

**REGULATIONS FOR PARENTAL INVOLVEMENT WITH STUDENT LEARNING**

Parent and guardian training programs related to supporting student learning should be available at all grade levels. Additionally, such programs should encourage parent and guardian use of support resources available within the school division, including the Family and Community Engagement Center (FACE) and the Anne R. Lipnick Parent Resource Center (PRC). Such programs should help to develop parents’ and guardians’ skills and strategies to effectively support their children’s education.

Programs that support parental involvement with student learning should be relevant and timely. Additionally, they should be designed to ensure that parents and guardians are kept up to date on changes in school and Division policy and practice, including changes in instructional practices, progress reporting, and graduation requirements. Also, programs to encourage parental support should be culturally responsive, including, whenever available, language translation services for non-English-speaking parents, guardians, and family members.

In addition to supporting parents and guardians through identified training programs, parental and guardian involvement with instruction and student learning is supported through:

1. Elementary Progress Reports that articulate curriculum standards to be mastered by each student within each grade level;
2. Secondary Report Cards that evaluate student progress relative to course-specific standards articulated in the ACPS curriculum;
3. Parent/guardian conferences conducted at the conclusion of the first and second-quarter grading periods (as well as parent-requested conferences throughout the year);
4. Back-to-School Nights and related parent/guardian orientation and workshop sessions conducted as part of school and PTSA responsibilities;
5. Communication of curriculum and instruction resources (available to parents, guardians, and community members via the ACPS curriculum website);
6. Parent/guardian advisory committees, including organizations representing specific interest groups;
7. Encouragement of parent/guardian volunteers in the schools, including participation as chaperones on field trips and other off-site experiences;
8. Parent-Teacher Associations at each school;
9. Booster Clubs and related organizations that promote the alignment between and among parents, guardians, students, and staff in specific extracurricular and sports areas; and
10. Other site-specific organizations designed to encourage parental/guardian involvement with instruction and student learning.

Additionally, ACPS offers translation services that can support parent and guardian understanding of such key documents as Elementary Progress Reports, secondary report cards, and other essential information.

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47	Cross Refs.:	IGBC	Parent/Guardian Involvement
48		IKA	Parental Involvement with Student Learning
49		IICA	Field Trips
50		IICA-R	Field Trip Procedures