

**WEST VIRGINIA**  
**SECRETARY OF STATE**  
KEN HECHLER  
**ADMINISTRATIVE LAW DIVISION**

Form #2

Do Not Mark In this Box

Mar 15 1990

**NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE**

AGENCY: West Virginia Department of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY 18-2

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: Series 63

TITLE OF RULE BEING PROPOSED: Parent and Community Volunteers  
(Policy 7400.2)

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 April 30, 1990 AT 9:00 a.m.

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

Thomas J. Currie  
Office of General Education  
WV Department of Education  
Capitol Complex, Bldg. 6, Room 330  
Charleston, West Virginia 25305

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

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

Parent and Community Volunteers  
Proposed Policy (7400.2)

The West Virginia Board of Education recognizes that a child's education is enhanced through the knowledge, skills, and experiences of parent and community resource people who volunteer their time to work with students. Furthermore, school systems have always utilized the services of such volunteers. Therefore, the continued use of parent and community volunteers in the school and the classroom is encouraged whenever the quality of the educational opportunity is enhanced through such services.

Policy Adopted: \_

3/14/90  
WVDE  
1593h:2965A

Parent and Community Volunteers  
Proposed Regulations (7400.2)

Section 1. Rationale

Research has shown that parents, family and community are critical factors in children's education, particularly for those who are at risk of dropping out of school. Numerous studies demonstrate that the influence and support given by the family and community may directly affect the behavior of children in school, their grades, and the probability that they will finish high school.

However, the support role traditionally played by the family -- supervising homework; monitoring progress; arranging family life so that children are prepared for school (sufficient sleep, proper meals, etc.); assuring school attendance; maintaining communications with the school and participating in school activities -- is now often assumed by one person rather than two, but cooperative partnerships between the home and the school can dramatically raise education productivity. Other research indicates that children who are at risk generally come from homes with weaker educational support systems. Even "highly conscientious students with good abilities might have special educational needs if they came from educationally disadvantaged families.

Given these factors, it is clear that educators must develop strategies for involving the family and community in helping their children succeed at school. This proposed policy provides guidelines for involving parents and community in reducing the risk of school failure.

Section 2 Purpose

There is much that schools can do to foster the kinds of effective collaborations between school, home, and community that will maximize student potential and improve staff morale. The overall purpose of such involvement is to:

- A. Promote better communication between school and home on a number of issues, including the overall goals of the school; the progress of students, including results on statewide and local tests; and ways that parents can help students at home. There are many ways in which this communication can be achieved: newsletters; handbooks; notes and calls home; conferences; home visits; home learning packets; and class meetings.
- B. Increase opportunities for parents and community to have input into the education of their children in a number of ways: by encouraging parents to participate in the setting of goals and making decisions that affect the school; by encouraging parents to participate in meeting these goals in structured ways; and by encouraging parents to design and participate in parent education programs.
- C. Increase the amount and nature of access that parents and community have to the schools by providing many opportunities for them to participate in school functions and activities; and by encouraging parents and community members to observe in the classroom, go on class trips, and in general be a presence in the schools.

- D. Increase the kind of support schools give parent organizations by providing a meeting room; by keeping the parent organizations informed of school affairs; and by encouraging their input into whatever decisions affect the quality of education in the schools.

Section 3 Types of Involvement

There is a continuum of types of parent involvement: home-school communication; parents as supporters of school activities; parents as learners; parents as teachers; parents as educational advocates/decision makers. Research has shown that communications, parents as learners, and parents as teachers are the types of involvement most likely to impact upon student achievement.

Section 4 Planning For Involvement

To increase parent and community involvement effectively, schools must plan involvement activities, taking into consideration overall goals, resources, and local conditions. The West Virginia Department of Education will develop guidelines to assist counties in planning for increased parent and community involvement. Guidelines will include strategies for assessment of current parent and community involvement practices, action planning to increase parent involvement, implementation strategies and evaluation techniques.

Section 5. Procedures and Guidelines

Parent and community volunteers serving in school systems provide valuable services to schools and students and provide the parent and community the opportunity to become directly involved with the child's education. The following guidelines provide ways in which parent and community volunteers may be involved in the school.

- A. Parent and community volunteers may serve as guest speakers in individual classrooms or in large group settings.
- B. Parent and community volunteers may present demonstrations of skills, trades, performance in the arts.
- C. Parent and community volunteers may serve as instructional aides under the direction of a certified teacher.
  1. Parent and community volunteers may read to students and listen to children read.
  2. Parent and community volunteers may drill students in skills study.
  3. Parent and community volunteers may respond to student writing.
  4. Parent and community volunteers may assist students with research activities.

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5. Parent and community volunteers may tutor students.
  6. Parent and community volunteers may conduct discussion groups with students.
- D. Parent and community volunteers may serve in other appropriate roles as determined by the school principal and approved by the county board of education.
  - E. County boards of education shall develop policies and procedures for utilizing parent and community volunteers in situations where a state of emergency has been declared by the state board of education.
  - F. When parent and community volunteers give their time to the school system in the volunteer capacity, they are covered by the state's insurance program under the State Board of Risk and Insurance Management.

Regulations Adopted:

3/15/90  
WVDE