



# Long Valley Charter School

*Imagine-Achieve-Inspire*

## Parent/Guardian Involvement and Family Educational Rights

Approved by: Board of Directors

Date: June 28, 2007

Number: 6002

### Procedures:

The Long Valley Charter School Board of Directors believes that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. The Board recognizes parents/guardians as full partners with educators, administrators, and the Board to achieve the best possible learning experience for each child. Practice must be geared toward lowering barriers to greater parent participation.

Regular communication is the foundation of effective parental involvement. It is important for parents to know their children's academic strengths and weaknesses, professional qualifications of teachers, and the quality of the schools they attend so they can make well-informed decisions for their children, more effectively share responsibility with their children's schools, and help those schools develop effective and successful academic programs.

### Educational Rights

The Educational Director shall implement an effective parent outreach program that shall be evaluated annually not later than the end of the program that shall be evaluated annually not later than the end of the school year. Information shall be disseminated using broad means, including the internet and media, in understandable and uniform formats, and alternative formats upon request and to the extent practicable, in a language that parents can understand. The Director shall ensure communications with parents with disabilities are as effective as communications with other parents and pay particular attention to parents of lowest-achieving students so they may better assist in the education of their child. Parents shall not be discriminated against on the basis of race, color, national origin, sex, disability, or age, consistent with federal and state law.

### Parents/Guardians are entitled to:

1. A description of all curriculum course materials; forms of academic assessments used to measure student progress, including alternate assessments; textbooks, and other teaching aids, including printed or representational material; audio-visual materials; and materials in electronic or digital formats used in the classrooms with explanations as to how they are used to instruct students and measure a child's progress;
2. proficiency levels students are expected to meet, timely and if necessary, frequent communication to parents so they can work with educators to improve a child's achievement utilizing screening and test results, as well as other performance indicators;

3. assistance in understanding academic standards, assessments and accountability systems in place in place within state, and charter school levels;
4. assistance with understanding their child's individual student interpretive descriptive, and diagnostic reports and test results to address specific academic needs of each student;
5. give informed, written parental consent prior to a child's participation in the administration of a survey or any instrument used in the administration of a survey or any instrument created by a third party or the district prior to administrations or distribution of such to a student;
6. be provided, upon request to the appropriate school official, notification of records, reports, and educational data directly related to their child and maintained by state and local school which the student attends or has attended;
7. access all of their child's written student records, upon request directed to the appropriate school official, and be given the opportunity to seek having the records amended, as well as rights related to disclosure of information from the records in accordance with the Family Educational Rights and Privacy Act (FERPA)
8. full information regarding the school activities of a child;
9. their privacy and their children's privacy begin respected.

## **NOTIFICATIONS TO PARENTS/GUARDIANS**

### **A. Participation in Specialized Programs of Study**

The Board directs the Director to develop procedures for notifying parents/guardians when their child qualifies to be in a program such as special education, advanced/honors, remediation or limited English language instruction. Notification shall include:

1. the student's level of proficiency and how such level was determined;
2. the reason the student was identified for the program;
3. what instructional methods are used in a program to meet a student's educational needs; use of English and native language instruction; and how such methods differ in content and instructional goals from other programs;
4. instructional goals and exit requirements of the program, how it is anticipated to help the student within associated timelines, and how a student's progress will be reported to the parents/guardians;
5. who is available to assist parents in selecting among various programs and methods of instruction, if more than one program or method is offered;
6. sufficient information on the characteristics, benefits and past academic results of a program so a parent effectively participate in an admission, review, or denial of a child's participation;
7. how the services provided in the program meet the objectives of a child's Individualized Education Plan (IEP) or Individual Pupil Improvement Plan (IPIP), if applicable, and how those plans are developed;
8. how a parent/guardian may give consent and/or exercise refusal rights for their child's participation in a program;

9. details on the parent/guardian's rights and responsibilities concerning the process.

## **B. Educator Qualifications**

At the beginning of each school year, the Director shall inform parents of their right and the procedure to request information about the professional qualifications of educators who teach and work with their children including, but not limited to:

1. whether a teacher and paraprofessional meet requirements to be considered highly qualified based upon academic qualifications and experience in the academic subject(s) and grade level(s) in which the educator provides instruction;
2. whether a teacher is teaching with emergency or their provisional credentials due to state certification or licensing criteria having been waived;
3. if a substitute teacher who is not highly qualified is assigned to a child's class for four (4) or more consecutive weeks;
4. qualifications of all principals and administrators working in the school.

## **C. Policies and major Initiatives**

The Director shall provide information related to and opportunities for parents to discuss and comment on the continued use, revision and adoption of policies, curriculum, assessment, grading, criteria for student placement, and major initiatives (such as reorganization or building referendum) prior to final adoption or approval by the Board. Formal written comment form individuals submitted to the charter school shall be given to the Director and all members of the Board of Directors.

## **D. School-level Charter School Accountability Plans**

School-level goals, objectives plans shall be developed or revised in consultation with parents and school staff prior to completion and shall include objective data analysis from assessment results, other examples of students' work if needed, and educator qualifications to help identify underlying problems that need to be addressed to improve student learning. Information about the charter school shall be included in reports with data analysis indicating strengths and weaknesses in the instructional program. Charter school plans and reports shall be broadly disseminate of both parents and the public information explaining:

1. reasons for the identification
2. the school's progress in meeting the state's student academic achievement standards;
3. a description of what the school is doing to address the problem of low achievement;
4. what the district and state department of education are doing to help the school address the problem.

## **E. Specific Events**

The charter school shall directly notify the parent of a student, at least annually at the beginning of the school year, of the specific or approximate dates when the following activities are expected to be scheduled:

1. activities involving the collection, disclosure, or use of personal information, including name, address, phone number, collected from students of the purpose of marketing or for selling that information to others for that purpose.
2. the administration of any survey, assessment, analysis or evaluation used for the collection of personal information in compliance with the federal Protection of Pupil Rights law.

### **Parental Involvement Plan Evaluation**

The Long Valley Charter School Board of Directors shall develop jointly with, agree upon with, and distribute to parents a written parental involvement plan. The Director shall create procedures and regulations reflecting the charter school's expectations for parental involvement as expressed in this policy and in accordance with all applicable federal and state laws. The plan shall include:

1. the recognition of the value and utility of the contributions of parents and if needed, training parents to enhance the involvement of other parents;
2. the development of preparation programs and specialized courses, if necessary, for school employees and administrators to educate staff in how to reach out to communicate and work with parents as equal partners; plan and implement effective parental involvement activities to improve student academic achievement and school performance;
3. the promotion of meaningful and timely communication between the school and parents concerning the academic progress of the child and school programs.
4. efforts to encourage the development of parenting skills to assist the child's learning experience in the home such as monitoring a child's progress, attendance, homework completion; how to work with educators to improve achievement. If the Director utilizes school-parent compacts and agreements, details of how parents can support learning, the students' responsibilities shall be included;
5. how to obtain information about the range of options, programs services and resources available at the national, state and local levels; coordination of all programs, community groups and supplemental service providers, as necessary;
6. identifying opportunities for parents to participate in classroom activities at the school and providing flexibility when scheduling meetings;

7. efforts to, with appropriate training, support parents as shared decision maker by encouraging membership in school committees, attendance at meetings of the Board of Directors and other school activities;

8. conducting, with the involvement of parents, an annual evaluation of the content, implementation and effectiveness of the parental involvement policy and plan for improving the academic quality of the schools. The evaluation may include surveying individual parents as to their experiences during the school year and soliciting input from parent committees. Findings of the strategies for more effective parental involvement in subsequent years.

### **Complaints**

The Director shall develop a written procedure consistent with federal and state laws for receiving and resolving any complaints that a parent or guardian's rights have been denied. Adequate information about the complaint procedure shall be provided annually, not later than 30 days after the start of school employee to encourage or coerce a child to withhold information from the child's parent or guardian is grounds for discipline.

### **Allocating Resources**

The Director shall appropriate resources necessary to effectively implement this policy and shall report to the Board annually the results of evaluation of parental involvement activities, the budgeted amount and funding sources to support this policy.