

WEST VIRGINIA
SECRETARY OF STATE
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Form #5

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Code 18-2-28

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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 ADOPTED: 11A (Policy 2200)

TITLE OF RULE BEING ADOPTED: Parent Involvement in Education

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS November 30, 1989

Barbara L. Estep

October 19, 1989

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

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 - October 19, 1989

1.4 Effective Date - November 30, 1989

1.5 This is a new rule.

Section 2. Purpose

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 resulting home-school partnerships can have positive effects on parent, teacher and student attitudes, classroom instruction, and on student achievement.

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 expands to include family members (i.e. aunts, brothers, grandparents) and significant others whose involvement may be important to the child.

The intent of this policy is to provide guidelines for the development of a parent involvement policy in each county. These policies should 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 parent involvement in the schools. The county policy shall include, but not be limited to, the following components:

3.1 . Develop a mission statement which philosophically defines the county board of education's beliefs regarding parent involvement in the schools.

3.2 Determine 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 form partnerships with all families including parents who work outside the home, divorced parents with or without custody, and families of minority race and language. Also, each county should utilize the information from a needs assessment to establish appropriate goals.

3.3 . Provide training for teachers, parents and administrators -- in cooperation with state and local agencies -- that would help realize the goals set forth in the county policy.

3.4 Provide an ongoing, two-way communication system that includes feedback mechanisms for parents and school staff.

3.5 Develop a plan to implement home-school partnerships in each school. Parents can be communicators, learners, teachers, advocates/advisors/decision-makers, and supporters. Therefore, the plan could include: 1) training for parents and school personnel to develop skills in becoming partners in education; 2) school activities to involve parents, 3) activities for parents to assist their children at home and 4) ideas for parents to become active decision-makers in the educational process.

3.6 Conduct yearly an evaluation process to identify/assess the county's strengths, weaknesses and areas of improvement, revising the county policy if necessary.

Section 4. Policy Development

Each county policy regarding parent involvement shall be drafted by a committee consisting of, but not limited to, classroom teachers, parents of school-age children, principals and other school personnel. 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 June 30, 1990.