice of the right to appeal, the decision. The information must also be provided whenever a dispute arises over school selection [ESSA Title IX, Part C, §722(g)(3)(B)]. Each LEA liaison for homeless children and youth shall ensure the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children [ESSA Title IX, Part C, §722(g)(6)(A)(iv)]. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens [ESSA Title X, Part C, §722(g)(6)(A)(v)].

21st Century Community Learning Centers

A program or activity funded as part of a 21st Century Community Learning Center providing before and after school activities to advance student academic achievement must undergo periodic evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment. The results of evaluations shall be made available to the public upon request, with public notice of such availability provided [ESEA §4205(b)(2)].

Waiver Request

If a school district requests the U.S. Secretary of Education to waive any provision or regulation of the ESEA, it must provide notice and information about the waiver to the public in the manner in which is customarily provides public notice [20 U.S.C. §7861(b)(3)(B)] [ESEA Title IX, Part D, §8401(b)(3)(B)(ii)].

District Parent and Family Engagement Policy

Jackson-Madison County School System (JMCSS)

School Year 2022-2023

Review Date 7.25.2022

In support of strengthening student academic achievement, Jackson-Madison County School System receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the district will implement a number of specific parent and family engagement activities.

The JMCSS agrees to implement the following requirements as outlined by Section 1116:

- The school district will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- Consistent with Section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of families with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language families understand.
- If the district plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the families of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the state department of education.
- The school district will be governed by the following definition of family engagement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:
 - Family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - (A) families play an integral role in assisting their child's learning;
 - (B) families are encouraged to be actively involved in their child's education at school;
 - (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - (D) other activities are carried out, such as those described in Section 1116 of the ESEA.

JOINTLY DEVELOPED

The JMCSS will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

The district will include parents and families in the development of the district parent and family engagement policy, the district improvement plan, and school improvement plans by invitations to district and school-level meetings and by information shared on the district and school websites, school-level Title I site-based meetings, annual Title I school-level meetings, PAC meetings, and annual effectiveness surveys. Parents will be encouraged to participate and share ideas, suggestions, and/or feedback regarding all required documents.

TECHNICAL ASSISTANCE

The JMCSS will provide the following 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 engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

JMCSS Federal Programs Consolidated Administration employs Consulting Teachers to work with each Title I school to assist the principals and school leadership in the allocable expenditures from school allocations, as well as to provide assistance in parent and family engagement. Through the school-based Title I Site-based meetings, the consulting teachers work with the staff, parents, and community stakeholders to review/revise parent and family engagement policies/plans, school-parent compacts, and all Title I parent and family engagement requirements. Additionally, through Title I set-aside funds, there is a Title I Parent and Family Engagement Coordinator (PFEC) who works with all Title I schools and with the district-paid Community Engagement Coordinator (CEC) to plan and implement district and school-level parent and family engagement events. The PFEC and the CEC facilitate quarterly Parent Advisory Council (PAC) meetings comprised of school staff, district leadership, parents, and community partners. The purpose of the PAC is to jointly develop parent engagement events for the district and to exchange ideas for school-level functions. Community partners and stakeholders support school/district parent engagement events by providing materials, handouts, and/or informational booths (i.e. health fairs, college/career fairs, etc.) Annual surveys are provided for parents to determine specific needs/topics for events and changes, improvements, and perception regarding school climate and culture.

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ANNUAL EVALUATION

The **JMCSS** will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by families in activities (with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective family engagement, and to revise, if necessary, its parent and family engagement policies.

Each spring, JMCSS Title I Parent & Family Community Engagement Coordinator working with the Federal Programs Department will conduct a survey on the district website to evaluate the content and effectiveness of the policy. Additionally, through the district Parent Advisory Committee (PAC) meetings and other district parent engagement events, the results will be evaluated to determine necessary changes. Any necessary modifications will be updated to the policy to insure effectiveness.

RESERVATION OF FUNDS

The **JMCSS** will involve the parents and family members of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

JMCSS Federal Programs Department allocates at least 1% of the total allocation to the Title I schools. Additionally, Title I set-aside funds are allocated for the Title I Parent and Community Engagement Coordinator position, as well as funds designated for district parent engagement events and/or workshops. The amount allocated from Title I funds will be shared with parents at district and school-level meetings, on the district website, and at the Parent Advisory Committee meetings. The results from the annual survey conducted each fall will also be used to determine funding expenditures based on needs.

COORDINATION OF SERVICES

The **JMCSS** will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs: Examples of programs with which the district coordinates include district pre-school programs, the Dream Center (a facility for homeless women and children) higher educational institutions, and local industries that encourage and support families in more fully participating in the education of their children by:

Community and business leaders are participants in the Parent Advisory Committee (PAC). Local organizations provide facilities and equipment for parent events. Parent and Family Engagement Coordinator meets with the Community Engagement Coordinator who links the PFEC with additional partners that focus on certain events (i.e. Library, People of Hope, local churches, and Casey Jones Village, local radio stations). Workshop/events are provided in coordination with community partners/stakeholders for open houses, career fairs, and higher postsecondary institutions. Resources will be available on the district website.

BUILDING CAPACITY OF PARENTS AND FAMILY MEMBERS

The **JMCSS** will, with the assistance of its Title I schools, build families' capacity for strong family engagement by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help families work with their children to improve their children's academic achievement. Assistance will also be provided to parents and families in understanding the following topics:

- The challenging state academic standards;
- The state and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

The Parent and Family Engagement Coordinator provides a variety of events to increase parent involvement and student achievement by

- Training families to enhance the involvement of other families.
- Maximize family engagement and participation in their children's education, arranging school meetings at a variety of times. Workshops/events are provided during the day, after school, evenings, and on Saturdays, as well as at a variety of locations across the district.
- Adopting and implementing model approaches to improving family engagement.
- Establishing a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs. The PAC meets quarterly to review successes and plan for future needs.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family engagement activities. Partnerships are developed based on specific district and/or school parent needs (i.e. Dream Center, RIFA, local churches, Operation Hope, etc.)

BUILDING CAPACITY OF SCHOOL STAFF

The **JMCSS** will, with the assistance of its schools and families, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and schools by:

- Provide professional development for school staff to improve communication and parent engagement.
- Representatives from schools will be members of the district Parent Advisory Committee (PAC).
- Teachers will collaborate with the Parent Engagement Coordinator to share and/or present information to support families.

ADOPTION

This district parent and family engagement policy has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by invitations to district meetings, agendas, minutes, survey results, and other appropriate documentation.

This policy was adopted by **JMCSS** 7.25.22 and will be in effect for the period of the 2022-2023 school year. The school district will distribute this policy to all families of participating Title I, Part A children on or before September 1st of each year.


Signature of Authorized Official

Date