

1                   **PARENT/GUARDIAN AND FAMILY ENGAGEMENT REGULATIONS**  
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3 The Alexandria City School Board believes that the education of Alexandria’s young people is a  
4 shared responsibility of families and schools. When families are involved in their children’s  
5 education, the attitudes, behaviors, and achievement of students are positively enhanced.  
6 Consequently, families are vital and necessary partners with the educational community  
7 throughout their children’s school career. By recognizing the important role that they play, and  
8 by assisting families to understand curricula and ways they can support children, students  
9 benefit.

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11           **I.    DEFINITIONS**  
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13       **“Parents/guardians and families”** include any caregivers/guardians who assume  
14 responsibility for nurturing and caring for their child, and who interact with the child’s early  
15 childhood program or school. This may include fathers, mothers, grandparents, foster parents,  
16 formal and informal guardians, and siblings, among others.

17  
18       **“Parent/guardian”** includes a parent or legal guardian or other person standing in loco  
19 parentis (such as a grandparent or stepparent with whom the student lives, or a person who is  
20 legally responsible for the welfare of the student). Only parents/guardians may access their  
21 student’s educational records.

22  
23       **“Involvement”** includes family participation in school and out of school meetings and  
24 program activities.

25  
26       **“Engagement”** is a *shared responsibility* for schools, out of school programs and families. It  
27 involves partnering with families to support student learning and success. It includes ongoing,  
28 goal-directed relationships between staff and families that are mutual, culturally responsive,  
29 and that support what is best for children and families, both individually and collectively.

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31           **II.   DIVISION-WIDE FAMILY AND COMMUNITY ENGAGEMENT PROVISIONS**  
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33           **A. ACPS:**  
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- 35           1. Provides activities that will educate and connect parents/guardians and families to  
36 learning opportunities to support their children’s academic and social-emotional  
37 development. These activities will promote cooperation between the Division and  
38 other agencies or school/community groups and disseminate information regarding  
39 parenting skills and child/adolescent development;  
40  
41           2. Implements strategies to involve parents/guardians and families in the educational  
42 process, including:  
43           a) Informing families about opportunities for involvement and encouraging  
44 participation in programs;  
45           b) Providing access to educational resources for parents/guardians and families  
46 to use with their children; and

- 47 c) Keeping parents/guardians informed of the objectives of the Division’s  
48 educational programs as well as of their child’s participation and progress  
49 with these programs;  
50
- 51 3. Enables families to participate in the education of their children through a variety of  
52 roles. For example, family members are encouraged to:  
53 a) Provide input into Division policies and plans; and  
54 b) Volunteer time within the classroom and school programs.  
55
- 56 4. Provides professional development opportunities for new hires during their first year  
57 and continued learning opportunities for all staff to enhance their understanding and  
58 ability to implement effective family engagement strategies.  
59
- 60 5. Performs regular evaluations of parent/guardian and family engagement at each  
61 school and at the Division level;  
62
- 63 6. Provides access, upon request, to any instructional material used as part of the  
64 educational curriculum;  
65
- 66 7. Ensures meaningful communication with limited English proficient (LEP)  
67 parents/guardians in a language they can understand. In addition, for  
68 parents/guardians of students eligible for English Learner programs, ACPS informs  
69 them of how they can be active participants in assisting their children  
70 a) To learn English;  
71 b) To achieve at high levels in core academic subjects; and  
72 c) To meet the same challenging academic content and student academic  
73 achievement standards as all children are expected to meet.  
74
- 75 8. Provides supplementary aides and services under the Americans with Disabilities Act  
76 (ADA) when needed to communicate effectively with parents/guardians who have  
77 communication disabilities. Such services will be provided unless doing so would  
78 result in an undue burden to ACPS. **Staff will submit requests using the online  
79 system (<https://www.acps.k12.va.us/translation>) following Division procedures.**  
80

## 81 **B. Family and School Partnerships**

82  
83 To enhance family-school partnerships, the following essential elements shall be promoted  
84 to support and align with the ACPS strategic plan:  
85

- 86 1. Welcoming all Parents/Guardians and Families  
87 a) Schools shall promote an atmosphere where all parents/guardians and families  
88 feel welcomed, valued and connected to the school community.  
89 b) Parents/guardians shall have the opportunity to meet their children’s teachers,  
90 tour the school building and meet other parents/guardians during open houses  
91 held annually at each school building.

- 92 c) Welcome packets shall be provided to parents/guardians at the beginning of  
93 the school year and upon enrollment. Packets shall include important school  
94 information, including Division contact information, language access  
95 information and Family and Community Engagement (FACE) Center  
96 information.  
97 d) Schools shall strive to eliminate barriers to family engagement by arranging  
98 school meetings at a variety of times, such as in the morning or evening, and  
99 by providing child care, transportation, and interpretation services at family  
100 engagement events when possible.

101  
102 2. Communicating Effectively

- 103 a) School staff shall engage in regular, two-way, meaningful communication  
104 with parents/guardians in regard to student learning.  
105 b) To communicate effectively, school staff will be respectful of and address  
106 issues such as cultural diversity, language differences and special needs.  
107 c) Appropriate steps shall be taken to allow authentic communication between  
108 participants, which includes communications with:  
109
  - Parents/guardians with communication disabilities; and
  - Limited English proficient (LEP) parents/guardians, whether oral  
110 or in writing, in a language the parent/guardian can understand.  
111 d) ACPS has developed and implemented a process for determining LEP  
112 parents'/guardians' preferred language of communication. The school  
113 division shall adequately notify LEP parents in a language they can  
114 understand, and provide meaningful access to the same information about  
115 schools, programs, services or activities as non-LEP parents/guardians.  
116 e) Spontaneous oral interpretation for LEP parents/guardians and family  
117 members is often provided by bilingual ACPS staff members, including parent  
118 liaisons. However, all essential information provided by the Division and  
119 schools, including written translation and oral interpretation at official  
120 meetings (i.e., parent-teacher conferences, IEP meetings, disciplinary  
121 hearings, etc.), shall be provided by certified staff, or vendors contracted to  
122 provide such services, except in cases where the safety of a child is in  
123 jeopardy. **Translation and interpretation services provided to**  
124 **parents/guardians and family members must be requested by ACPS staff**  
125 **using the online system (<https://www.acps.k12.va.us/translation>)**  
126 **following Division procedures.**  
127

128  
129 3. Supporting Student Success

- 130 a) Schools shall provide opportunities for parents/guardians and families to learn  
131 effective ways to support their child's educational needs, including  
132 information about how to support learning at home, promoting effective study  
133 habits, and monitoring their child's progress through student achievement  
134 data.  
135 b) Schools shall collaborate with the ACPS Family and Community Engagement  
136 (FACE) Center to ensure family engagement activities and materials are  
137 aligned with best practices identified by the U.S. Department of Education.

138 c) Schools shall assist families in understanding expectations regarding transition  
139 points in their child’s educational progression, including entering preschool or  
140 kindergarten, and moving from elementary to middle or from middle to high  
141 school.

142  
143 4. Speaking up for Every Child  
144 a) Parents/guardians and families shall be empowered to advocate for their  
145 children and the children of other families to ensure that all students are  
146 treated fairly and have access to learning opportunities that support  
147 achievement.

148  
149 5. Sharing Responsibility  
150 a) Schools shall promote an equal partnership with parents/guardians and  
151 families in making decisions that affect their children.  
152 b) Schools and the Division shall make efforts to recruit and support  
153 participation by parents/guardians and families representing all student groups  
154 on advisory committees and in school organizations that influence school  
155 policies, practices and programs.  
156 c) The role of parents/guardians and families in decision-making shall be  
157 continually evaluated and refined at the Division and school levels.  
158 d) Schools shall offer a range of meaningful opportunities for parents/guardians  
159 and families to volunteer within schools.

160  
161 6. Collaborating with the Community  
162 a) Schools shall collaborate with health and human services agencies to provide  
163 access and coordinate support services for students, parents/guardians and  
164 families.  
165 b) Schools shall provide parents/guardians, families and students with  
166 community resources and opportunities that link to learning, skills and talents,  
167 including out-of-school time, enrichment, mentoring, internships and summer  
168 programs for students.  
169 c) Community partners shall be invited to share resources with schools through  
170 the Office of School, Business and Community Partnerships.

171  
172 **C. Review and Reporting**

173  
174 The School Board will receive data related to student success and family engagement as  
175 part of the annual Strategic Plan Goal 5 Performance Update. The Department of School  
176 and Community Relations will monitor this regulation and implement aligned family  
177 engagement initiatives. Data regarding such initiatives and their outcomes will be made  
178 available to the School Board annually as part of the department plan reporting process.

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181 **III. PARENT/GUARDIAN AND FAMILY ENGAGEMENT IN TITLE I SCHOOLS**

182  
183 **A. Parent/Guardian and Family Involvement in Division Plan: Title I, Part A of the**

184 **Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6318)**  
 185

186 ACPS encourages parents/guardians and families of children who are eligible to  
 187 participate in Title I, Part A programs to jointly develop the Division's Title I plan  
 188 with ACPS staff under 20 U.S.C. § 6312. They may provide their input by  
 189 participating in their school's Title I school leadership or school improvement team, or  
 190 Title I Family Advisory Committee; through attending their school's Annual Title I  
 191 Meeting; or by responding to Title I surveys and/or contacting the Division's Title I  
 192 Office directly.  
 193

194 **B. Parent/Guardian and Family Involvement in School Review and Improvement:**  
 195 **Title I, Part A**  
 196

197 ACPS encourages parents/guardians and families of children who are eligible to  
 198 participate in Title I, Part A, and English Learner programs to participate in the  
 199 process of school review and, if applicable, to jointly develop school support and  
 200 improvement plans under 20 U.S.C. § 6311 (d). They may do so in multiple ways:  
 201 including: attending parent meetings where input on these plans is solicited, by serving  
 202 on parent and family advisory teams, or by sending their comments to those teams  
 203 and/or school administrators.  
 204

205 **C. Division Responsibilities: Title I, Part A**  
 206

- 207 1. ACPS, and each school that receives Title I, Part A, funds:
- 208 a) Involves parents/guardians and families of children served by ACPS in the  
 209 activities of its schools;
  - 210 b) Implements an effective means of outreach to parents/guardians and families  
 211 of English Learners, in a language the parents/guardians and families can  
 212 understand, to inform them how they can:
    - 213 • be involved in the education of their children;
    - 214 • be active participants in assisting their children to attain English  
 215 proficiency;
    - 216 • achieve at high levels within a well-rounded education; and
    - 217 • meet the challenging State academic standards expected of all  
 218 students;
  - 219 c) Provides materials and training to help parents/guardians and families work  
 220 with their children to improve their academic achievement, such as literacy  
 221 training and using technology (including education about the harms of  
 222 copyright piracy), as appropriate, to foster parent/guardian and family  
 223 engagement;
  - 224 d) Provides the coordination, technical assistance, and other support necessary to  
 225 assist and build the capacity of each participating school in planning and  
 226 implementing effective parent/guardian and family involvement activities to  
 227 improve student academic achievement and school performance. This may  
 228 include meaningful consultation with employers, business leaders, and

- 229 philanthropic organizations, or individuals with expertise in effectively  
 230 engaging parents and family members in education;
- 231 e) Educates teachers, specialized instructional support personnel, principals,  
 232 other school leaders and staff, with the assistance of parents/guardians and  
 233 families, in the value and utility of families’ contributions and how to reach  
 234 out to, communicate with, and work with them as equal partners, how to  
 235 implement and coordinate parent/guardian and family programs, and how to  
 236 build ties between families and the school;
- 237 f) To the extent feasible and appropriate, coordinates and integrates  
 238 parent/guardian and family engagement strategies with other federal, state and  
 239 local laws and programs, including public preschool, and conducts other  
 240 activities, such as Parent Resource Centers, that encourage and support full  
 241 participation in the education of their children;
- 242 g) Ensures that information related to school and family programs, meetings, and  
 243 other activities is sent to the parents/guardians of participating students in a  
 244 format and, to the extent practicable, in a language the parents/guardians can  
 245 understand; and
- 246 h) Provides such other reasonable support for parent/guardian and family  
 247 involvement activities as may be requested.
- 248
- 249 2. ACPS, and each of its schools that receives Title I, Part A, funds, **MAY**:
- 250 a) Involve parents/guardians and families in the development of training for  
 251 teachers, principals, and other educators to improve the effectiveness of such  
 252 training;
- 253 b) Provide necessary literacy training from Title I funds if the Division has  
 254 exhausted all other reasonably available sources of funding for such training;
- 255 c) Pay reasonable and necessary expenses associated with local parent/guardian  
 256 and family involvement activities, including transportation and child care  
 257 costs, to enable parents/guardians and families to participate in school-related  
 258 meetings and training sessions;
- 259 d) Train parents/guardians and families to enhance the involvement of other  
 260 parents/guardians and families;
- 261 e) Arrange school meetings at a variety of times, or conduct (in-home)  
 262 conferences between teachers (and/or other educators who work directly with  
 263 participating children) and their parents/guardians who are unable to attend  
 264 such conferences at school, in order to maximize their involvement and  
 265 participation;
- 266 f) Adopt and implement model approaches to improving parent/guardian and  
 267 family involvement;
- 268 g) Establish a Division-wide Title I Family Advisory Committee, comprised of a  
 269 sufficient number and representative group of parents/guardians or family  
 270 members of children who are eligible to participate in Title I, Part A, and  
 271 English Learner programs, to adequately represent the needs of the  
 272 population. Such an advisory committee would provide advice on all matters  
 273 related to parent/guardian and family involvement in programs supported by  
 274 Title I and would help review and revise Policy IGBC and this regulation;

- 275 and,  
276 h) Develop appropriate roles for community-based organizations and businesses  
277 in parent/guardian and family involvement activities.  
278

279 **D. School Responsibilities for Parent/Guardian and Family Engagement:**  
280 **Title I, Part A**

281 Each school served under Title I, Part A, jointly develops with, agrees on and  
282 distributes to parents/guardians and family members of participating children a  
283 written, school-based policy that describes the means for carrying out the following:  
284

- 285
- 286 1. Convening an annual meeting at a convenient time, to which all parents/guardians and  
287 families of participating children are invited and encouraged to attend, to inform them  
288 of their school’s participation in Title I, Part A and to explain the law’s requirements,  
289 and of their right to be involved;  
290
  - 291 2. Offering flexible meeting schedules such as meetings in the morning or evening, and  
292 if needed, schools may provide, with funds provided under this part, transportation,  
293 child care, or home visits, as such services relate to parental involvement;  
294
  - 295 3. Involving parents/guardians and families in an organized, ongoing, and timely way in  
296 the planning, review, and improvement of Title I, Part A, programs, including the  
297 planning, review, and improvement of the school-based policy for parent/guardian  
298 and family engagement and the joint development of the school-wide program plan  
299 under 20 U.S.C. § 6314(b), except that if a school has a process in place for  
300 involving parents/guardians and families in the joint planning and design of the  
301 school’s programs, the school may use that process, if such process includes an  
302 adequate representation of parents/guardians and families of participating children;  
303
  - 304 4. Providing parents/guardians and families of participating children  
305 a) timely information about Title I, Part A, programs;  
306 b) a description and explanation of the curriculum in use at the school, the forms  
307 of academic assessment used to measure student progress, and the  
308 achievement levels of the challenging state academic standards; and  
309 c) if requested by parents/guardians and families, opportunities for regular  
310 meetings to formulate suggestions and to participate, as appropriate, in  
311 decisions relating to the education of their children, and respond to any such  
312 suggestions as soon as practicably possible; and  
313
  - 314 5. If the school-wide program plan under 20 U.S.C. § 6314(b) is not satisfactory to the  
315 parents/guardians and families of participating children, submitting their comments  
316 on the plan when the school makes it available to the School Board.  
317

318 **E. Parent/Guardian and Family Involvement in Allocation of Funding: Title I, Part A**  
319

320 Parents/guardians and family members of children receiving services under Title I,

321 Part A, are involved in the decisions regarding how funds provided under that law are  
322 allotted for parental involvement activities.

323  
324 ACPS will involve parents/guardians and families of children served in Title I schools  
325 in decisions about how the one percent of Title I, Part A, funds reserved for parental  
326 involvement is spent, and will ensure, as required by law, that not less than 90 percent  
327 of the one percent reserved goes directly to the school.

328  
329 **F. Policy/Regulatory Review: Title I, Part A Provisions**

330  
331 ACPS conducts, with the meaningful involvement of parents/guardians and family  
332 members of children who are eligible to participate in Title I, Part A programs, an  
333 annual evaluation of the content and effectiveness of the Title I provisions of Policy  
334 IGBC as outlined in this regulation, in improving the academic quality of all schools  
335 served under Title 1, Part A, including identifying:

- 336 1. Barriers to greater participation by parents/guardians and families in activities  
337 authorized by Title I, Part A (with particular attention to those who are  
338 economically disadvantaged, have disabilities, have limited English proficiency,  
339 have limited literacy or are of any racial or ethnic minority background);  
340
- 341 2. The needs of parents/guardians and family members to assist with the learning of  
342 their children, including engaging with school personnel and teachers; and  
343
- 344 3. Strategies to support successful school and family interactions.  
345

346 ACPS uses the findings of its annual evaluation to design evidence-based strategies for  
347 more effective parent/guardian and family engagement, and to revise, if necessary, the  
348 Title I provisions of Policy IGBC and this regulation.

349  
350

351 Established: June 7, 2018  
352 Revised: February 18, 2021

353  
354 Legal Refs.: 20 U.S.C. §§ 6311, 6314, 6318.  
355 42 U.S.C. § 2000(d).  
356 42 U.S.C. §§ 12131-12134.  
357 30 C.F.R. Part 100.

358  
359 Code of Virginia, 1950, as amended, § 22.1-78.

360		
361	Cross Refs.:	AD Educational Philosophy
362		BCF Advisory Committees to the School Board
363		IAA Notification of Learning Objectives
364		IGBC Parent/Guardian and Family Engagement
365		IICB/IICC Community Resource Persons/School Volunteers



366		
367	IKA	Parental Assistance with Instruction
368	IKA-R	Regulations for Parental Involvement with Student Learning
369	IKCA	Reports to Parents/Guardians
370	KA	Goals for School-Community-Parent Relations
371	KB	Public Information Program
372	KK	School Visitors
373	KMA	Relations with Parent Organizations as Partners
374	KP	Parental Rights and Responsibilities