

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(e)(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] [ESSA §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 [ESSA §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 (b)(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 [ESSA §1111(b)(2)(B)(s)].

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

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Parental Notification

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 (PPEC) 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 PPEC 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.

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, 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 PPEC 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

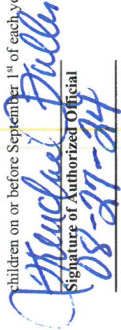
The JMCSS will, with the assistance of its schools and families, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with 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 6/5/2023 and will be in effect for the period of the 2023-2024 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
08-27-24

Date