

# ***KNOX COUNTY SCHOOLS***

## ***Federal Programs Department Parent Handbook***

***2025-2026***



***"Keeping Parents in Touch"***

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## FEDERAL PROGRAMS DEPARTMENT OVERVIEW

### Federal Programs Department Overview

The purpose of the Federal Programs Department is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by:

- (1) Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.
- (2) Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.
- (3) Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.
- (4) Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable them to receive a high-quality education.
- (5) Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest.
- (6) Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students meet challenging State academic achievement and content standards, and increasing achievement overall, especially for the disadvantaged.
- (7) Providing greater decision-making authority and flexibility for schools and teachers in exchange for greater responsibility for student performance.
- (8) Providing children with an enriched and accelerated educational program, including school-wide programs or additional services that increase the amount and quality of instructional time.
- (9) Promoting school-wide reform and ensuring children have access to effective, scientifically based instructional strategies and challenging academic content.
- (10) Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.
- (11) Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
- (12) Affording parents substantial and meaningful opportunities to participate in their children's education.

Source: <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

## KNOX COUNTY FEDERAL PROGRAMS SCHOOLS – 2025-2026

KCS SCHOOLS	PRINCIPAL	PHONE	ADDRESS
Adrian Burnett Elementary School	Stephanie Prince	689-1474	4521 Brown Gap Rd
Austin-East High	Rob Speas	594-3792	2800 Martin L. King Ave
Beaumont Magnet	Cindy Sanford	594-1272	1211 Beaumont Ave.
Belle Morris Elementary	David Guyer	594-1277	2308 Washington Pike
Carter Middle	JD Overton	933-3426	204 N. Carter School Rd.
Central High	Dr. Danielle Rutig	689-1400	5321 Jacksboro Pike
Chilhowee Intermediate	Chris Daniels	933-3426	5005 Asheville Hwy
Christenberry Elementary	Tonya Cash	594-8500	927 Oglewood Ave
Copper Ridge Elementary	Shawn Smith	938-7002	2502 E. Brushy Valley Rd.
Dogwood Elementary	Sarah Fish	579-5677	705 Tipton Ave
Dr. Paul L. Kelley	Sofia Roth	362-6801	535 Chickamauga Ave
East Knox County Elementary	Beth Spence	933-3493	9315 Rutledge Pike
Emerald Academy	Carlisa Martin	249-7223	220 Carrick St.
Fair Garden Community Center	Tara Howell-Spikes	594-1320	400 Fern St
Fountain City Elementary	Dr. Keith Cottrell	689-1445	2910 Montbelle Dr.
Fulton High	Kendrick Jones	594-1240	2509 N Broadway
Green Magnet Elementary	Jessica Holman	594-1324	801 Townview Dr
Gresham Middle	Melissa Glover	689-1437	500 Gresham Rd
Holston Middle	Amber Roberts	594-1300	600 Chilhowee Dr
Inskip Elementary	Megan Blevins	689-1450	4701 High School Rd
KCS Virtual School (K-12)	Jennifer Garrett	622-3902	600 Chilhowee Dr
Knoxville Preparatory	Troy Fleming	394-8989	967 Irwin St.
Lonsdale Elementary	William Smith	594-1330	1317 Louisiana Rd
Maynard Elementary	Shaunna Foster	594-1333	737 College St
Mooreland Heights Elementary	Josh VanPelt	579-2105	5315 Magazine Rd
Mount Olive Elementary	Dr. Jennifer Atkins	579-2170	2507 Maryville Pike
New Hopewell Elementary	Dr. Rolan Blaine	579-2194	757 Kimberlin Heights Road
Northwest Middle	Joann Gardner	594-1345	5301 Pleasant Ridge Rd
Norwood Elementary	Beki Jones	689-1460	1909 Merchant Dr
Pleasant Ridge Elementary	Jennifer Morrell	594-1354	3013 Walnoaks Rd
Pond Gap Elementary	Sarah Mercer	909-9040	1400 Hollywood Dr
Powell Elementary	Karen Frost	938-2048	1711 Spring Street
Richard Yoakley	Ashley Ketner	594-3790	4415 Washington Pike
Ridgedale Alternative	Donna Brunson	909-9099	4600 Ridgedale Road
Sarah Moore Greene Magnet Elementary	Wendy Clayton	594-1328	3001 Brooks Rd
South-Doyle High	Rocky Riley	577-4475	2020 Tipton Station Road
South-Doyle Middle	Anthony Norris	579-2133	3900 Decatur Road
South Knoxville Elementary	Sherrie Fairchild-Keyes	579-2100	801 Sevier Ave
Spring Hill Elementary	Tiffany Watkins	594-1365	4711 Mildred Dr

Sterchi Elementary	Jessica Doran	689-1470	900 Oaklett Dr.
Sunnyview Primary	Amanda Hurd	594-1173	412 Bagwell Lane
Vine Magnet Middle	Robin Curry	594-4461	1807 Martin L King Jr
West Haven Elementary	Taiwo Sutton	594-4467	3620 Sisk Rd
West View Elementary	Dr. Amy Brace	594-4471	1714 Mingle Ave
Whittle Springs Middle	Kathleen Turnmire	594-4474	2700 White Oak Ln

<b>PRIVATE SCHOOL</b>	<b>PRINCIPAL</b>	<b>PHONE</b>	<b>ADDRESS</b>
Annoor Academy	Reem Abelrazek	525-3399	724 Foxvue Rd. SW
First Lutheran	Jessie Irwin	524-0308	1207 N. Broadway
Knoxville Catholic High School	Dickie Sompayrac	560-0313	9245 Fox Lonas Rd NW,
Sacred Heart Cathedral School	Valerie Hanks	524-0308	1207 North Broadway
St Joseph School	Andy Zengel	588-0415	711 Northshore Drive

### **Federal Programs Department**

Cheryl Martin            Federal Programs Director

Jessica Patterson      Supervisor of Accounting Services

Tim Berry                Supervisor

Judy Pickering         Supervisor

Sherry Smith            Supervisor

Janet Bailey-Canada    Specialist

Chantay Taylor         Specialist

Chris Stinnett          Asset Manager

Waneisha Walker        Generalist

## **SCHOOL-WIDE SCHOOL COMMITTEE (SWSC)**

All of the KCS receiving Federal Programs funds are considered school-wide programs. These programs utilize allocated funds from the federal, state, and local levels to improve the school's entire academic performance as reflected in the School's Improvement Plan. As a school-wide program, there is no need to identify specific eligible students for services. The schools must use ongoing assessments and other tools to ensure the timely identification of students' academic difficulties and to track student progress.

Principal responsibilities include, but are not limited to:

- Attending all Federal Programs Dept meetings.
- Identifying school-wide committee members who are representative of all stakeholders.
- Providing leadership in developing and executing the school-wide plan, including but not limited to facilitating the collection of needs assessment data, overseeing the execution of the programs, and assigning or selecting personnel in the school-wide programs.
- Using the Federal Programs Dept Request for Funds Form to review and approve all justifications and requisitions for materials, equipment, supplies, and staff development.
- Scheduling or assisting in scheduling school-wide planning committee meetings.
- Facilitating parent and family engagement activities.
- Responding appropriately to communications from the Federal Programs Dept office.
- Ensuring that required Federal Programs Dept documentation is maintained for monitoring and auditing purposes.
- Communicating to the appropriate Title I Supervisor about the time and location of the SWSC meeting.

The SWSC members' responsibilities include, but not limited to:

- Attend all school-wide planning committee meetings and sign the sign-in sheet.
- Making suggestions and recommendations to the committee.
- Reporting the discussions and decisions from the committee meetings to the group the member represents.
- Assist in writing the school-wide plan

## **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 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 requests 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 the 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 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**

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)]*.



UNITED STATES DEPARTMENT OF EDUCATION  
STUDENT PRIVACY POLICY OFFICE

SPPO-21-01

**Protection of Pupil Rights Amendment (PPRA)**

*Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.*

*Rights of Parents under PPRA*

PPRA (20 U.S.C. § 1232h, 34 CFR Part 98) affords parents of students certain rights regarding, among other things, participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following eight protected areas (protected information survey) if the survey is funded as part of a program administered by the U.S. Department of Education (Department) (applicable program) -
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* -
  1. Any protected information survey administered or distributed to a student by an local educational agency that is a recipient of funds under an applicable program (LEA) if the protected information survey is either not funded as part of a program administered by the Department or is funded as part of a program administered by the Department but to which a student is not required to submit;
  2. Any non-emergency, invasive physical examination or screening required by an LEA as a condition of attendance; administered by the school and scheduled by the school in advance; and, that is not necessary to protect the immediate health and safety of a student, with some exceptions; and
  3. Activities of an LEA involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or to otherwise distribute such information to others for that purpose), with some exceptions.

Issued October 22, 2020

- *Inspect, upon request* -
  1. Protected information surveys and surveys created by a third party, before the administration or distribution by an LEA of the surveys to a student;
  2. Any instrument used by an LEA to collect personal information for the purpose of marketing or sale (or otherwise distributing such information for that purpose), before the instrument is administered or distributed to a student, with some exceptions; and
  3. Instructional material, excluding academic tests or academic assessments, used by an LEA as part of the educational curriculum for a student.

These rights transfer from the parents to the student when the student turns 18 years old or becomes an emancipated minor under applicable State law.

*Requirements of LEAs under PPRA*

LEAs are required to develop and adopt policies, in consultation with parents, to address the protection of student privacy and parents' rights under PPRA, including those discussed above. In addition, LEAs must directly notify parents of these policies at least annually, at the start of each school year, and within a reasonable period after any substantive change to the policies.

LEAs must also directly notify, such as through U.S. Mail or email, parents of students who are scheduled or expected to be scheduled to participate in any of the activities or surveys listed below and must provide an opportunity for parents to opt their child out of participation. LEAs must make this notification to parents at least annually at the beginning of the school year, and this notification must include the specific or approximate dates when the activities or surveys are scheduled or expected to be scheduled. For activities or surveys that are scheduled after the school year starts, LEAs must provide parents with reasonable notification and an opportunity to review, as well as an opportunity to opt their child out. These activities and surveys involve:

- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or otherwise distributing such information to others for that purpose), with some exceptions;
- Administration or distribution to a student of any protected information survey not funded as part of a program administered by the Department or funded as part of a program administered by the Department but to which students are not required to submit; and
- Certain non-emergency, invasive physical examinations or screenings, as described above.

Parents who seek additional resources on student privacy under PPRA may visit the Department's Student Privacy Policy Office website at <https://studentprivacy.ed.gov/>. Parents who believe their PPRA rights have been violated may file a complaint online by selecting the PPRA complaint form option at <https://studentprivacy.ed.gov/file-a-complaint> or by mailing the form to the following address:

Student Privacy Policy Office  
 U.S. Department of Education  
 400 Maryland Avenue, S.W.  
 Washington, D.C. 20202

Section J:	<b>Knox County Board of Education Policy</b>		
<b>Students</b>	Descriptor Tenn:	Descriptor Code:	Issued:
	<b>Student Educational Records</b>	<b>J-552</b>	<b>7/95</b>
		Reviewed:	Revised:
		<b>12/23</b>	<b>1/22</b>

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**PURPOSE**

The purpose of this policy is to implement the provisions of the Family Educational Rights and Privacy Act (FERPA)<sup>1</sup> and Tennessee Code<sup>2</sup> to afford parents, legal guardians, and students who are eighteen (18) years of age or older certain rights with respect to the student's education records maintained by The Knox County Schools (KCS) and the Tennessee Department of Education (TDOE).

**Definitions**

1. **Education Records** - The term education records means records, files, documents, and other materials which:
  - A. Contain information directly related to a student, including: state and national assessment results, including information on untested public school students; course taking and completion, credits earned and other transcript information; course grades and grade point average; date of birth, grade level and expected graduation date or graduation cohort; degree, diploma, credential attainment and other school exit information such as receipt of the GED® and drop-out data; attendance and mobility; data required to calculate the federal four-year adjusted cohort graduation rate, including sufficient exit and drop-out information; discipline reports limited to objective information sufficient to produce the federal Title IV annual incident report; remediation; special education data; demographic data and program participation information; and
  - B. Are maintained by the KCS or a person acting for the KCS.
2. **Personally Identifiable Information (PII)** - Personally identifiable information (PII) includes, but is not limited to:
  - A. Student's name;
  - B. Name of student's parent or other family member;
  - C. Address of student or student's family;
  - D. A personal identifier, such as student's social security number, student number, or biometric record;
  - E. Other indirect identifiers, such as student's date of birth, place of birth, race, disability status, and mother's maiden name;

- 1 F. Other information that, alone or in combination, is linked or linkable to a specific student that
- 2 would allow a reasonable person in the school community, who does not have personal
- 3 knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- 4
- 5 G. Information requested by a person who the LEA reasonably believes knows the identity of the
- 6 student to whom the education record relates.
- 7
- 8 3. **Directory Information** - Directory information is information that is generally not considered
- 9 harmful or an invasion of privacy if released and may be disclosed to outside organizations
- IO. without a parent's prior written consent. Outside organizations include, but are not limited to,
- 11 companies that manufacture class rings or publish yearbooks. Since the Knox County Schools
- 12 receives federal funding, the KCS must provide military recruiters, upon request, with student
- 13 names, addresses and telephone listings, unless parents have advised in writing that they do not
- 14 want their student's information disclosed. The term directory information relating to a student
- 15 includes, but is not limited to:
- 16
- 17 A. Name;
- 18
- 19 B. Physical and electronic mail address;
- 20
- 21 C. Telephone listing;
- 22
- 23 D. Basic photograph (i.e., yearbook portrait);
- 24
- 25 E. Date and place of birth;
- 26
- 27 F. Major field of study;
- 28
- 29 G. Participation in officially recognized activities and sports;
- 30
- 31 H. Weight and height of members of athletic teams;
- 32
- 33 I. Dates of attendance;
- 34
- 35 J. Degrees and awards received; and
- 36
- 37 K. The most recent previous LEA or institution attended by the student.
- 38

**RESPONSIBILITIES**

The Knox County schools shall:

- 43 I. Annually notify parent and legal guardians of their rights to request student information;
- 44
- 45 2. Annually notify parents and legal guardians of its definition of personally identifiable information;
- 46
- 47 3. Annually notify parents and legal guardians of its definition of directory information;
- 48
- 49 4. Adopt procedures to ensure security when providing student records to parents or legal guardians;
- 50

1 5. Adopt procedures to ensure student records and data are provided only to authorized individuals;  
2 and

3  
4 6. Provide student records and data within forty-five (45) calendar days of a request.

5  
6 The Knox County Schools shall not collect individual student data on a student's:

- 7 1. Political affiliation;
- 8
- 9 2. Religion;
- 10
- 11 3. Voting history;
- 12
- 13 4. Firearms ownership; and
- 14
- 15
- 16 5. On a student's biometrics, analysis of facial expression, EEG brain wave patterns, skin
- 17 conductance, galvanic skin response, heart rate variability, pulse, blood volume, posture, and eye-
- 18 tracking, without written consent of the parent or student.
- 19

20 **NOTICE OF PARENTAL RIGHTS CONCERNING EDUCATION RECORDS**

21  
22 The following notice of parental rights concerning education records shall be sent to all parents annually  
23 as part of the information package provided to students and parents at the beginning of the school year:

24  
25 Parents' rights include:

- 26
- 27 1. The right to inspect and review the student's education records within forty-five (45) calendar days
- 28 after the day the KCS receives a request for access. Parents or students should submit to the school
- 29 principal a written request that identifies the records they wish to inspect. The principal will make
- 30 arrangements for access and notify the parent or student of the time and place where the records
- 31 may be inspected.
- 32
- 33 2. The right to request amendment of the student's education records that the parent or student
- 34 believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under
- 35 the Family Education Rights and Privacy Act (FERPA) and Tennessee Code. Parents or students
- 36 who seek to amend a record should write the school principal or records custodian, clearly identify
- 37 the part of the record they want changed and specify why it should be changed. If the principal or
- 38 records custodian determines not to amend the record as requested, the principal or records
- 39 custodian will notify the parent or student of the decision and of their right to a hearing regarding
- 40 the request for amendment. Additional information regarding the hearing procedures will be
- 41 provided to the parent or student when notified of the right to a hearing.
- 42
- 43 3. The right to provide written consent before the KCS discloses personally identifiable information
- 44 (PII) from the student's education records, except to the extent that FERPA and Tennessee Code
- 45 authorize disclosure without consent. One exception, which permits disclosure without consent,
- 46 is disclosure to KCS officials with legitimate educational interests. A KCS official is a person
- 47 employed by the KCS as an administrator, supervisor, instructor, or support staff member. A KCS
- 48 official also may include a contractor who performs an institutional service or function for which
- 49 the KCS would otherwise use its own employees and who is under the direct control of the Knox
- 50

1 County Schools with respect to the use and maintenance of PII from education records, such as:  
 2 an attorney, auditor, medical consultant, or therapist; or other contractor or volunteer assisting  
 3 another LEA official in performing his or her tasks. A KCS official has a legitimate educational  
 4 interest if the official needs to review an education record in order to fulfill his or her professional  
 5 responsibility. Upon request, the LEA discloses education records without consent to officials of  
 6 another public school district in which a student seeks or intends to enroll or is already enrolled if  
 7 the disclosure is for purposes of the student's enrollment or transfer.  
 8

- 9 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by  
 10 the LEA to comply with the requirements of FERPA. The name and address of the Office that  
 11 administers FERPA are:

12  
 13 Family Policy Compliance Office  
 14 U.S. Department of Education  
 15 400 Maryland Avenue, SW  
 16 Washington, DC 20202  
 17 <http://familypolicy.ed.gov/>  
 18

19 **INSPECTION PROCEDURE**

20  
 21 Parent of students and eligible students [Eligible student is defined as a student who has reached the age  
 22 of 18.] may inspect and review the student's education records upon written request to the custodian of  
 23 the education record.<sup>3</sup>The written request must specify the record(s) he/she wishes to inspect as precisely  
 24 as possible in order to avoid any confusion as to the record(s) requested. The custodian of the record  
 25 (generally the principal in the student's school) shall, within 30 days of the written request, inform the  
 26 parent or eligible student of the time and place where the records may be inspected. Unless the parent or  
 27 eligible student agrees to a longer time frame in writing, the custodian of records shall arrange the time  
 28 and place so that it is within 45 calendar days of the written request.  
 29

30 In the event that a child's educational record contains information about another child, then that portion  
 31 of the record may not be reviewed and inspected by the parent or eligible student.  
 32

33 **FEEES FOR COPIES**

34  
 35 The fee for copies of records shall be set annually by the Superintendent. If the fee represents an unusual  
 36 hardship, it may be modified by the custodian of the record.<sup>4</sup> The Knox County School District has no  
 37 obligation to make copies of records in the following circumstances:  
 38

- 39 1. The parent or eligible student has an unpaid financial obligation to the school or school district;  
 40 and  
 41  
 42 2. The parent or eligible student lives within commuting distance of Knox County Schools; and  
 43  
 44 3. The record requested consists of an examination or set of standardized test questions. (In this  
 45 instance, there will be no copies made or access to the individual test or questions.)  
 46

47 **DISCLOSURE OF EDUCATION RECORDS**

48  
 49 FERPA permits the disclosure of Personally Identifiable Information from students' education records,  
SO without consent of the parent or student, if the disclosure meets certain conditions stated in the FERPA



1 regulations and Tennessee Code. Except for disclosures to KCS officials, disclosures related to some  
 2 judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the  
 3 parent or student FERPA regulations require the KCS to record the disclosure. Parents and students have  
 4 a right to inspect and review the record of disclosures. The Knox County School System shall disclose  
 5 information regarding the student's educational record only with the written consent of the parent or  
 6 eligible student, except when the disclosure is:

- 7
- 8 I. To school officials deemed by Knox County Schools as having a legitimate interest in the record,  
 9 thereby creating a need to know. For the purpose of this policy, a school official is defined as one  
 10 or more of the following:
- 11
- 12 a. A person employed by the Knox County School System as an administrator, supervisor,  
 13 instructor, or support staff personnel inclusive of but not limited to health or medical staff;  
 14
- 15 b. An elected School Board member;  
 16
- 17 c. A person employed by Knox County Schools or Knox County to perform certain specific  
 18 duties such as but not limited to an attorney, auditor, consultant, therapist, security officer or  
 19 any other position approved by the Board of Education or the general government of Knox  
 20 County; and  
 21
- 22 d. Persons who serve on committees that are appointed by supervisory employees of the school  
 23 system in an effort to assist them in completing their tasks.  
 24

25 A school official has a legitimate educational interest if the official is:

- 26
- 27 a. Performing a task that is included in the position description or by agreement with their  
 28 supervisor;  
 29
- 30 b. Performing a task related to the student's education;  
 31
- 32 c. Performing a task related to the discipline of a student;  
 33
- 34 d. Performing a service or benefit relating to the child or child's family included but not limited  
 35 to health care, counseling, job placement or any other related services to the child's education;  
 36 and  
 37
- 38 e. Performing services that maintain the safety and security of the child or campus.  
 39
- 40 2. To officials of another school, upon request, in which the student seeks or intends to enroll.  
 41 Records may be forwarded to a requesting school district unless the parent has specifically  
 42 requested in writing that the records not be sent; however, the school system reserves the right to  
 43 send educational records to requesting school districts, without parent or eligible student request  
 44 In such case, the school system will notify the parent or eligible student that records have been  
 45 sent  
 46
- 47 3. To comply with a judicial order or lawfully issued subpoena, provided the school system makes  
 48 a reasonable effort to notify parent or eligible student of the judicial order or subpoena in advance  
 49 of compliance so parent or eligible student may seek protective action.s  
 50

- 1 4. To federal and/or state officials that need information in order to audit or enforce legal conditions
- 2 related to federally supported education programs in the school system.
- 3
- 4 5. To entities that have entered into a written agreement with the school system to conduct research
- 5 and/or joint projects with the school system.
- 6
- 7 6. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the
- 8 U.S. Secretary of Education, or State and local educational authorities, such as the State
- 9 Department of education. Disclosures under this provision may be made, subject to the
- 10 requirements of the Code of Federal Regulations (CFR)<sup>6</sup>, in connection with an audit or evaluation
- 11 of Federal- or State-supported education programs, or for the enforcement of or compliance with
- 12 Federal legal requirements that relate to those programs. These entities may make further
- 13 disclosures of PU to outside entities that are designated by them as their authorized representatives
- 14 to conduct any audit, evaluation.
- 15
- 16 7. In connection with financial aid for which the student has applied or for which the student has
- 17 received, if the information is necessary to determine eligibility for the aid, determine the amount
- 18 of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- 19
- 20 8. To State and local officials or authorities to whom information is specifically allowed to be
- 21 reported or disclosed by a State statute that concerns the juvenile justice system and the system's
- 22 ability to effectively serve, prior to adjudication, the student whose records were released, subject
- 23 to the CFR.<sup>7</sup>
- 24
- 25 9. To accrediting organizations to carry out their accrediting functions.
- 26
- 27 10. To parents of a student if the student is a dependent for IRS tax purposes.
- 28
- 29 11. To comply with a judicial order or lawfully issued subpoena.
- 30
- 31 12. To appropriate officials in connection with a health or safety emergency, subject to the CFR<sup>8</sup>. The
- 32 Knox County Schools district may disclose personally identifiable information (PII) from
- 33 education records without consent to threat assessment team members who are not employees of
- 34 the school or school district if they qualify as "school officials" with "legitimate educational
- 35 interests."
- 36
- 37 13. To requests for directory information.

**CORRECTION OF EDUCATION RECORDS**

41 Parents or eligible students have the right to request that records be corrected that they believe are in  
42 error, misleading or in violation of their privacy rights.<sup>9</sup>The following are the procedures for requesting  
43 that a record be modified.

- 44
- 45 1. The parent(s) or eligible student(s) must make a written request to the school Principal or other
- 46 appropriate custodian of the record to amend the record. The request must identify specifically
- 47 the part of the record that they want changed, and they must specify why they believe it is
- 48 inaccurate, misleading or a violation of the student's rights.
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2. In the event that the custodian of the record determines not to amend the record, the parent(s) or eligible student shall be notified of the decision and advised of their right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's privacy rights. The hearing shall address only those issues specifically listed in the original request for amendment.
3. Upon written request to the Superintendent for a hearing, the parent or eligible student shall be informed of the date, time, and place for a hearing. This notice shall be within a reasonable time of the written request to the Superintendent.
4. The hearing shall be conducted by the designee of the Superintendent and the parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request letter to amend the record. The parent(s) or eligible student(s) may be assisted by representation including legal counsel if they choose.
5. The person in charge of the hearing shall make a determination solely on the basis of information presented at the hearing and shall issue a decision that includes a summary of evidence and the basis for the decision. The hearing shall take place only on the specifics raised in the original written request to amend the education record. Other issues will not be addressed by the hearing officer.
6. If the Knox County School System determines that the record is inaccurate, misleading or in violation of the student's privacy rights, then the parent or-eligible student shall receive notice that the record has been amended.
7. If the Knox County School System determines that the challenged information is not inaccurate, misleading or in violation of the student's rights, then the system will not modify the record. The parent(s) or eligible student(s) may attach to the record a statement commenting on the challenged material and/or a statement setting forth their reasons for disagreeing with the decision.
8. The statement shall remain as a portion of the child's record as long as the challenged portion of the record is maintained by the school system.

Legal References:

1. 20 U.S.C.A. § 1232g and 34 C.F.R. § 99.1, et seq.
2. T.C.A. §§ 10-7-504 and 49-1-701, et seq.
3. 20 U.S.C.A. § 1232g.
4. 20 U.S.C.A. § 1232g; TCA 10-7-506.
5. 34 C.F.R. § 99.31 (a)(9)-
6. 34 C.F.R. § 99.35.
7. 34 C.F.R. § 99.38.
8. 34 C.F.R. § 99.36.
9. 20 U.S.C.A. § 1232g(a)(2).

Approved as to Legal Form  
By Knox County Law Director 11/17/2023  
/Gary T. Dupler/Deputy Law Director

## **Knox County Schools Parent and Family Engagement Policy**

*Descriptor Code: I-270. Issued 7/1995 and Revised 08/2017.*

### **GENERAL EXPECTATIONS FOR ALL SCHOOLS**

The Knox County Board of Education understands the value and importance of, and encourages the highest level of, engagement by parents and families at the school and the system level. The Knox County Schools System (KCS) is governed by the statutory definition of parent and family involvement as cited in the Every Student Succeeds Act (ESSA). Under that act, a school system is required to develop a parent and family engagement policy, which is to be incorporated into the district's plan, establishing KCS' expectations and objectives for meaningful parent and family involvement. The plan is to describe how KCS will:

- A. Involve parents and family members in jointly developing the district's plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of KCS schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant federal, state and local laws and programs;
- D. Conduct with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of KCS schools, including identifying:
  - Barriers to greater participation of parents, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
  - 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;
- E. Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section;
- F. Involve parents in the activities of schools, which may include the establishment of a parent advisory board comprised of a sufficient number and representative group of parents or family members served by KCS to adequately meet the needs of the population served for the purposes of developing, revising, and reviewing the parent and family engagement policy; and
- G. Incorporate elements of Tennessee Department of Education 2013-2014 Parent Involvement Standards (results of 2009 TN Senate Bill No 293):
  - **Standard One: Welcoming All Families in the School Community.** Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
  - **Standard Two: Communicating.** Families and school staff engage in regular, meaningful communication about student learning.
  - **Standard Three: Supporting Student Success.** Families and school staff continuously work together to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
  - **Standard Four: Speaking Up for Every Child.** Families are informed and enabled to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
  - **Standard Five: Sharing Power.** Families and school staff are equal partners with equal representation in decisions that affect students and families and together inform, influence, and create policies, practices, and programs.

- **Standard Six: Collaborating with Community.** Families and school staff work together with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

KCS and its individual schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

## TITLE I SCHOOLS

Parents and family members of children receiving Title I services shall be involved in the decision regarding how Title I funds reserved for parent and family engagement are allotted for parental involvement activities. These funds shall be used to carry out activities and strategies consistent with KCS' parent and family engagement policy, including not less than one of the following:

- Supporting schools and nonprofit organizations in providing professional development for district and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parents and family engagement.
- Engaging in any other activities and strategies that KCS determines are appropriate and consistent with its parent and family engagement policy.

Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections C-G listed above. 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.

Each Title I school shall:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
- Offer a flexible number of meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- Involve parents, in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs, including the school parent and family engagement policy and the joint development of the school-wide program plan;
- Provide parents of participating children:
  - Timely information about programs,
  - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards, and
  - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- Jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve Tennessee's high standards. The compact shall:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time, and
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum – parent-teacher conferences, children's progress reports, reasonable access to staff, opportunities to volunteer and participate in child's class and observation of classroom activities, and ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand.

## Tennessee Parental Involvement Standards

In a 2009 legislative session Senate Bill No. 293 was enacted which required the Tennessee Department of Education to develop parental involvement standards in public schools. Each school district and school will be required to report compliance on these standards. The compliance for the standards will be on the Tennessee Report Card beginning with the 2010-2011 school year. In the spring of 2011 a survey from the State Department will be sent to each school district to obtain the compliance information.

The Tennessee Standards listed below are based on the PTA's National Standards for Family-School Partnerships. These standards were adopted by the State Board of Education on July 30, 2010.

### *Standard 1: Welcoming all families into the school community*

- Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class and school.

### *Standard 2: Communicating effectively*

- Families and school staff engage in regular, meaningful communication about student learning.

### *Standard 3: Supporting student success*

- Families and school staff continuously work together to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

### *Standard 4: Speaking up for every child*

- Families are informed and enabled to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

### *Standard 5: Sharing power*

- Families and school staff are equal partners with equal representation in decisions that affect students and families and together inform, influence, and create policies, practices, and programs.

### *Standard 6: Collaborating with community*

- Families and school staff work together with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Tools that can be used to measure compliance on the parental involvement standards include:

- TN State Report Card: <http://tn.gov/education/topic/report-card>
- District and School Level Planning and Grants Management System: <http://tn.gov/education/topic/eplan>
- Parental Involvement Policy or Plan at the district and school level
- PTA National Standards for Family-School Partnerships Assessment Guide at <http://www.pta.org/nationalstandards>
- Parent Surveys

For additional information, please refer to:

- TDOE: <http://www.tennessee.gov/education/topic/family-community-engagement>
- TN Parent Information & Resource Center: <http://www.tnvoices.org/index.php?q=en/TPIRC>
- TN PTA: <http://www.tnpta.org/>
- Toolkit for Title I Parental Involvement: <http://www.sedl.org/connections/toolkit/>

*Source:* TN Department of Education

## TEN TRUTHS OF PARENT INVOLVEMENT

**#1**

**All parents have hopes and goals for their children.**

They differ in how they support their children's efforts to achieve those goals.

**#2**

**The home is one of several spheres of influence that simultaneously shape a child.**

The school must work in concert with other spheres for the child's benefit, not push them apart.

**#3**

**The parent is the central contributor in a child's education.**

Schools can either co-opt that role or recognize the potential of the parent.

**#4**

**Parent involvement must be a legitimate element of education.**

It deserves equal emphasis with elements such as program improvement and evaluation.

**#5**

**Parent involvement is a process, not a program of activities.**

It requires ongoing energy and effort.

**#6**

**Parent involvement requires a vision, policy, and framework.**

A consensus of understanding is important.

**#7**

**Parents' interaction with their own children is the cornerstone of parent involvement.**

A program must recognize the value, diversity, and difficulty of this role.

**#8**

**Most barriers to parent involvement are found within school practices.**

They are not found within parents.

**#9**

**Any parent can be "hard to reach."**

Parents must be identified and approached individually; they are not defined by gender, ethnicity, family situation, education, or income.

**#10**

**Successful parent involvement nurtures relationships and partnerships.**

It strengthens bonds between home and school, parent and educator, parent and child, school and community.



## **GENERAL INFORMATION**

### **Complaint and Grievance Procedure**

(Updated in accordance with Public Law 97-35 [Sections 116.182-185])

All complaints and grievances should be channeled through proper sources before being brought to the Federal Programs Dept Review Committee. This Federal Programs Dept Review Committee shall consist of the Superintendent or his designate, the Director of Federal Programs Dept, the Chairperson of the District Advisory Council, and a third member to be named by the first two according to the nature of the complaint or the grievance, i.e. if complaint or grievance is instructional in nature, the third member might be the appropriate instructional supervisor. If the complaint or grievance is in the area of inclusion or exclusion from the program because of test scores, the third member might be the Federal Programs Dept Evaluator, etc.

The proper sources may include: teacher, principal, Federal Programs Dept supervisors. If the complaint or grievance remains unsatisfied, the matter may be referred to the Federal Programs Dept Review Committee when the following regulations are followed:

- a. Each complaint or grievance must be stated in writing and submitted to the Federal Programs Dept Review Committee. The written complaint should be addressed to the Director of Federal Programs Dept or the Superintendent of Schools.
- b. The written complaint or grievance should include an accurate account of the steps which have already been taken to remedy the situation.
- c. Persons making a complaint will be contacted by the Director to appear before the Federal Programs Dept Review Committee at a scheduled meeting within 15 days after the complaint is received.
- d. Each group should indicate only one member to serve as spokesman for the group.
- e. The Federal Programs Dept Review Committee will render a decision on the complaint or grievance within 15 days after receiving the complaint.
- f. If the complainant remains unsatisfied, then the complainant may carry his/her complaint to the Knox County Board of Education following the procedures enumerated in the Knox County Schools Handbook, page BCBI.
- g. If the complaint has not been resolved within 30 days, the matter must be referred to the State Department.
- h. The first resolution of the Knox County School Board of Education may be appealed to the State Department after receipt of the Board decision.
- i. All district and school Parent Advisory Council including other interested parties must be provided information and assistance pertaining to the complaint and grievance procedures.

### **UNSAFE SCHOOLS PARENT NOTIFICATION**

Under the Tennessee State Board of Education's Unsafe School Choice Policy, and public school student who is the victim of a violent crime as defined under Tennessee Code Annotated 40-38-11(g), or the attempt to commit one of these offenses as defined under Tennessee Code Annotated 39-12-101, shall be provided an opportunity to another grade-level appropriate school within the district.

Additional information regarding this option may be obtained by contacting the Knox County Schools transfer office at (865) 594-1506.

<https://www.tn.gov/education/article/unsafe-schools-choice-policy>

## PARENTAL TIPS

### READING TIPS AND INFORMATION

The home environment is an important factor in helping children learn to read. A child's ability to learn positive reading habits is affected, to some degree, by his/her experiences at home. As a result, parents can help provide an atmosphere that will encourage reading growth in their children.

The following suggestions will help you in helping your child prepare for reading success:

- **Talk to your child.** This is important since the more words a child hears, the more words the child will be able to use in ordinary conversation. As a result, words will have more meaning for him/her when seen on the printed page.
- **Listen to your child.** It is important for children to have opportunities to express themselves. The more a child talks, the better he/she will be able to develop adequate language patterns.
- **Read to your child.** Every time you read to your child, you are developing an appreciation for books, as well as for reading. The child who has been read to will undoubtedly be anxious to read and explore books for himself/herself.
- **Help develop your child's growth in vocabulary.** Vocabulary growth can be helped by an exploration of your child's environment. When your child asks questions about the surroundings, answer them in such a way that your child understands. Make sure these new words have meaning to your child. Use them in sentences...make sure to talk to your child about them.
- **Help your child become aware of sounds**...their differences and similarities. Example: Say three words all with the same initial sound, add a fourth with a completely different sound. This is one way to help your child to discriminate between sounds.
- **Help your child develop visual skills.** Point out differences in color, size, shape, form and position of things around the house and in the neighborhood. A variety of games can be developed in order to help your child develop good visual skills.
- **Provide your child with activities for doing things and going places.** The development of a wide range of experiences will help your child attain good comprehension of written material later in his or her academic career. Point out interesting things around you and give your child new words and meanings for words.
- **Build a reading atmosphere at home.** Have a variety of books, magazines, newspapers, etc. around the home to read. Show your child that reading is important and enjoyable.

Anthony D. Fredericks and David Taylor, Parent Programs in Reading: Guidelines for Success (Newark, Delaware: International Reading Association, Inc., 1985), pp. 62-63.

## MATH TIPS AND INFORMATION

Math is used in the home daily. Encouraging children to get involved with its use is an important factor in helping them learn math concepts and decreasing their anxiety levels in math class at school. A child's attitude about math is affected, to some degree, by his/her experiences at home. As a result, parents can help provide an atmosphere that will encourage math growth in their children.

The following suggestions will help you in helping your child prepare for a successful mathematical experience:

- **Become familiar with the math textbook.** Read the contents, look over several lessons, study the chapter reviews and tests, the glossary, and the mini-reviews.
- **Become familiar with what is expected at your child's grade level.** Every teacher has a list of skills that is required at each grade level. Ask the teacher to share this information with you.
- **Discuss the use of math in everyday activities, such as earning money, saving money, and spending money.**
- **Plan time each week to discuss math homework, vocabulary, tests, and quizzes.**
- **Use flash cards to drill on addition, subtraction, multiplication, and division facts.** These can be purchased inexpensively or homemade ones will do.
- **Take a walk with your child.** There are so many things in your community that can be the topic of a math discussion; for example, the sizes and shapes of things; comparing the sizes of two or more objects; reading address numbers; estimating distances walked; counting cars, houses etc.
- **Use the newspaper.** Chose a comic strip from the "funnies". Cut the comic strip into individual sections. Mix the sections up, then have your child try to put them back in the correct order. The advertisement page is also an excellent source for teaching math concepts.
- **Shop together.** Have your child rewrite your grocery list, classifying foods by categories so your shopping will be easier.
- **Praise every accomplishment.** The feeling of having approval and acceptance is an incentive to further progress.

## HOW CAN I BE ENGAGED?

Involvement comes in many forms. The following are examples of how parents can become involved in their child's education with Knox County Schools.

**Become Involved:** Parents have traditionally been "involved" in their children's educational experience in many ways. Involvement activities include volunteering as needed by classroom teachers (i.e., helping with the bulletin boards) or office personnel (i.e., answering the phone), attending school performances, assisting with fund-raising events, etc. These types of activities have always been and will continue to be valued by the schools and beneficial to children and families.

**Become Engaged:** More parents are interested in increasing their level of involvement by becoming more engaged with activities designed to improve student achievement. Becoming an "engaged" parent involves the following:

- **Learning at Home:** Participating in activities designed to help parents learn strategies to best assist children with homework, study skills, and work habits at home.
- **Parenting:** Taking advantage of opportunities to learn the latest research about child development and solutions to parenting challenges
- **Communicating:** Participating in two-way communication with the school to learn more about school programs and policies, being aware of children's progress, responding to student problems/concerns, and assertively interacting with teachers and other school staff.
- **Decision-making: Actively sharing ideas and having** input on school, district, and state policies and decisions that affect children's education by accepting shared ownership of the school.
- **Collaborating with the Community: Become aware of and take advantage of community resources that will increase the skills and talents of family and/or children needed for present or future education or work** or to obtain needed family and child services.
- **Volunteering:** Supporting school efforts designed to increase student achievement (i.e., listening to students read, reading to students, and asking reading comprehension questions).

Each of these activities involves parents having a **direct and positive impact on children's academic achievement.**

### Become Informed

- Attend school functions, including, but not limited to, Parent-Teacher conferences, Family Engagement events, and School Board meetings.
- Read the Federal Programs Dept Parent Handbook.
- Take part in a parenting class.

### Observe

Visit your child's classroom and see firsthand what your child is doing.

### Parental Input

Federal money is allocated to the Federal Programs Department. These allocations are distributed to the schools for academic and family engagement resources. Parents are part of the school-wide decision-making team that determines how the money will be spent.

**TO PUT IT SIMPLY, AN ENGAGED PARENT IS THE GREATEST ADVOCATE THE CHILD AND THE SCHOOL CAN HAVE.**

## Parent Teacher Conferences

The Parent-Teacher Conference is an opportunity for a child's parents and teacher to meet and discuss how the child can get the best possible education by meeting his/her individual needs. This two-way communication goes beyond the report card to reveal more facts and create a better understanding of the child's progress. Together, the parents and the teacher form the ideal partnership to help the child.

Parents may ask for a conference when they want to report something good about their child, they are concerned about their child's academic progress, they are concerned about their child's behavior, or there are family concerns that may affect the child's progress.

Teachers may ask for a conference when report cards are coming out, a significant accomplishment has been made, academic difficulties have occurred, or behavioral difficulties have occurred.

In preparation for a conference, list things to ask the teacher. You might ask about your child's grades, homework, test, or attitude and/or behavior in class. Let your child know you plan to have a conference with the teacher. When you do, tell him/her the purpose of the conference and ask your child what he/she would like for you to discuss. Finally, let him/her know that you will discuss the conference's outcome together.

During The Parent-Teacher Conference, tell the teacher the purpose of the conference. Start the conference in a positive way. Teachers need and deserve praise. Talk about your child's hobbies, talents, study habits, and any sensitive issues (for example: weight problem, physical defects, shyness, etc.). Help the teacher know and understand your child. Ask the teacher for an outline of what will be covered in your child's grade or subject area. Ask questions about how your child is graded and what factors are considered in the final grade. Listen carefully and make notes as the teacher talks about your child's progress. Plan with the teacher on how you can help your child succeed. Remember: Ending the conference on a positive note can strengthen the relationship between home and school.

After the Parent-Teacher Conference, talk over the results of the conference with your spouse and child. Be sure to stress the positive, strong points, and discuss the suggestions made for improvements and new goals. Make plans for these suggestions to be carried out. Let your child know how you will help him/her. Lastly, make follow-up contact with the teacher, and continue the spirit of cooperation and interest in what is happening with your child.

Remember: You play an important role in your child's education, and keeping in touch with his/her teacher and school will make a difference in his/her success.

## Promote Good Study Skills

### Steps You Can Take to Provide Good Study Conditions and Encourage Good Study Habits:

- Provide a quiet place to study.  
A place to study, away from family, friends, and television, is most effective. The space should be free of distractions and well-lit. No less than a 100-watt bulb should be used for studying.
- Keep study materials together.  
Save time by keeping study materials together. If they are kept in a small bucket or box, they can be moved easily to the study area. Materials should include reference books such as a dictionary and a Thesaurus; encyclopedias and an almanac are also helpful.
- Avoid common distractions.  
Reinforce to your child that a quiet place reduces distractions and, therefore, helps concentration. He or she should only concentrate on one thing at a time. With television, show how important you feel schoolwork is by keeping the TV off during study time.

It is impossible to think about a favorite song and at the same time give full attention to studies. Students who say, "I can't study without music" mean, "I'm in the habit of studying with music on." Change this habit by lowering the sound each day until studying in silence becomes a habit.

- Regular study habits.  
Make sure your child is aware that the least effective times of day to study are right after a heavy meal or vigorous exercise. Decide together on the best time to study and then set that time aside at least five days out of every week. If there is no homework, encourage your child to review or read ahead.

Stick to the plan you develop. Emphasize the importance of your child studying in the same place and at the same time daily.

- Encourage mood control.  
The mere action of settling down to work will create the mood for study. Encourage your child to get in the habit of settling down to work right away. He or she will soon learn mood control.
- Stress good posture.  
Make available a well-cushioned chair for your child to sit in when studying. This will help to improve concentration. Discourage your child from lying down or lounging.
- Provide study breaks.  
The age of your child will determine how long he or she can concentrate before a rest is needed. The length of study time before a break will vary from student to student; however, research shows that an intensive 50-minute study session followed by a 10-minute break is most effective.
- Check room temperature.
- When the room temperature is on the cool side of 70 degrees it will invigorate students. Beware: well-heated rooms can relax students and make them sleepy.

## Eating Well Can Help Your Child Learn Better

As parents you have many concerns regarding your children. One of these is what to feed them. You want to be sure that the food your children eat includes all that is necessary and that you are not feeding them anything that might be harmful. You are concerned also about your children's learning and success in school. Are you aware that there is a connection between what children eat and how they learn? Poorly nourished children are more likely to be ill, to have absences and thus miss instruction. When they return to school, it is hard for them to catch up on what they missed. Without daily practice, they often forget many skills they have been taught.

## What Can Parents Do to Improve the Nutrition of Children?

- Parents can read and become informed about nutrition.
- Parents can be sure their children eat balanced meals, including proteins, fresh fruits, and vegetables.
- Parents can encourage their schools to include units on nutrition in the curriculum.
- Parents can work with school authorities to remove candy from vending machines and caffeine beverages from cafeterias and urge their replacement with fruits, nuts, milk, and fruit drinks.
- Parents can request that school fundraising projects not rely on selling candy or sweets.
- Parents can be alert to specific food sensitivities of their children, and consult with doctors to adjust their diets

## **Keeping Your Child Safe**

Over 150,000 children in the United States disappear each year. The Park Davis Company of New Jersey has provided the following Tips for Parents. Contact the Parent Center in your area if you want a copy of Tips for Tots, Tips for Grade School, and/or Tips for Teenagers.

1. Have your child fingerprinted, and keep the card in a safe, accessible place. The card should have pictures updated every six months and an accurate description, including scars.
2. Teach your children their full name, telephone number, area code, and address.
3. Show your children how to dial the operator and what to say (Tell them to stay on the line, if possible.). Practice this.
4. Know where your child is always.
5. Don't let your child go to a public restroom alone.
6. Don't leave your child alone in the car.
7. Don't put your child's name first or last on hats, jackets, bikes, wagons, etc. Remember, a child responds to a first name. A person using that name will automatically not be considered a stranger.
8. Teach your children to avoid strangers. A stranger is someone they don't know very well.
9. Don't leave your children in the toy section of a store or wandering in the mall. If they get lost or bothered, tell them to go to the cashier for help.
10. Know your children's friends.
11. Be involved in your child's activities.
12. Practice with your child the way he/she may walk to and from friends' homes or school.
13. Explain to your child whose home he/she may go to play or visit.
14. Teach your child which homes are "safe" to go into near your home when you are not found.
15. Listen when your child tells you that he/she doesn't want to be with someone. Find out the reason.

## **How to Keep Your Child's Self-Image Strong**

1. Say something positive to your child each day.
2. Try to see that your child achieves success in some way each day by offering a variety of activities.
3. Recognize your child's effort even though it may not meet expectations.
4. Make your child feel that he belongs.
5. Listen to your child and look him in the eyes when he is talking.
6. Answer your child's questions openly, honestly, and immediately, if possible.
7. Do not embarrass your child, especially in front of others; do not make him question his worth.
8. Complement your child when possible, on creative ideas, improvement in performing tasks, etc.
9. Encourage your child to be proud of his name, ideas, and work.
10. Do not set goals so high that the chance of failure prevents your child from trying.
11. Emphasize what your child does right instead of what he does wrong.
12. Treat your child as you would like to be treated.





## 2025-2026 Knox County Schools Calendar

Thursday, July 31	First Day for Teachers (School Based In-Service Day)
Friday, August 1	Systemwide In-Service Day (PreK-12)
Monday, August 4	Administrative Day (Teacher Work Day)
Tuesday, August 5	Systemwide In-Service Day (½ Day School-based); Administrative Day (½ Day Teacher Work Day); 6 <sup>th</sup> and 9 <sup>th</sup> Grade Orientation
Wednesday, August 6	Administrative Day (Teacher Work Day)
Thursday, August 7	First Day for students (½ Day)
Monday, September 1	Labor Day Holiday (Knox County Schools Closed)
Friday, September 5	End 4½-weeks Grading Period
Wednesday, September 17	Constitution Day (Knox County Schools Open), Half-Day for Students
Monday, October 6 - Friday, October 10	Fall Break
Tuesday, October 14	End First 9-weeks Grading Period
Tuesday, November 4	Systemwide In-Service Day (PreK-12) (Student Holiday)
Thursday, November 13	End 4½-weeks Grading Period
Wednesday, November 19	Half-Day for students
Wednesday, November 26 - Friday, November 28	Thanksgiving Holidays (Knox County Schools Closed)
Friday, December 19	Half-Day for students; End Second 9-weeks Grading Period; End First semester
Monday, December 22 - Friday, January 2	Winter Break
Friday, January 2	Systemwide In-service Day (½ Day School-based); Administrative Day (½ Day Teacher Work Day)
Monday, January 5	First Day for students after Winter Break (Full Day)
Monday, January 19	Martin Luther King, Jr. Day (Knox County Schools closed)
Wednesday, January 28	Half-Day for students
Thursday, February 5	End 4½-weeks Grading Period
Monday, February 16	Systemwide In-Service Day (PreK-12) (Student: Holiday)
Monday, March 19 - Friday, March 13	Spring Break
Tuesday, March 17	End Third 9-weeks Grading Period
Wednesday, March 25	Half-Day for students
Friday, April 3	Holiday (Knox County Schools closed)
Monday, April 20	End 4½-weeks Grading Period
Tuesday, May 5	systemwide In-Service Day (School-based)
Thursday, May 21	Last Day for students (1h Day); End Fourth 9-weeks Grading Period; End Second Semester
Friday, May 22	Administrative Day (Teacher Work Day) - Last Day for Teachers
Friday June 19	Juneteenth Holiday (Knox County Schools closed)

### calendar summary

180	Instructional Days
4	Administrative Days
2	Unscheduled In-Service Days
1	Unscheduled Parent-Teacher Contact Hours Day
6	Scheduled In-Service Days
10	Vacation Days

*\*In accordance with T. CA. § 49-6-3004 - 177 student instructional days plus 3 days accumulated under daily 7-hour schedule.  
Note: This calendar allows for a reduction of up to 8 instructional days due to inclement weather or serious outbreaks of illness before all make-up days will be required.*