



Charlottesville City Schools

Division Parent and Family Engagement Policy

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The mission of Charlottesville City Schools is "Every Learner. Every Day. Everyone."

The Charlottesville City Schools recognizes the importance of the school and home working together as partners in accomplishing the division's mission of *Every Learner. Every Day. Everyone*. A district Parent Handbook is printed and distributed to all families in the fall of each year. The Charlottesville City Schools Title I Parent Policy as well as each school's Parent Policy are jointly developed, written and annually reviewed by school staff and parent members in order to improve and promote student academic success.

PART I. GENERAL EXPECTATIONS AND OBJECTIVES

Charlottesville City Schools agrees to implement the following statutory requirements:

- A. **Involve parents and family members** in jointly developing the local educational agency's Title I, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d).
- B. **Provide the coordination, technical assistance, and other support necessary** to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and 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 all schools served under this part, including identifying—
 - Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents 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;

E. **Use the findings of such evaluation** to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and

F. **Involve parents in the activities of the schools**, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.

PART II. Implementation of CCS Title I Family Involvement Components

CCS will involve family members in the joint development, implementation and evaluation of the CCS district-wide policy by serving on a committee. The results of the evaluation will be used to identify barriers and better design strategies for increased family involvement.

CCS Title I Coordinators will provide technical assistance and other necessary support to assist the schools in developing and implementing effective family involvement policies and activities by participating in the school improvement plan, and other events at the served schools in order to improve academic achievement.

CCS Title I Coordinators will review data from the Title I Parent Survey and work with schools to address concerns and identify needs to support opportunities for parents to volunteer in their child's school and observe classroom activities.

CCS Title I programs at the district and school levels will coordinate and integrate, as necessary, family involvement activities, workshops and meetings with the following programs: Reading First, Jump Start, Head Start, Book Buddies, 4-year-old Program, 3-year-old Program, and Madison House Tutors,

CCS Title I schools will:

- jointly develop school-family policies with parents through their participation on the Parent Advisory Committee;
- annually review the policy and activities in the spring through a parent survey. The survey will help to identify barriers so the Parent Advisory Committee can better design strategies to increase family involvement;
- host annual meetings at the beginning of the school year at **each** Title I school, at a convenient time, to which all families of participating children shall be invited to attend. Curriculum information will be shared and made available to all families at this time as well as information regarding the Title I program, its policies and requirements;

- include a parent(s)/family member(s) on the Title 1 planning committee to provide input into the various activities/decisions made at the school and to assist in the writing, implementation and evaluation of the school plan and family policy;
- jointly develop a school-family compact. The compact will be distributed to all families of participating students and will outline how the family members, the school staff, and the students will share in the responsibility for improved student achievement;
- build capacity for involvement by providing workshops and trainings at a variety of times and through a variety of means. Throughout the year, communication will be sent home via backpack express, e-mail, school newsletters, auto-call, website postings, and personal mailings to educate families on ways to support their child's education through a better understanding of:
 - the importance of ongoing communication with the school staff,
 - the curriculum for core subjects of reading and mathematics,
 - assisting with homework,
 - monitoring their child's school progress,
 - understanding assessments, both local (term assessments, etc.) and state (PALS & SOL), that are used to measure student progress, as well as proficiency levels students are expected to meet,
 - scheduling and participating in effective annual parent/teacher conferences,
 - *The Every Student Succeeds Act of 2015*.
- schedule activities/workshops and family activity nights such as: Mother Read/Father Read, Doughnuts for Dads, Math Night, Multi-Cultural Night, etc;
- make home visits as necessary to further assist/communicate with families;
- collaborate with community centers and churches;
- provide families with helpful community resources as needed, and
- provide funding under this part for child care and transportation as necessary for families to attend school activities, conferences, workshops, meetings, etc.
- host a Parent University or parent seminars to provide materials and training to help parents work with their children to improve their children's achievement, such as literacy and mathematics training, and use of technology to foster parental involvement.

CCS Title I schools will ensure that information related to the school and family programs, meetings, and other activities, is provided, to the extent practicable, in a format/language that is easily understood by families of participating students. Such items may include, meeting/workshop notices, newsletters, phone calls, notes home from the teacher(s), community resources, parent brochures, spring survey, etc.

- Interpreters will be used to assist family members at various parent/school activities as needed.
- Translators will be used to ensure written material/information is understandable.
- Report cards are issued every nine weeks with interim reports and benchmark results reported between marking periods.
- Parent/Teacher conferences will be scheduled twice a year, and upon request, for parents to meet with teachers, at a convenient time, to discuss the academic needs of their child.

CCS Title I schools will notify families of children attending Title I schools identified for school improvement by sending a letter to the families stating the reason for the identification and how parents can become involved.

CCS Title I schools will notify families when students are taught for four or more consecutive weeks by a teacher who is not highly qualified under *NCLB* definitions.

PART III. ADOPTION

This LEA's Parental and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting agendas at the division and school level..

This policy was adopted by the Charlottesville City Schools on April 14, 2019 and will be in effect for the period of August 2020 through August 2021. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before September 15, 2020.