

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION		
PARENT INVOLVEMENT AND ENGAGEMENT		4502
<b>ADOPTED:</b> April 9, 2021	<b>REVISED:</b>	<b>MONITORING:</b> Review: Annually

The Commission recognizes the importance and value of meaningful parent and family involvement. In collaboration with its schools, the Commission seeks to establish effective strategies and plans to engage parents and families in the design, review, and implementation of the education program. The Commission and its schools shall create a welcoming environment for all parents and families and implement policies that encourage the participation of parents in the education of their child.

**Responsibilities of the District.** Annually, the Commission shall work with its authorized charter schools on the local education agency (LEA) district plan to establish expectations and objectives for the district and its schools, including parent and family engagement. A parent representative, whose child is currently enrolled in a school in the LEA, shall be part of the planning team.

Additionally, the Commission shall publish documents for parents on its website including, but not limited to:

- ~~1)~~ LEA policies, with specific policies pertinent to students and parents translated in a language parents can understand; and
- 1)
- ~~1)~~ A list of State- and district-mandated assessments given by each school.
- 2)

**Responsibilities of the School.** Each school shall adopt a policy to address the engagement of parents and families. This policy shall be jointly developed with parents and outline how parents, students, and school staff will share the responsibility for high student achievement.<sup>1</sup> The policy shall include, but is not limited to:

- ~~1)~~ The school’s grievance and complaint policy with specific information on how parents and members of the community can engage with the governing board;
- 1)
- ~~2)~~ A description of how the school plans to engage parents concerning student progress including, but not limited to:
  - 2)
    - ~~a.~~ Report cards;
    - a.
    - ~~b.~~ Progress reports; and
    - b.
    - ~~c.~~ Notices of concern;
    - c.

- ~~3)~~ Notification that the school will hold at least two (2) scheduled parent-teacher meetings during the school year that do not occur during school hours of any day that is counted for the purposes of meeting the one hundred and eighty (180) days of classroom instruction, nor are substituted for a day of classroom instruction;<sup>2</sup>
- ~~3)~~
- ~~4)~~ Entitlement of parents and families to review all teaching materials, instructional materials, and tests developed by teachers;<sup>3</sup>
- ~~4)~~
- ~~5)~~ Entitlement of parents and families to review all surveys, analyses, and evaluations, prior to being administered to the parent's or legal guardian's child;<sup>4</sup>
- ~~5)~~
- ~~6)~~ Notification of the inclusion of at least one (1) parent representative as a member of the governing board, whose child is currently enrolled in a school operated by the governing board;<sup>5</sup>
- ~~6)~~
- ~~7)~~ Notification of the inclusion of at least one (1) parent representative as a member of the school planning team;
- ~~7)~~
- ~~8)~~ Notification that the school (if a Title I school) will hold at least one (1) annual Title I meeting to inform parents of the school's participation in Title I, the requirements of Title I, and the parent's right to be involved;
- ~~8)~~
- ~~9)~~ Assurance that non-English speaking parents of students are identified and served through translation or interpretation as needed;
- ~~9)~~
- ~~10)~~ Annual notification to parents of the school's parent and family engagement policy, in a language the parent can understand;
- ~~10)~~
- ~~11)~~ Annual distribution of the school's student and parent handbooks to parents, in a language the parent can understand, along with notification to the Commission that handbooks have been distributed; and
- ~~11)~~
- ~~12)~~ Annual evaluations of the effectiveness of the parent and family engagement policy by identifying:
  - ~~12)~~
    - ~~a.)~~ Barriers to greater participation by parents;
    - ~~a.)~~
    - ~~b.)~~ The needs of parents and family members to assist with the education of their children; and
    - ~~b.)~~
    - ~~(a)c.)~~ Strategies to support successful school and family interactions.

Schools shall consider the needs and schedules of working parents when planning meetings, activities, or other events in which parents are encouraged to attend.

Each school shall adopt a comprehensive code of conduct that describes the types of behavior expected from visitors entering on school grounds, which emphasize the importance of:

- 1) Appropriate language;
- 2) Respect for the person and property of others; and
- 3) Establishing and maintaining a safe, secure, and peaceful educational setting that promotes learning and positive character development.

Each code of conduct must describe the types of behavior expected from a visitor entering on school grounds and the consequences of a visitor's failure to adhere to the standards.<sup>6</sup>

---

Legal References:

<sup>1</sup> 20 U.S.C. § 6318

<sup>2</sup> T.C.A. § 49-6-7002

<sup>3</sup> T.C.A. § 49-6-7003

<sup>4</sup> T.C.A. § 49-2-211(b)(1)

<sup>5</sup> T.C.A. § 49-13-109

<sup>6</sup> T.C.A. § 49-6-2020.

Cross References:

Instructional Materials 4400

State Board Policy 4.207

Promotion and Retention, Grading,

Assessment 4603

Assessment 4603