

PARENT AND FAMILY INVOLVEMENT

Generally

The Albemarle County School Board (Board) recognizes that parent(s) and families are children's first and most important teachers. When parent and families enroll their children in school, from preschool through high school, the responsibility of education and care is shared with the school and the community. Although parent and families are diverse in culture, language, and needs, they share the school's commitment in the educational success of their children. Partnerships among families, schools and communities that are child-centered and family-strengthening can engage, guide, and motivate students to be productive citizens in a global society.

In keeping with these beliefs and in support of the Albemarle County Public School's strategic plan, the Board will support the creation and expansion of collaborative partnerships with families.

For the purposes of this policy, the term parent means parent or legal guardian under law. This policy is meant to provide opportunities for families to be engaged. This policy is not meant to create any legal entitlements where they do not exist.

In keeping with these beliefs, Albemarle County School Board cultivates and supports active parent and family engagement in student learning. The Board supports the following practice:

- Respect, value and involve parent and families as partners and decision-makers in school continuous improvement planning.
- Develop practices regarding school involvement with parent and families and distribute to parent and families the policy in language they can understand.
- Create parent and family engagement activities that respect the various cultures, languages, practices and customs; and build relationships among parents, families and schools through bridging economic and cultural barriers.
- Promote consistent, appropriate, and effective communications amongst all students' parents, family members, and school personnel.
- Prepare parents and families to be meaningfully involved in meetings and discussions with administrators, teachers and staff.
- Support welcoming and supportive school environments for parents and families that are child-centered and family-strengthening.
- Encourage businesses and industries to offer parent and family friendly policies that support parent and family involvement in children's school activities.

In addition, for parents and families of students eligible for the English Learner programs, the Board supports informing such parent and families of how they can be active participants in assisting their children

- to learn English;
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

Parent and Family Involvement in Title I Plan

The Albemarle County school Board endorses parent and family involvement goals of Title I (20 U.S.C. § 6318) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English Learner programs in all aspects of those programs.

The Board encourages parents and family of children eligible to participate in Title I, Part A, programs to participate in the development of the division's Title I plan. They may participate by attending meetings and/or providing input through surveys.

The Division encourages parents and family of children eligible to participate in Title I, Part A, and English Learner programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C. § 6311(D)(1) and (2). Parents and family may participate on School Improvement Teams, Parent-Teacher Organizations, and/or parent and family meetings.

Division Responsibilities

The Division and each school will:

- provide assistance to parents and families of children served by the school or division, as applicable, in understanding topics such as Virginia's academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children
- provide materials and training to help parents and families work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family involvement
- educate teachers, specialized instructional support personnel, principals, other school leaders and other staff, with the assistance of parents and families, in the value and utility of contributions of parents and families and in how to reach out

to, communicate with, and work with parents and families as equal partners, implement and coordinate parent and family programs, and build ties between parents and families and the school

- coordinate and integrates parental and family involvement programs and activities with other federal, state and local programs, including private and public preschool that encourage and support parents and families in more fully participating in the education of their children
- ensure that information related to school and parent and family programs, meetings, and other activities is sent to the parents and families of participating children in a format and, to the extent practicable, in a language the parent and family can understand

The Division and each school will:

- involve parent and families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- provide necessary literacy training from Title I funds if the ~~district~~ division has exhausted all other reasonably available sources of funding for such training
- pay reasonable and necessary expenses associated with local parent and family involvement activities, including transportation and child care costs, to enable parents and families to participate in school-related meetings and training sessions
- collaborate with parents and families to enhance the involvement of other parents and families
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents and family who are unable to attend such conferences at school in order to maximize parental and family involvement and participation
- adopt and implement model approaches to improving parent and family involvement
- establish a division wide parent and family advisory council to provide advice on all matters related to parental and family involvement in programs supported by Title I
- develop appropriate roles for community-based organizations and businesses in parental and family involvement activities

School Parent and Family Engagement Policies

Each school served under Title I, Part A, jointly develops with and distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents and families that describes the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parent and families of participating children are invited and encouraged to attend, to inform parents and families of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents and families to be involved
- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parent and family engagement
- involving parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under 20 U.S.C. § 6314(b) except that if a school has in place a process for involving parents and families in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents and families of participating children
- providing parents and families of participating children:
 - timely information about Title I, Part A, programs;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels students are expected to meet; and
 - if requested by parents and families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and responding to any such suggestions as soon as practicably possible
- if the school-wide program plan under 20 U.S.C. § 6314(b) is not satisfactory to the parents and families of participating children, submitting any parent and family comments on the plan when the division makes the plan available to the School Board

Parent and Family Involvement in Allocation of Funding

Parents and family members of children receiving services under Title I, Part A, will be involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parent and family involvement activities.

Policy Review

The School Board conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all schools served under Title I, Part A, including identifying

- barriers to greater participation by parents and families (with particular attention to parents and families who are economically disadvantaged, are 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.

Adopted: July 1, 1993

Amended: February 22, 1999; September 26, 2013; September 18, 2018

Reviewed: January 26, 2006

Legal Refs.: Code of Virginia, 1950, as amended, §22.1-78

20 U.S.C. §§ 6312 and 6318

Cross Refs.: AD Educational Philosophy
 BCF Advisory Committees to the School Board
 IAA Notification of Learning Objectives
 IKA Parental Assistance with Instruction