

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION	
District Parent and Family Engagement Plan	1036

School Year 2024-25 District and Family Engagement Plan

In support of strengthening student academic achievement, the Tennessee Public Charter School Commission (“Charter Commission”) 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 plan that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). The plan establishes the district’s expectations and objectives for meaningful parent and family engagement and describes what families can expect from the district and their school.

As a non-geographic district comprised entirely of charter schools, parent and family engagement fundamentally varies compared to a traditional district. The Charter Commission recognizes the importance and value of meaningful parent and family involvement. In collaboration with its schools, the Charter Commission seeks to establish effective strategies and plans to engage parents and families in the design, review, and implementation of the education program. Annually, the Charter Commission works 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, and at least one parent representative, whose child is currently enrolled in a school in the LEA, is part of the planning team. Each school shall adopt a policy to address the engagement of parents and families that is jointly developed with parents and outlines how parents, students, and school staff will share the responsibility for high student achievement.

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

- The school district shall ensure policies and procedures for the engagement of parents and family members are in all of its schools with Title I, Part A programs. School level 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 shall 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
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district shall ensure its schools 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.
- The school district shall 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:

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Family engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (1) families play an integral role in assisting their child’s learning;
- (2) families are encouraged to be actively involved in their child’s education at school;
- (3) 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
- (4) other activities are carried out, such as those described in Section 1116 of the ESEA.

Jointly Developed. The Charter Commission shall 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:

- Invitation to participate on LEA Parent and Family Engagement Planning Committee;
- Draft policies available on website for public review and commentary;
- Finalized district parent and family engagement plan posted to district website;
- Invitation to participate in the LEA improvement planning and review committees;
- Opportunities to provide written or in-person comments at Commission Meetings; and
- Invitation to participation in annual Title I and quarterly School Improvement Planning meetings.

Technical Assistance. The Charter Commission shall 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:

- Annual review and feedback of schools’ School-Parent Compact and checklist;
- Annual review and feedback of schools’ Parent Engagement Policy and checklist;
- Annual review and feedback of schools’ Student Handbook;
- Annual training on School Improvement Plans and collaboration on completion of plans; and
- Annual training on Title I and School Improvement Planning Meeting components and requirements.

Annual Evaluation. The Charter Commission shall conduct an annual evaluation of the content and effectiveness of this parent and family engagement plan in improving the academic quality of its Title I, Part A schools. The Federal Programs Coordinator will share an evaluation tool with schools such that it can be provided to families for their meaningful participation and will share the findings of the evaluation with schools, where appropriate, to encourage their development of evidence-based strategies for more effective family engagement, and to revise, if necessary, parent and family engagement policies.

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Reservation Of Funds. Since the Charter Commission receives at least \$500,000 in Title I funding, the Charter Commission is required to set aside money from the Title I grant award for parent involvement. Therefore, schools receive additional Title I funds to use for parent involvement. Schools are expected to meet all Title I requirements for parent involvement regardless of the set aside amount. The Charter Commission passes down all funds set aside for parent and family engagement to its authorized charter schools. Schools are responsible for budgeting the parent and family engagement set aside according to their own school plan. The Charter Commission’s Federal Programs Coordinator will review annual Title I meeting documentation to ensure schools involve the parents and family members of children served in Title I, Part A schools in decisions about how these funds are spent.

Coordination Of Services. The Charter Commission requests schools’ coordination and integration of parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws, programs, and partnerships.

Building Capacity of Parents and Family Members. The Charter Commission shall assist its Title I schools, as requested, with building families’ capacity for strong family engagement by providing materials and resources on such topics as literacy training and using technology to help families work with their children to improve their children’s academic achievement. The district will support schools to provide assistance, if requested, in understanding the following topics:

- Tennessee 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.

Building Capacity of School Staff. The Charter Commission shall, if requested, work with schools to educate 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.

Adoption. This district parent and family engagement plan has been developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs, as evidenced by opportunities for feedback and collaboration.

This plan was adopted by the Charter Commission and will be in effect for the 2024-25 school year until its revision period in Spring 2025. A finalized copy will be provided to schools during Title I meetings in Fall 2024 and posted to the Charter Commission website.