Jackson County Schools

PARENT AND FAMILY ENGAGEMENT

po2111 **ADOPTED** January 22, 2015 **REVISED** December 18, 2025

Highlighting parent engagement

2111 - PARENT AND FAMILY ENGAGEMENT

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 partnership between the home and school and greater engagement of parents and family members in the education of their children generally results in higher academic achievement, improved student behavior, and reduced absenteeism. This policy shall serve as the District policy, as well as the Parent and Family Engagement policy for each school in the District.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

In accordance with State statute and Board 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 engagement 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 establishes the following expectations and objectives for meaningful parent and family engagement:

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 IDEA, 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

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 District-wide parent involvement engagement 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 engagement 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]

Parent and Family Responsibilities

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

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

A. ensuring that their child attends school every day;

B. supporting the schools in requiring their children observe all school rules and regulations;

C. sending their children to school with proper attention to their health, personal cleanliness, and dress;

D. maintaining an active interest in their children's daily work and checking on their children's progress regularly;

E. providing a quiet place and suitable conditions for study;

F. reading all communications from the school, signing, and returning them promptly when required;

G. attending conferences when practicable or making alternative arrangements to discuss their children's progress;

H. working with their children's teachers to find school or community-based academic and behavioral interventions and enrichment supports.

[1]Indicates State Requirements
[2]Indicates IDEA 2004 Section 650 & 644 parent involvement engagement requirements
[3]Indicates Title I Section parent engagement requirements Title I Section 1116
[4]Indicates State Board Parent and Family Engagement Policy recommendations

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WV Code of State Rules 126-11A-1; 126-11A-3;126-11A-4
West Virginia Board of Education policy 2322