**Purpose:** The purpose of this qualitative, classic grounded theory study, is to define family engagement in a child’s education from the perspective of a parent.

**Research Question:**
What should parents’ roles be in their child’s education?

**Method for Data Collection**
**Interview Questions**
- Describe what you think your child’s school should expect you and your husband’s role as parents to be in your child’s education.
- Do you think it is important to build and establish relationships with staff members at your child’s school? Why or why not?
- How do you want your child to spend his/her weeknights and weekends when he/she is not in school?
- Should parents’ thoughts and opinions make a difference in the decisions that schools are making? Why or why not?
- How should a school establish itself as an important part of the community?
- If your child/children’s school asked you for a definition of family engagement for the school handbook, what would you write?

**Culminating Themes**
- Parents should be present in their children’s education as their primary educator.
- Children need to spend time outside of school with their families and friends.
- Families and schools need to collaborate to develop the whole child.
- Communication between home and school should be reciprocal.
- Children should spend time reading at home.

**Conclusions:**
Family engagement happens both at school and at home. Strong partnerships between families and schools form when a strong school community is prevalent, open, reciprocal communication is established, and developing the whole child is a focus. Parents and their ideas should be invited and welcome in schools, and the importance of education should be supported by families at home.