

PARENT AND FAMILY INVOLVEMENT

The Board of Education recognizes, respects and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective relationship between the school, student's parents and family, students, businesses, and the community. Such a relationship means a shared belief in and commitment to high expectations and high educational goals for a student, collaboration on the means for accomplishing those goals, cooperation on developing and implementing solutions to challenges, and ongoing communication regarding progress in reaching the goals.

In accordance with statute and the State Board of Education Local School Improvement Councils: Engaging Parents, Families, Students, Business and Community Policy, use of the term "parent" includes a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent or a guardian. Additionally, the term "family" includes family members such as guardians, parents, aunts, brothers, grandparents, and significant others whose involvement may be important to the child. Finally, the term "community" refers to all of the individuals who reside in a common locality including residents, businesses, social organizations and networks, faith-based organizations, and civic leaders.

Family-School Partnership in Student Learning

In cultivating a partnership with parents, families, and communities, the Board is committed to the following:

- A. working with parents and families to establish learning goals for their children with the purpose of developing responsible, adult members of society; ¹
- B. working with parents and families to develop and implement appropriate strategies for helping their children accomplish the learning goals; ¹
- C. establishing and supporting a consistent and shared approach to child guidance and discipline in collaboration with parents and families;
- D. providing information to parents and families to support the proper health, safety, and well-being of their children;

- E. providing information related to school policies, procedures, programs, and activities to parents and families in a language and format that is understandable, to the extent practicable; ^{2,3,4}
- F. providing information and involving parents and families in monitoring student progress in a manner that is meaningful and understandable; ³
- G. helping parents and families to provide a school and home environment which encourages learning and extends, at home, the learning experiences provided by the school; ^{1,2,4}
- H. offering training and resources, such as literacy and technology training, to assist parents and families in learning the strategies and skills to support children's at-home learning and academic success in school; ^{1,2,3,4}
- I. providing parents and families with timely and meaningful information regarding West Virginia's academic standards; State and local assessments; and pertinent legal provision (such as Title I, Section 1118, parents participation rights under IDEIA, gifted student identification and programming, etc.) to assist them in making informed decisions about their children's academic future.^{2,3,4}

Family-School Partnership for Quality Schools

In cultivating a partnership with parents, families, and communities, the Board is committed to the following:

- A. involving parents and families as partners and decision-makers in the process of school review and continuous improvement planning;^{3,4}
- B. providing a range of meaningful opportunities for parents and families to volunteer in and support their children's school activities;^{1,3}

- C. involving parents and families in the development of its County-wide parent involvement policy and plan and distributing the policy to parents and families;^{2,3,4}
- D. preparing parents and families to be involved in meaningful discussions and meetings with school staff;^{2,3,4}
- E. providing engagement activities respective of various cultures, languages, practices, and customs that support relationships among parents, families, and schools that bridge economic and cultural barriers;^{2,3}
- F. providing coordination, technical assistance, and other support to assist schools in planning and implementing parent and family involvement activities to improve student academic achievement and school performance;³
- G. promoting regular and open communication between school personnel and students' parents and family members;^{1,4}
- H. providing ongoing and systematic professional development for designated school staff in how to reach out to, communicate with and work with parents and families, in the value of parent and family contributions, and in how to implement and coordinate programs that build partnerships between parents, families and schools;^{2,3,4}
- I. cultivating school environments that are welcoming, supportive, and children-centered.⁴

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each students' academic achievement, the County's continuous improvement, and individual school improvement plans. The plan will contain defined outcomes, strategies, and activities. The County plan will:

- A. address the support needs, such as transportation and child care, to enable parents and families to participate in school-sponsored parent and family involvement events; ^{3,4}
- B. build constructive partnership and connect parents and families with community-based programs, higher-education institutions, libraries, and other community resources; ^{2,4}
- C. coordinate and integrate parent and family involvement programs and activities with County initiatives and community-based programs, including health and human service providers that encourage and support parents' and families' participation in their children's education, growth, and development; ^{2,3,4}
- D. promote supportive conditions at home and in the community that emphasize the importance of education and learning. ⁴

The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to continually improve the effectiveness of the County plan. ^{3,4}

Parent and Family Responsibilities

It is parents and families who have the ultimate responsibility for their children's education, health, well-being, and behavior.¹

Parents and families have a responsibility to encourage and support their children's education by:

- A. supporting the schools in requiring their children observe all school rules and regulations;
- B. sending their children to school with proper attention to their health, personal cleanliness, and dress;

- C. maintaining an active interest in their children's daily work and checking on their children's progress regularly;
- D. providing a quiet place and suitable conditions for study;
- E. reading all communications from the school, signing, and returning them promptly when required;
- F. attending conferences when practicable or making alternative arrangements to discuss their children's progress;
- G. working with their children's teachers to find school or community-based academic and behavioral interventions and enrichment supports.

1Indicates State Requirements

2Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

3Indicates Title I Section 1118 parent involvement requirements

4Indicates State Board Parent and Family Involvement Policy recommendations

20 U.S.C. 6318 et seq.,

WV Code of State Rules 126-11A-1; 126-11A-3;126-11A-4