

WEST VIRGINIA

SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #2

FILED
1989 AUG 29 AM 10:54

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Procedural; CITE AUTHORITY 18-2-28

AMENDMENT TO AN EXISTING RULE: YES ___ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 11A (Policy 2200)

TITLE OF RULE BEING PROPOSED: _____

PARENT INVOLVEMENT IN EDUCATION

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON October 9, 1989 AT 9:00 a.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Carolyn Spangler, Director
School/Community Relations
West Virginia Department of Education
Building 6, Room 252
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Barbara L. Estep
August 24, 1989

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

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TITLE 126
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2
SERIES 11A
POLICY 2200

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

Title: Parent Involvement In Education

Section 1. General

1.1 Scope - These rules provide guidelines for the development of a parent involvement policy in each county.

1.2 Authority - West Virginia Code § 18-2-28

1.3 Filing Date -

1.4 Effective Date -

Section 2. Purpose

Research shows that parent involvement is an important characteristic of effective schools. Home - school partnerships have had positive effects on parent, teacher and student attitudes, classroom instruction, and on student achievement.

The West Virginia Board of Education believes that parent involvement at early childhood, middle and adolescent levels is absolutely fundamental to a healthy system of public education. Strong partnerships between homes and schools are needed if quality education is to be provided to all children. Parents and teachers, by fostering a sense of cooperative responsibility, can reinforce each other's efforts. Parents, as their children's first and most enduring teachers, can complement their children's school learning and behavior by serving as collaborators in the educational process.

The term "parents", as used in this policy, are those with legal or quasi-legal custodianship (i.e. biological, adoptive, foster parents). The term also includes family members (aunts, brothers, grandparents) and others whose involvement may be important to the child.

The intent of this policy is to foster cooperative efforts between homes and schools in each county -- efforts that will encourage parents, through a variety of means, to become involved in the education of their children.

Section 3. County Policy

Parent involvement is a developmental process that must evolve over time. It should be comprehensive, long-lasting and well-planned.

Each county board of education shall adopt a policy that provides for parental involvement in their children's education. The county policy shall include, but not be limited to, the following components:

3.1 **Mission Statement**

3.2 **Goals** of a parent involvement program that may include a) increased awareness and understanding of school/county goals, b) increased involvement in education decision-making, c) increased support for schools, d) increased ownership in the importance of educating children, e) improved student achievement, f) improved staff morale, g) improved school-home-community relations and h) improved sense of cooperative responsibility for the success of the educational program.

In establishing goals, each county should recognize its responsibility to forge partnerships with all families. This may include parents who work outside the home, divorced parents with or without custody, and families of minority race and language. Also, each county should utilize a needs assessment to establish appropriate goals.

3.3 **Training** for teachers, parents and administrators to accomplish the established goals.

3.4 **Ongoing, two-way communication** system that includes feedback mechanisms for parents. Also, a communications system should provide means for parents to learn about school goals, grade-level goals, school/county policies, pupil progress and support services.

3.5 **Process to implement home-school partnerships** in each school. It is important to recognize the multiplicity of roles parents can play in their children's education. Parents, for example, can be communicators, learners, teachers, advocates/advisors/decision-makers, and supporters. Therefore, involvement can be based on 1) building positive home conditions that support school learning and behavior, 2) providing school activities to involve parents, 3) providing ways for parents to assist their children at home and 4) providing ways for parents to become active decision-makers in the educational process.

3.6 **Evaluation** process to yearly identify/assess each county's successes and areas of improvement, and a means to revise the county policy should evaluation results warrant.

Section 4. Policy Development

Each county policy on parental involvement shall be drafted by a committee consisting of, but not limited to, classroom teachers, parents of school-age children, principals and other administrators. The committee shall be representative of a variety of schools and shall include representation from early, middle and adolescent levels.

Section 5. Submission of Policy to the State Board of Education

Each county shall submit its policy to the State Department of Education on or before May 1, 1990.