

University Schools			
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Recognizing that parents are the key stakeholders in the education of their children, University Schools seeks to establish effective family-school partnerships that build the capacity of parents to improve student achievement and promote academic success. Such activities, in accordance with the Elementary & Secondary Education Act (ESEA) requirements, shall at a minimum provide an environment where parents (1) play an integral role in assisting with their child's learning; (2) are encouraged to be actively involved in their child's education at school; (3) 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(ren); and (4) are involved in other activities as deemed appropriate.

A. Roles and Responsibilities

- 1) School Administrators, directors, teachers and support staff at each school site are expected to create a climate of respect for and cooperation with parents. To promote a climate of respect and cooperation, the following standards based on the PTA National Standards for Family-School Partnerships and as recognized by Tennessee School Board Association shall be adopted by each school:
 - a) Standard 1 - Welcome all families into the school community.
 - b) Standard 2 - Communicate effectively with all families.
 - c) Standard 3 - Support student success by collaborating with families to support students' learning and healthy development both at home and at school.
 - d) Standard 4 - Encourage families to be advocates for their own children and other children in order to ensure that students are treated fairly and have access to learning opportunities that will support their success.
 - e) Standard 5 - Share power by ensuring that families and schools are given opportunities to share in decisions that affect children.
 - f) Standard 6 - Ensure that families and schools collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civil participation.

At a minimum, to ensure that the aforementioned Standards are met, schools shall:

- a) Provide opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children. Strategies may include but are not limited to ensuring to the extent possible that information related to school, parent meetings, and other programs and activities are translated; and ensuring ADA access to buildings.
- b) Provide information and school reports in a format and, to the extent practicable, in a language parents understand. Strategies may include but are not limited to regular communication through Open Houses, web page updates, emails, flyers, other forms of print and electronic media, etc.
- c) Develop personal relationships with and create a respectful atmosphere for parents and families. Strategies may include but are not limited to workshops for parents and school employees, family support programs, and professional development opportunities.
- d) Ensure access to school administration and maintain effective two-way communications between the schools and home using multiple communication paths. Strategies may include, but are not limited to, regular parent meetings (e.g., parent organization meetings) to discuss strategies to improve student achievement and engagement and providing families with access to student learning materials in order for families to assist students in meeting their educational goals.
- e) Provide various volunteer opportunities to support the school and students. Strategies may include, but are not limited to serving as classroom assistants, field trip chaperones, tutors and mentors.
- f) Promote out of school time learning and encourage parents to be involved and support learning at home with their children on homework and other curriculum-related activities and decisions. Strategies may include but are not limited to training on state content standards and assessments.
- g) Involve parents in decisions regarding how funds for parental involvement activities are spent and, in the planning, review, and improvement of parental involvement programs in the school. Strategies may include but are not limited to involving parents in the development of training for teachers, directors, and other educators to improve the effectiveness of such training; paying reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents.
- h) Seek out and coordinate resources and services from the community for families and students. Strategies may include but are not limited to partnering with community groups to conduct outreach to parents, hosting community fairs and referring families to community agencies as appropriate.

- i) Provide a means by which parents have an opportunity to express concerns at the school level and to afford the school an opportunity to review and respond to concerns. The rights of a parent to express concerns as provided under applicable statutes and/or District policies shall not be diminished by this provision.

2) Parents

- a) Parents are expected to share the responsibility for improved student academic achievement and to be responsible for supporting the learning experience of their child(ren). This may include but is not limited to creating a home environment conducive to learning, monitoring attendance, reviewing homework, volunteering and supporting positive student behavior.
- b) Parent Organizations: While parents may be involved in the educational well-being of their children at various levels, University Schools considers family-school partnerships to be essential to the life of the school. University Schools, therefore, recognizes and supports school and district-wide parent organizations (see School Support Organizations policy). The work of parent organizations must be aligned with the established mission, vision, priorities, and goals of University Schools.

3) School-Level

- a) Each school shall be required to have a parent organization. Parent organizations shall be governed in accordance with their bylaws except when otherwise provided by applicable law and/or State Board of Education and University Schools policies and rules and regulations. School directors at each school shall partner with the parent organizations at their school to establish methods to implement the mission, vision, goals and priorities of the specific school and University Schools as a compendium of schools. Additionally, the Vice Provost of Educational Initiatives shall establish criteria for determining if an organization will be sanctioned (recognized) by University Schools as a viable parent organization.