

2111 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. 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}
- D. providing information and involving parents and families in monitoring student progress in a manner that is meaningful and understandable; ³
- E. 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}
- F. 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}
- G. 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 regular 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

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2261.01 PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents of the students being served.

Each year the Superintendent shall work with parents of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent involvement policy to establish expectations for the involvement of such parents in the education of their children. The proposed policy shall be reviewed and approved annually by the Board of Education and distributed to parents of children receiving Title I services. The proposed policy must describe how the County will:

- A. involve parents in the development of the County's Title I plans and in the process of school review and improvement, if necessary;
- B. provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student achievement and school performance;
- C. build the schools' and parents' capacity for strong parental involvement;
- D. coordinate and integrate parents involvement strategies with parent involvement strategies under other programs;

- E. in consultation with parents, annually evaluate the content and effectiveness of the parent involvement policy in improving the academic quality of schools, including:
 - 1. identifying barriers to greater parent participation;
 - 2. designing strategies for more effective parental involvement; and,
 - 3. revising the parental involvement policy if necessary;
- F. involve parents of children receiving Title I services in deciding how Title I funds reserved for parent involvement activities will be allocated;
- G. provide full opportunities for the participation of parents with Limited English Proficiency, parents with disabilities and parents of migratory children, including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Superintendent must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parental involvement plan.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities.
- D. Parents of participating students must be provided with:
 - 1. timely information about the Title I program and the school's parent involvement policy;
 - 2. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels expected;
 - 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. As a component of the school parental involvement policy, the principal for each Title I school shall coordinate the development of a school-parent compact jointly with parents which outlines how the school staff, the parents, and the student will share responsibility for academic improvement and the means by which the school and parents will build and develop a partnership to help students achieve State standards. The compact must:
 - 1. describe the school's responsibility to provide a high quality curriculum and instruction in a supportive, effective learning environment;
 - 2. describe the parent's responsibility to support their child's learning environment such as monitoring attendance, homework, extra-curricular activities and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children;
 - 3. address the importance of parent/teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents of their child's progress; and reasonable access to the staff and to observe and participate in classroom activities.

- F. Parents of children receiving Title I services must be notified about school parent involvement policies in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- G. School parent involvement policies must be evaluated periodically to consider whether they meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving students achievement, the Superintendent and building principals must include provisions in the County and school parent involvement policies regarding:

- A. assisting parents of children served under Title I in understanding the State's academic content and assessment standards, and in understanding how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement;
- C. educating teachers, student services personnel, and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal programs;
- E. providing such reasonable support for parent involvement activities as parents may request.

In order to build the County's capacity for parent involvement, the Superintendent and building principals may also:

- A. involve parents in the development of training for teachers and administrators to improve the effectiveness of such training;
- B. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- C. train parents to enhance the involvement of other parents;
- D. adopt and implement model approaches to improving parental involvement;
- E. establish a County-wide parent advisory council to provide advice on all matters related to parental involvement programs;

F. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

20 U.S.C. 6318 et seq.

34 C.F.R. Part 200 et seq.

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Parent and Family Involvement and Parent Participation in Title I Programs has been reviewed with parents of children participating in Title I, Part A programs, as evidenced by

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