

State Laws on Family Engagement in Education



Reference Guide



State Laws on Family Engagement in Education

National PTA® Reference Guide

Table of Contents

I.	Foreword by Dr. Karen Mapp	5
II.	Overview and Guide to Action	9
III.	Table: States at a Glance	11
IV.	Essential Components of Systemic Family Engagement Laws	13
V.	Family Engagement Laws and Policies	15
VI.	State Grant and Award Programs for Family Engagement	111
VII.	Labor Laws Regarding Parental Participation in School Activities	147
VIII.	Family Engagement in Early Childhood Education and Literacy Programs	161
IX.	Family Engagement Targeting Children and Youth in High-Risk Situations	189
X.	Family Engagement for Families with English Language Learners	229
XI.	Research Methodology	246
XII.	Organizational Overview of DLA Piper and PTA	247
XIII.	Appendices	249

About the Authors

Shakti Belway is an attorney, writer, consultant, and advocate. After law school, she was awarded the Skadden Fellowship to work as a staff attorney at the Mississippi Center for Justice. In Mississippi, Shakti worked to enhance educational opportunities for the state's children and families. She engaged in litigation, legislative and policy reform, authored training curriculums and conducted community workshops on educational policy and responsible family engagement in public education. Shakti received awards for outstanding legal service in education and was recognized for her work engaging families to improve educational outcomes in Mississippi's public schools. She taught early-childhood education for the Head Start program prior to law school. Shakti earned her law degree from Stanford Law School and her Bachelor's degree from Yale University, majoring in Ethics, Politics, and Economics.

Mishaela Durán serves as the Director of Government Affairs at the National Parent Teacher Association® (PTA®), where she is responsible for developing public policy recommendations, representing PTA before Congress, the Administration, and national coalitions, and educating and mobilizing PTA members around critical public policy issues.

Prior to joining the PTA, Mishaela was Vice President of Public Policy at the National Network for Youth, where she led the reauthorization of the Runaway and Homeless Youth Act. Ms. Durán has worked on child and youth policy issues for over a decade on the federal, state and local levels, concentrating on reforms in education, child welfare, juvenile justice, youth development, and national community service. Mishaela brings a practitioner's lens to her work in public policy, having worked as a public school teacher and social worker. She holds a Master's degree in Educational Policy from Harvard's Graduate School of Education and a Bachelor's degree in English Literature from Yale University.

Lela Spielberg is an education policy analyst for the National PTA. Previously, she was a Teach for America (TFA) corps member in Phoenix, where she taught 4th grade and coordinated her school's family and parent outreach efforts. Before joining TFA, she worked as a public policy intern at the Alliance for Excellent Education. Lela holds a Master's degree in Elementary Education from Arizona State University and a Bachelor's degree in History from Brown University.

Acknowledgements

The National Parent Teacher Association® appreciates the significant contribution of the attorneys at DLA Piper LLP (US) who conducted countless hours of legal research for this report. Specifically, we are deeply indebted to the team led by Samer M. Zabanah, Brandie Reisman, and Rita Slager.

This project would not have been possible without the strong support and project coordination provided by DLA Piper's Pro Bono Counsel, Anne H. Geraghty, whose legal career has distinguished her as a leader in child advocacy.

We are especially grateful to the following individuals for their careful review and substantive contributions to the analysis sections of this publication: Laura Dobbs, Georgia Parent Teacher Association; Dee Jones, Indiana Parent Teacher Association; Dan Losen, UCLA Civil Rights Project; Dr. Karen Mapp, Harvard Graduate School of Education; Helane Robson, National Parent Teacher Association, Board of Directors and North Dakota Parent Teacher Association; Brandie Reisman, DLA Piper LLP; and Dr. Heather Weiss, Harvard Family Research Project.

We are also especially grateful to our user focus group members, whose feedback and suggestions helped develop this guide into an effective tool for our target audience: Anna Hinton, Office of Parental Options and Information, United States Department of Education; Liza Holland, Kentucky Parent Teacher Association; Mary Kenfield, Washington House of Representatives, National Parent Teacher Association, April Mastroluca, Nevada State Assembly, National Parent Teacher Association; and Debbie Smith, Nevada State Assembly.

The National Parent Teacher Association thanks its over five million members and state leaders for advocating on behalf of our nation's children. Many of the model laws highlighted in this report would not exist without the State PTAs' advocacy efforts.

Foreword

The evidence is clear

We now know that “family involvement is one of the strongest predictors of children’s school success, and that families play pivotal roles in their children’s cognitive, social, and emotional development from birth through adolescence.”¹ In their series of research briefs on the impact of family engagement, the Harvard Family Research Project² studied the influence of family engagement on student achievement. The results were compelling. Children benefit from family engagement in their schools, including those at the early childhood, elementary, and middle and high school levels. Family engagement also helps close educational gaps between children from different racial groups and socioeconomic backgrounds.

Early Childhood

- Children whose parents read to them at home recognize letters of the alphabet and write their names sooner than those whose parents do not.
- Children whose parents teach them how to write words are able to identify letters and connect them to speech sounds.
- Children’s early cognitive development is enhanced by parent supportiveness in play and a supportive cognitive and literacy-oriented environment at home. These advantages often continue into the school years.

Elementary

- Children in grades K–3 whose parents participate in school activities have good work habits and stay on task.
- Children whose parents provide support with homework perform better in the classroom.
- Children whose parents explain educational tasks are more likely to participate in class, seek help from the teacher when needed, and monitor their own work.

¹S.Bouffard, B. Bridglall, E.Gordon, H. Weiss (2009). Reframing Family Involvement In Education, (Not yet published. Retrieved, October 14, 2009 <http://www.hfrp.org/publications-resources/browse-our-publications/reframing-family-involvement-in-education>) ²The findings were published by Harvard Family Research Project in 2007 in a series of briefs titled: Family Involvement Makes a Difference.

Middle and High School

- Adolescents whose parents monitor their academic and social activities have lower rates of delinquency and higher rates of social competence and academic growth.
- Youth whose parents are familiar with college preparation requirements and are engaged in the application process are most likely to graduate from high school and attend college.
- Youth whose parents have high academic expectations and offer consistent encouragement for college have positive student outcomes.

Narrowing the Achievement Gap

- Low-income African American children whose families maintain high rates of parent participation in elementary school are more likely to complete high school.
- Latino youth with parents who provide encouragement and emphasize the value of education as a way out of poverty have higher school completion rates.

Creating a Policy Movement

This solid research base, which has been building over the past forty years, has sparked a sense of urgency on the part of many educational practitioners, researchers, and policymakers from around the country to move family engagement from being seen as an “add-on activity” to being embraced as a critical component of whole school systemic reform. These advocates for more systemic approaches to family engagement recognize that federal and state policy reform is a crucial step towards this goal. For example, in the fall of 2009, the National Family, School, and Community Engagement Working Group (FSCE Working Group), of which PTA is a member, was established as a leadership collaborative to inform the development and implementation of national policy related to family, school, and community engagement in education.

Towards this end of creating a national policy agenda for family engagement, the FSCE Working Group—with the help and guidance of working group members from PTA and HFRP—crafted a research-based working definition of family engagement that can be applied to policy and practice and lead to a commonly shared vision of family engagement.

First, families play critical roles in student success. They support their children’s learning, guide them through a complex school system, advocate for more and improved learning opportunities, and collaborate with educators and community organizations to achieve more effective educational opportunities.

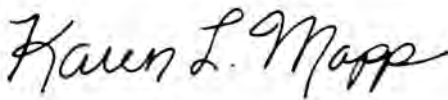
Second, families raise their children in multiple settings and across time, in collaboration with many others. Family engagement is:

1. *A shared responsibility* in which schools and other community agencies and organizations are committed to engaging families in meaningful ways and families are committed to actively supporting their children's learning and development.
2. *Continuous across a child's life*, spanning from Early Head Start programs to college preparation high schools and higher education.
3. *Carried out everywhere that children learn* – at home, in pre-kindergarten programs, in school, in after-school programs, in faith-based institutions, and in community programs and activities.

The Time is Now

The time has come for us to work together to push a federal and state policy agenda to create family engagement pathways that support the educational advancement of all children, from cradle to career. This publication by National PTA is a comprehensive scan and assessment of state laws and policies that support family engagement. It is an excellent and timely resource for all those seeking to gauge their state's policies on family engagement, to see examples of the breadth and scope of legislation in this area, and to share information and build networks to advance family engagement policy and practice.

These are exciting times for the field of family and community engagement, given the renewed emphasis on shared responsibility in uplifting our nation's education system and standing in the global community. The time is now to advocate for bold policy reforms that support the advancement of systemic family engagement initiatives in *all* of our schools.



Karen L. Mapp, Ed.D.

Lecturer, Harvard Graduate School of Education

Member, National Family, School, and Community

Engagement Working Group

Overview and Guide to Action

The National Parent Teacher Association® developed this publication as a tool for State Parent Teacher Associations and other family and child advocates to increase systemic, effective family engagement in all of our nation's public schools. Family engagement in education is a critical strategy for ensuring students' academic achievement, graduation from high school, and overall success in life. Low levels of family engagement in schools must be addressed at the federal, state, and local levels through the development of sound public policy and implementation, evaluation, and replication of best practices.

Implementation of state policies at the local school level is among the most critical components of achieving greater family engagement in education. To accomplish this, state legislatures can promote family engagement in education by requiring State Education Agencies (SEAs) to develop effective policy that, in turn, governs activities of the Local Education Agencies (LEAs), or school districts.

The purpose of this reference guide is two-fold. First, it provides families and advocates with information on family engagement provisions within state education laws so that they can better advocate for their children's education on the school and district levels. Second, it guides policymakers' and advocates' development of their legislative reform initiatives as well as their efforts to monitor the implementation of laws already in place. The reference guide provides key facts, background, analysis, noteworthy statutes, and policy recommendations for crafting successful family engagement legislation at the state level. Finally, the reference guide contains a survey of laws including legal citations pertaining to family engagement in education in all fifty states and the District of Columbia.

This reference guide is structured so that you have information at your fingertips in order to be an effective advocate with a reputation for being a responsive and a credible resource to policymakers. The format allows you to quickly and easily navigate the guide to find your state's laws on family engagement. The guide is organized into six topics: family engagement laws and policies; state grant and award programs for family engagement; labor laws regarding parental participation in school activities; family engagement in early childhood education and literacy programs; family engagement targeting children and youth in high-risk situations; and family engagement for families with English Language Learners (ELLs).

The research conducted for this reference guide is limited to state statutes. Regulations and administrative policies developed by SEAs or LEAs are not included. While there are many policies and regulations that promote family engagement, there is an opportunity to strengthen such initiatives by enacting state law that codifies these policies. Section 1118 of Title I of the Elementary and Secondary Education Act describes the main federal provisions for parental involvement, on which many states have modeled their statutes. This reference guide focuses on noteworthy statutes on the state level, but provides some context on federal family engagement laws by including a copy of Section 1118 in Appendix C.

The written analysis in each section highlights select state statutes to provide an overview of existing policy. If your state does not appear in one of the analysis sections, please refer to the end of the section, where you will find your state's statute. This reference guide is a first step toward building a knowledge base around state family engagement in education laws. It is important to note that this reference guide does not evaluate the implementation of state laws. In addition, this publication does not include general education statutes that merely mention parents or parental involvement. Instead, the reference guide focuses on laws that address family engagement in education on a systemic level.

State PTA leadership and child advocates can use the report to:

1. **Educate** PTA leadership, child and family advocates, state and local education leaders, superintendents, principals, family outreach coordinators, Title I directors, and other educators on state statutes on family engagement in education.
2. **Train** families on federal and state laws affecting family engagement so that they can successfully advocate for their children at the school, district, and school board levels.
3. **Monitor Implementation** of current state and federal laws on family engagement in education and partner with State Education Agencies and Local Education Agencies to ensure that the law is translated into effective policy and practice.
4. **Identify** gaps and areas within state laws that could be developed and strengthened, using the Essential Components of Systemic Family Engagement in Education Laws and the noteworthy statutes identified in the report as a framework.
5. **Develop** a policy agenda and legislative language to support effective family engagement in education.
6. **Build Coalitions** among stakeholders, including school boards, teachers unions, universities, community and faith-based organizations, and businesses to advance a family engagement in education agenda.
7. **Advocate** for state laws that increase family engagement in education and use state-by-state data in the report to support your policy agenda.
8. **Share and Replicate** effective state and district level advocacy strategies with other State and local PTAs and state child advocates.

States At a Glance

This table shows which states have family engagements statutes that pertain to each of the six topics that are analyzed in this report.

	Family Engagement	State Grant Programs	Labor Laws	Early Childhood	Youth in High-Risk Situations	English Language Learners
Alabama	X	X	X		X	
Alaska	X					X
Arizona	X			X		X
Arkansas	X	X				X
California	X	X	X	X	X	X
Colorado	X		X	X	X	
Connecticut	X	X		X		X
Delaware	X	X			X	
District of Columbia	X	X	X	X		
Florida	X	X	X	X	X	X
Georgia	X	X				
Hawaii			X	X	X	X
Idaho					X	X
Illinois	X	X	X	X	X	X
Indiana	X	X		X	X	X
Iowa	X	X		X		
Kansas					X	
Kentucky	X	X		X	X	
Louisiana	X	X	X	X	X	
Maine	X				X	
Maryland	X					
Massachusetts	X	X		X		X
Michigan	X	X		X	X	
Minnesota	X	X	X	X		X
Mississippi	X	X		X		
Missouri	X	X		X	X	

	Family Engagement	State Grant Programs	Labor Laws	Early Childhood	Youth in High-Risk Situations	English Language Learners
Montana						
Nebraska	X			X	X	X
Nevada	X		X		X	
New Hampshire	X					
New Jersey	X	X				X
New Mexico		X			X	X
New York	X	X		X	X	X
North Carolina	X		X	X	X	X
North Dakota	X					
Ohio	X	X				
Oklahoma			X	X	X	
Oregon		X		X	X	
Pennsylvania	X	X				
Rhode Island		X			X	X
South Carolina	X	X	X	X	X	
South Dakota					X	
Tennessee	X	X		X		
Texas	X	X	X	X	X	
Utah	X		X	X	X	X
Vermont	X	X	X	X	X	
Virginia	X	X			X	
Washington	X	X				X
West Virginia	X	X				
Wisconsin		X			X	X
Wyoming					X	

Essential Components of Systemic Family Engagement in Education Laws

The ultimate goal of any educational initiative is to improve student achievement. As such, it is critical to develop research that assesses educational outcomes to identify effective policy, or simply put, figure out what works and what doesn't. Research indicates that laws addressing the following components create sound state policy for systemic family engagement that improves educational outcomes:

1. Adopt laws that make explicit the elements of effective family engagement policies, spanning from cradle to career. This includes establishing a statutory definition of and standards for effective family engagement. Please refer to Appendix A and B for suggested legislative language for a definition and standards (based on PTA's National Standards for Family-School Partnerships).
2. Establish and fund grant programs and statewide initiatives that promote research-based practices for family engagement at the school and district level. These practices should be scalable and replicable across the state.
3. Create advisory councils on family engagement at the state, district, and school levels to develop effective family engagement policies and practices. These policy-making councils should be comprised of family members, students, educators, and other stakeholders.
4. Establish and implement accountability mechanisms to ensure the implementation of family engagement policies and strategies, including review processes, site visits, and evaluations for superintendents, principals, and teachers.
5. Authorize laws to support the professional development of teachers, principals, and superintendents to effectively engage families in their children's education.
6. Enact statutory protections for employees (of both the public and private sector) with children in public school that guarantee parents leave time to attend important school functions on behalf of their children.
7. Establish laws to support comprehensive cradle to career pathways for family engagement, beginning with early childhood education through higher education and workforce development. Interventions for students should not end at early childhood, but instead extend into middle and high school to support families during critical academic and social transitions.
8. Ensure programs serving the English Language Learner community include family and parent-input in policymaking as well as in the design, evaluation, and implementation of programs.

Family Engagement Laws and Policies

Background

The essence of family engagement in public education is to create policies, strategies, and practices that build on the strengths and wisdom of families to support their child's learning and improve student achievement. Several states use family engagement policies to close the achievement gap by encouraging schools to partner with families to meet the needs of students who are performing below grade level. Throughout this publication, the term family engagement refers to all laws and policies intended to increase the role of families and communities in efforts to improve school outcomes and student performance. Readers should note that state laws use a variety of terms to refer to "family engagement" in education, including the phrase 'parental involvement,' a term codified in the Elementary and Secondary Education Act, which includes the bulk of federal parental involvement provisions in Section 1118 of Title I (see Appendix C).

State legislators have a unique opportunity to improve educational outcomes by enacting state laws that encourage family engagement in public schools. By requiring family engagement, states can harness the resources of local families and communities to improve public education while leveraging the state's investment in education. Indeed, to achieve the same positive outcomes of family engagement in education, states would have to invest an additional one thousand dollars per pupil.³

States take a range of approaches to increase family engagement in public schools. Examples of family engagement policies include provisions for involving families in the development of school policy, improving school-family communication, establishing agreements or compacts between families and educators, and creating school advisory councils to inform best practices with respect to family engagement. Following is an analysis

of select state statutes relevant to family engagement in education. These laws direct Local Education Agencies (LEAs) and State Education Agencies (SEAs) to implement policies that encourage family engagement in public schools. The statutory analysis below is limited to laws that directly address family engagement, as opposed to general education laws that indirectly or incidentally facilitate family engagement.

Key Facts

- Forty jurisdictions (including the District of Columbia) have enacted laws directing school districts, boards of education, or schools to implement family engagement policies: AL, AK, AZ, AR, CA, CO, CT, DE, DC, FL, GA, IL, IN, IA, KY, LA, ME, MD, MA, MI, MN, MS, MO, NE, NV, NH, NJ, NY, NC, ND, OH, PA, SC, TN, TX, UT, VT, VA, WA, and WV.
- Eleven states lack family engagement laws: HI, ID, KS, MT, NM, OK, OR, RI, SD, WI and WY.
- At least five states encourage or have pilot family engagement projects that utilize local input and/or resources: CT, FL, IL, MN and MS.
- At least five states have advisory councils (or other similar bodies at either the state or local school district level) with the power to influence policy related to family engagement: GA, IL, MA, MI and NV.

Analysis

The majority of states in the country have enacted laws calling for family engagement policies in public schools. However, the substance of these laws varies greatly across jurisdictions. Most states seek to encourage family engagement through legislation emphasizing public school policy. These states largely focus on expanding opportunities for educators and families to work as partners on behalf of students. Factors such as the comprehensiveness, level of specificity, incentive structures, and accountability mechanisms in these laws merit attention.

³Houtenville, A. and Conway, K. (2008). Parental Effort, School Resources, and Student Achievement. *Journal of Human Resources*, XLIII, 2. Pp. 437-53.

State Laws Designed to Improve School and Family Communication

Several state laws require improved communication between the school and the family. **Delaware** prioritizes both effective school-family communication and making explicit the responsibilities held by both families and public schools to educate students. The Delaware legislature created the ‘Parents Declaration of Responsibilities’ to highlight the duties held by families and public schools to assist the families in meeting their responsibilities. **Texas** law establishes a joint initiative between the SEA and the Texas PTA to further family engagement. Together, they are charged with producing a training manual for improving parental involvement titled, ‘Parent Involvement in Every School’, or PIES.

Under **Michigan** law, school districts are encouraged to create voluntary contracts between educators and families. The purpose of these contracts is to facilitate the involvement of families in the education of their children. The contracts are further intended to specify the duties of both parent and educator to work in partnership to educate the student. The law also encourages school districts to expend resources to overcome barriers that the family identifies in effectively implementing the contract’s goals.

Advisory Councils and Parent Leadership in Decision-making

Several states have established advisory councils in various forms to improve family engagement. The advisory councils operate at the state and/or local level. States with advisory councils include Georgia, Nevada, Massachusetts, Michigan and Illinois. For example, **Georgia** law requires local school boards to create school councils comprised of a majority of parents or guardians and at least two businesspersons. These councils are responsible for encouraging family engagement. **Illinois** law requires the establishment of local school councils. These councils are authorized to evaluate school principals based on a number of factors, including the school learning environment, communication skills, and family and community involvement.

Michigan’s legislature has created ‘school reform boards’ with the authority to form community assistance teams. Together, these units function to implement community school programs that address the needs of the local school district’s population. The school reform boards have broad authority to create activities that ensure the local school achieves its academic objectives. Such activities may include family engagement and family literacy.

Under **Massachusetts’s** law, advisory councils operate at the state level alongside of the State Board of Education. The advisory councils must permit parents and students to serve as members, with one council entirely dedicated to family and community involvement. In addition, the Massachusetts State Board of Education must have one sitting member who represents public school parents. The **Nevada** legislature also mandates the creation of a dedicated advisory council for parental involvement. Among its many duties, the advisory council must assess model programs for family engagement in other states and identify effective methods for communication with and outreach to families, especially those with time constraints, such as single-parent families or those with demanding work schedules.

Laws that Strengthen Local Input and Control

Some states strengthen local input and control in the development of education policy. The laws in several states encourage individual school districts to develop plans tailored to best serve their respective community and to seek policy contributions from families at the district level.

Mississippi law created a program called the ‘Alliance for Families,’ which aims at improving student outcomes by effectively engaging parents in the educational process. Under the program, each school can customize parent involvement plans in accordance with its needs.

SEAs can also encourage family engagement by identifying model programs for local districts to replicate. The **Connecticut** legislature, for example, requires the SEA to both identify and make available to LEAs model programs for encouraging family engagement. In addition, the law requires that the model program establish ‘school

based teams' comprised of families and students. The law charges these school based teams with defining objectives and setting policy for the individual school, including student disciplinary policy. Connecticut law further mandates each school board to craft policies for communicating with families via multiple methods such as monthly newsletters, the flexible scheduling of school conferences, and the establishment of drop-in hours and home visits.

Illinois law has several unique initiatives to tailor family engagement efforts to the needs of individual communities. The legislature mandates the districts to create parental institutes with input from educators and parent organizations. The law tasks the institute with increasing parental involvement, improving school-family communication and awareness of challenges and opportunities, and improving parenting skills. In addition, Illinois law sets forth an innovative program that facilitates family engagement by encouraging family members to become educators. The program, titled 'Grow Your Own Teacher,' is a statewide initiative to recruit and train parents and other leaders in the community to become teachers in their community schools. The program focuses on schools that are difficult to staff and that serve significant numbers of low-income students.

Minnesota's statute is unique in its focus on engaging and uplifting the families of public school children. Specifically, the SEA must develop policies that utilize the talents of families to meet the needs of their children and promote positive self-concepts among families. The law further mandates policies that create learning opportunities for the entire family and encourage greater family participation in district-level policymaking.

Accountability for Developing and Implementing Family Engagement Policies

Other state laws provide administrative-level incentives for engaging families. For instance, **Colorado** and **Wyoming** require evidence of family and community involvement in order for local school districts to renew their accreditation. **South Carolina** requires district superintendents to consider levels of parental involvement when they evaluate school principals.

Florida has the 'Family and School Partnership for Student Achievement Act,' a comprehensive law that specifies the components of effective family engagement in public education for both SEAs and LEAs. The Florida legislature recognizes that families and communities play an essential role in the success of students. Florida requires school districts, boards and educators to implement plans for family engagement at the district, school and classroom levels. This law further requires family engagement policies to be developed in collaboration with families, educators, and the community. Florida also requires each school district to develop guides that help families identify ways to assist their children and learn about their educational progress, among other things. Each district is required to both distribute the guides and discuss them with families.

Sanctions

While most jurisdictions encourage family-school partnerships, a few hold local school districts accountable through sanctions. At least four states have laws that include sanctions against school districts that fail to comply with specified requirements, such as parental involvement. Sanctions may include measures such as the withholding of state funds. These states include Florida, Indiana, Louisiana and New Mexico. **Louisiana** law contains both grants and sanctions based on family engagement levels. **Florida** law authorizes the levying of sanctions against school districts that fail to comply with statutory requirements, which may include family involvement. The Florida legislature sets forth enforcement mechanisms for the SEA to monitor LEAs' compliance with the law. The law requires the SEA to conduct a yearly review of each LEA's compliance with and progress toward family engagement, including the possibility of enforcement actions against LEAs that fail to meet the standards. **New Mexico's** sanctions operate by forbidding the SEA to approve the operating budgets of school districts that lack evidence of having involved parents in the budgetary process.

Noteworthy Statutes

Of interest, the **Florida** legislature has enacted a set of laws to increase family engagement in education. The specificity of the statutes merits attention. This law, the Family and School Partnership Act for Student Achievement, places expectations on the SEA and the LEA, as well as the families of school children. The law sets forth clear guidelines outlining specific components of effective family engagement in education. In particular, the law requires educational agencies to develop policy in collaboration with families, educators and the community. Furthermore, school district boards, superintendents, and teachers are required to develop and implement specific plans for increasing family involvement.

Also of interest are the **Illinois** statutes regarding family engagement in education. For example, school districts are permitted to conduct 'parental institutes' that are tasked with increasing family engagement levels broadly, and furthering familial knowledge about child development and the risks youth face. The legislature has further created a novel program to engage families from the local school community as teachers, with a focus on schools in low-income or hard to staff communities. The Grow Your Own Teacher program operates across the state to recruit and train family members and community leaders to become teachers. Also of note is Illinois' requirements regarding local school councils, which are authorized to evaluate school principals based on a number of factors, including the school learning environment, communication skills, and family and community involvement.

Under **Connecticut** law, SEAs are mandated to identify model programs and make them available to LEAs. These models are statutorily required to establish 'school-based teams,' that include families, students, educators, and members from the local school community. Each team is responsible for the development and assessment of school policy, including school disciplinary policy, and the development of model agreements between families and schools. The law also requires efforts to enhance communication between the family and the school. Remarkably, the law specifies that community residents should be encouraged to support schools on a volunteer basis.

Recommendations

- Ensure states adopt laws that make explicit the elements of effective family engagement policies. This includes establishing a statutory definition of and standards for effective family engagement in public schools.
- Create state, district, and school-level family engagement councils and advisory boards on which parents serve as members in order to promote shared decision-making on family engagement in policies, programs, and initiatives between families and schools.
- Establish a Parent Teacher Association or parent group at schools to promote family engagement.
- Develop systems and structures to identify, replicate, and evaluate school and district models that effectively promote family engagement.
- Encourage schools to ensure access to families, including those with work conflicts during regular business hours, in order to maximize the number of family members able to attend. This includes scheduling parent-teacher conferences based on family availability, creating drop-in hours, and scheduling school-wide meetings during various times, including evenings and weekends.
- Encourage districts to establish effective and innovative communication methods. Such communication should cover upcoming school meetings, student academic and behavioral performance, and homework assignments.
- Create mechanisms to hold districts accountable for the implementation of family engagement policies. This includes linking school accreditation as well as school administrator and teacher evaluations to family engagement measures and benchmarks.
- Establish family engagement-based credentialing requirements for educators, including principals and classroom teachers.

- Phase out financial sanctions that take much needed resources out of struggling schools and districts and replace them with an incentive structure that rewards districts and schools for meeting and exceeding family engagement goals.
 - Prohibit schools and states from sanctioning parents and provide extensive voluntary opportunities for family engagement in education. Phase out punitive policies that levy criminal sanctions against families in favor of expanding community-based services and opportunities that increase family engagement.
- (3) An explanation of the responsibilities of teachers and the school system to a child, and an enumeration of those matters that are strictly the responsibility of the parent.
 - (4) Techniques and suggestions to enable a parent to best supervise the school work and educational activities of the child.
 - (5) An explanation of the interrelationship of the family life of a child and the educational achievement of the child.

List of Statutes by State

Alabama

Code of Alabama, 1975, Title 16, Chapter 28, Section 16-28-2.2(a) (Ala. Code § 16-28-2.2(a)).

Establishment of program by local boards to inform parents of educational responsibilities.

(a) Local boards of education, pursuant to guidelines established by the State Board of Education, shall establish educational programs to inform parents of school children of their education-related responsibilities to their children. The programs shall include, but shall not be limited to, coverage of each of the following topics:

- (1) The criminal liability and criminal sanctions parents may be subject to under Section 16-28-12, for failing to compel their child to properly conduct himself or herself as a pupil, or for failing to ensure that their child attends school or enrolls in school.
- (2) The necessity for a parent to monitor and supervise the school work and educational activities of the child.

Alaska

Alaska Administrative Code, Title 4, Chapter 5, Section 70 (4 Alaska Admin. Code tit. 4, § 05.070(c)).

Program planning and evaluation

...

- (c) Each school district must provide for the direct involvement of parents, students, and other members of the community, including the local school committee, in the development of education plans and evaluations and improvement of the educational program.

Alaska Administrative Code, Title 4, Chapter 6, Sections 845c(1) and (c)(10) (4 Alaska Admin. Code tit. 4, §§ 06.845c(1) and (c)(10)).

School improvement plan

...

- (c) In developing a school improvement plan, a school must (1) consult with parents, school staff, and other interested persons; ... (10) include strategies to promote effective parental involvement in the school.

Alaska Administrative Code, Title 4, Chapter 6, Sections 845(b)(1) and 850(b)(10) (4 Alaska Admin. Code tit. 4, §§ 06.845(b)(10) and 06.850(b)(1)).

District improvement plan

...

(b) In developing a district improvement plan, a district shall (1) consult with parents, school staff, and other interested persons; ... (10) include strategies to promote effective parental involvement in the school.

Alaska Statutes, Title 14, Chapter 3, Section 123 (Alaska Stat. § 14.03.123).

School and district accountability

...

(d) A public school or district that receives a low performance designation under this section shall prepare and submit to the department a school or district improvement plan, as applicable, in accordance with regulations adopted by the board. The improvement plan must be prepared with the maximum feasible public participation of the community including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups.

Alaska Statutes, Title 14, Chapter 33, Section 120 (Alaska Stat. § 14.33.120).

School disciplinary and safety program

(a) Each governing body shall adopt a written school disciplinary and safety program. The program required under this subsection must include written

(1) standards for student behavior and safety that reflect community standards and that include, at a minimum, basic requirements for respect and honesty; standards required under this paragraph must be developed and periodically reviewed with the collaboration of members

of each school, parents, teachers, and other persons responsible for the students at a school; a governing body may require that standards developed under this paragraph be consistent for all schools in an attendance area or the district.

Alaska Statutes, Title 14, Chapter 33, Section 200 (Alaska Stat. § 14.33.200).

Harassment, intimidation, and bullying policy

(a) By July 1, 2007, each school district shall adopt a policy that prohibits the harassment, intimidation, or bullying of any student. Each school district shall share this policy with parents or guardians, students, volunteers, and school employees.

(b) The policy must be adopted through the standard policy-making procedure for each district that includes the opportunity for participation by parents or guardians, school employees, volunteers, students, administrators, and community representatives.

Alaska Administrative Code, Title 4, Chapter 4, Section 300 (4 Alaska Admin. Code tit. 4, § 04.300); Alaska Statutes, Title 14, Chapter 7, Section 20 (Alaska Stat. § 14.07.020).

Standards for state accreditation of schools⁴

(a) The provisions of this section apply to any public or private school in this state seeking state accreditation under Alaska Stat. § 14.07.020.

(b) An elementary or secondary school seeking state accreditation under this section must show that ...

(14) partnerships and collaboration are established between the school and parents, families, businesses, and other community members; a school demonstrates this standard by giving evidence that

(A) various types of involvement promote a variety of opportunities for school, families, and community to work together;

⁴Derived from Alaska Administrative Code.

(B) collaboration between the school and agencies, businesses, and the community supports special programs for high-needs students and families; and

(C) staff and school procedures promote community connections and cross-cultural communications with parents and families.

Arizona

Arizona Revised Statutes, Title 15, Article 1, Section 15-102 (Ariz. Rev. Stat. § 15-102) (see also “Arizona” in the Family Engagement for Non-English as First Language Families Section).

Parental Involvement in the School

A. The governing board, in consultation with parents, teachers and administrators, shall develop and adopt a policy to promote the involvement of parents and guardians of children enrolled in the schools within the school district, including:

1. A plan for parent participation in the schools which is designed to improve parent and teacher cooperation in such areas as homework, attendance and discipline.
2. Procedures by which parents may learn about the course of study for their children and review learning materials.
3. Procedures by which parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion.

B. The policy adopted by the governing board pursuant to this section may also include the following components:

1. A plan by which parents will be made aware of the district’s parental involvement policy and the provisions of this section, including:
 - (a) Rights under the family educational rights and privacy act of 1974 relating to access to children’s official records.
 - (b) The parent’s right to inspect the school district policies and curriculum.
2. Efforts to encourage the development of parenting skills.
3. The communication to parents of techniques designed to assist the child’s learning experience in the home.
4. Efforts to encourage access to community and support services for children and families.
5. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents’ children.
6. Identifying opportunities for parents to participate in and support classroom instruction at the school.
7. Efforts to, with appropriate training, support parents as shared decision makers and to encourage membership on school councils.
8. The recognition of the diversity of parents and the development of guidelines that promote widespread parental participation and involvement in the school at various levels.
9. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.
10. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children’s education.

Arkansas

Arkansas Code of 1987, Title 6, Chapter 15, Section 1702 (§ 6-15-1702) (enacted 2003).

Summary: Each public school district and each public school within its boundaries, in collaboration with parents, shall establish a parental involvement plan, including programs and practices that enhance parental involvement and reflect the specific needs of students and their families. These programs include the establishment of a parent resource center, activities planned throughout the year to encourage parental involvement, regularly scheduled parent involvement meetings and others.

Parental involvement plan

(a) Each public school district and each public school within its boundaries, in collaboration with parents, shall establish a parental involvement plan, including programs and practices that enhance parental involvement and reflect the specific needs of students and their families.

(b) The parental involvement program in each school shall:

(1) Involve parents of students at all grade levels in a variety of roles;

(2) Be comprehensive and coordinated in nature;

(3)(A) Recognize that communication between home and school should be regular, two-way, and meaningful.

(B) To encourage communication with parents, the school shall:

(i) Prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing:

(a) The school's parental involvement program;

(b) The recommended role of the parent, student, teacher, and school;

(c) Ways for the parent to become involved in the school and his or her child's education;

(d) A survey for the parent regarding his or her interests concerning volunteering at the school;

(e) Activities planned throughout the school year to encourage parental involvement; and

(f) A system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and the school principal; and

(ii) Schedule no fewer than two (2) parent-teacher conferences per school year.

(C) The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents;

(D) The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents;

(4)(A) Promote and support responsible parenting.

(B) To promote and support responsible parenting, the school shall, as funds are available:

(i) Purchase parenting books, magazines, and other informative material regarding responsible parenting through the school library, advertise the current selection, and give parents an opportunity to borrow the materials for review;

(ii) Create parent centers; and

(iii) Plan and engage in other activities determined by the school to be beneficial to promoting and supporting responsible parenting;

(5)(A) Acknowledge that parents play an integral role in assisting student learning.

(B) To help parents in assisting students, the school shall:

(i) Schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of:

(a) What students will be learning;

(b) How students will be assessed;

- (c) What parents should expect for their child's education; and
- (d) How a parent can assist and make a difference in his or her child's education;
- (ii) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation:
 - (a) Role play and demonstration by trained volunteers;
 - (b) The use of and access to Department of Education website tools for parents;
 - (c) Assistance with nutritional meal planning and preparation; and
 - (d) Other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education; and
- (iii) Engage in other activities determined by the school to help a parent assist in his or her child's learning;
- (6)(A) Welcome parents into the school and seek parental support and assistance.
- (B) To welcome parents into the school, the school shall:
 - (i) Not have any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classrooms;
 - (ii) Encourage school staff to use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may:
 - (a) Determine how frequently a volunteer would like to participate, including the option of just one (1) time per year;
 - (b) Include options for those who are available to help at home; and
 - (c) Help match school needs with volunteer interests; and
 - (iii) Engage in other activities determined by the school to welcome parents into the school;
- (7)(A) Recognize that a parent is a full partner in the decisions that affect his or her child and family.
- (B) To encourage a parent to participate as a full partner in the decisions that affect his or her child and family, the school shall:
 - (i) Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions;
 - (ii) Sponsor seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities; and
 - (iii) Engage in other activities that the school determines will encourage a parent to participate as a full partner in the decisions that affect his or her child and family;
- (8)(A) Recognize that community resources strengthen school programs, family practices, and student learning;
- (B) To take advantage of community resources, the school shall:
 - (i) Consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement;
 - (ii)(a) Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.
 - (b) Leaders of this organization shall be utilized in appropriate decisions affecting the children and families; and
 - (iii) Engage in other activities that the school determines will use community resources to strengthen school programs, family practices, and student learning; and
- (9) Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using, to the degree possible, the components listed in this section.

(c)(1) The principal of each school in a school district shall designate one (1) certified staff member who is willing to serve as a parent facilitator to:

- (A) Help organize meaningful training for staff and parents;
 - (B) Promote and encourage a welcoming atmosphere to foster parental involvement in the school; and
 - (C) Undertake efforts to ensure that parental participation is recognized as an asset to the school.
- (2) The certified staff member serving as a parental facilitator shall receive supplemental pay for the assigned duties as required by law.

California

California Education Code, Section 11502 (Cal. Educ. Code § 11502) (enacted 1990).

It is the purpose and goal of this chapter to do all of the following:

- (a) To engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society.
- (b) To inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
- (c) To build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities.
- (d) To train teachers and administrators to communicate effectively with parents.
- (e) To integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability.

California Education Code, Section 11503 (Cal. Educ. Code § 11503) (enacted 1990).

The governing board of each school district shall establish a parent involvement program for each school in the district that receives funds under Chapter 1 of the federal Elementary and Secondary Education Act of 1965, as amended by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That program shall contain at least the following elements:

- (a) Procedures to ensure that parents are consulted and participate in the planning, design, implementation, and evaluation of the program.
- (b) Regular and periodic programs throughout the school year that provide for training, instruction, and information on all of the following:
 - (1) Parental ability to directly affect the success of their children's learning through the support they give their children at home and at school.
 - (2) Home activities, strategies, and materials that can be used to assist and enhance the learning of children both at home and at school.
 - (3) Parenting skills that assist parents in understanding the development needs of their children and in understanding how to provide positive discipline for, and build healthy relationships with, their children.
 - (4) Parental ability to develop consistent and effective communications between the school and the parents concerning the progress of the children in school and concerning school programs.
- (c) An annual statement identifying specific objectives of the program.
- (d) An annual review and assessment of the program's progress in meeting those objectives. Parents shall be made aware of the existence of this review and assessment through regular school communications mechanisms and shall be given a copy upon the parent's request.

Colorado

Colorado Revised Statutes, Title 22, Article 11, Section 201 (Colo. Rev. Stat. § 22-11-201).

Summary: A school district's accreditation contract must include processes for involving parents, and the contract shall bind the school board to improve each public school's performance relating to parental involvement.

Accreditation contract

(1) **Authority.** Pursuant to the state board's authority to accredit public schools and school districts under section 22-2-106, the state board shall accredit the public schools and school districts of the state in accordance with the provisions of this article.

(2) **Parties.** (a) Each school board and the state charter school institute shall enter into an accreditation contract with the state board of education.

(b) The accreditation contract may include a subcontract with a board of cooperative services for the administration of the school district's or state charter school institute's accreditation process.

(3) **Goals.** The accreditation contract shall define the standards, goals, and requirements to be met by the school district or state charter school institute over the term of the contract. Failure to achieve the standards, goals, and requirements set forth in the accreditation contract may result in the sanctions and corrective actions set forth in this article.

(4) **Contract requirements—management.** (a) The accreditation contract shall contain, at a minimum, the following terms:

- (I) Provisions relating to the term of the contract;
- (II) Adoption of content standards for student learning;
- (III) Adoption of achievement performance levels;

(IV) Systems for measuring student achievement, including methods for improving the scores of students who score below proficient in statewide assessment tests as indicated by the retesting of such students;

(V) Provisions for allowing annual comparisons between the school board or state charter school institute assessment results and the statewide assessment results.

(b) The school district accreditation contract, at a minimum, shall bind a school district to administer the following school district policy and management functions:

(I) Community involvement, including processes for involving parents, the business community, and other interested citizens;

(II) Public disclosure of nonidentifying student achievement results for each public school in the school district;

(III) Recognition for public schools that meet or exceed accreditation indicators and assistance for public schools that fail to meet such indicators;

(IV) Identification of areas in which one or more of the principals of the public schools require further training or development and provision or identification of professional development programs to assist the identified principals in improving their skills in the identified areas.

(c) The accreditation contract shall also contain a plan for the use of revenues distributed to the school district or state charter school institute pursuant to sections 22-55-106 and 22-55-107 for the term of the contract. If the contract is renegotiated pursuant to paragraph (b) of subsection (6) of this section, the plan shall be updated to reflect any changes in the use of the revenues distributed to the school district or state charter school institute pursuant to sections 22-55-106 and 22-55-107.

(5) **Student performance.** The accreditation contract shall bind the school board to improve each public school's performance, and shall bind the state charter school institute to improve each institute charter school's performance, relating to the following:

- (a) Parental and familial involvement;
 - (b) Attainment of local achievement goals that meet or exceed the requirements of the accreditation categories established pursuant to section 22-11-104;
 - (c) Implementation of content standards for student learning;
 - (d) Attainment of achievement and proficiency levels;
 - (e) Implementation of systems of measuring student achievement, including methods for improving the scores of students who score below proficient in state-wide assessment tests as indicated by the retesting of such students;
 - (f) Reduction of consistent patterns of academic achievement discrepancies in student performance related to ethnicity, gender, disability, and limited English proficiency.
- (6) **Term.** (a)(I) The term of the accreditation contract shall be six years.
- (II) Notwithstanding the provisions of subparagraph (I) of this paragraph (a), the initial accreditation contracts shall take effect July 1, 2001, and shall expire July 1, 2008.
- (b) The accreditation contract may be renegotiated at any time by the parties based upon significant changes in circumstances upon which the original terms and conditions of the accreditation contract were based.

Code of Colorado Regulations, Department of Education, Colorado State Board of Education, 1 CCR 301-1 "Rules for the Administration of the Accreditation of School Districts", Sub- Document 2.02(3) (1 CCR 301-1 Sub- Document 2.02 (3)).

Summary: Under Colorado's Board of Education's Regulations, evidence of parental and community involvement in the development of the Education Improvement Plan is required to renew accreditation.

During the Accreditation review, each District and the Institute shall report on the following:

- 2.02 (1) Changes the School District or the State Charter School Institute wishes to make in its existing standards, goals or requirements.
- 2.02 (2) The District's or Institute's annual Education Improvement Plan containing high but achievable goals and a plan to increase academic achievement, graduation, and attendance rates.
- 2.02 (3) Evidence of parental and community involvement in the development of the Education Improvement Plan.

Colorado Revised Statutes, Title 22, Article 7, Section 204 (Colo. Rev. Stat. § 22-7-204).

Summary: In order to improve Colorado's education system, the state education board should adopt goals and objectives to increase parental support and involvement in the education system.

Adoption of goals and objectives for the improvement of Colorado's educational system

- (1) It shall be the responsibility of the state board to adopt goals and objectives for the state of Colorado concerning the improvement of education of children in this state. The goals and objectives shall express high but achievable aspirations and should include the following:
 - (a) Improved attendance of students through the provision of engaging learning opportunities;
 - (b) Improved scholastic achievement for individual students commensurate with individual abilities;
 - (c) Demonstrated student proficiencies at designated points during grades one through twelve;
 - (d) Improved teaching methods that will provide students with the opportunity for scholastic achievement;
 - (e) Improved preparation of students for the primary and secondary years;
 - (f) Increased parental and community support and involvement in meeting expectations of the educational system;

(g) Provision of a learning environment and staff that is responsive to the individual needs of students;

(h) Provision of a learning environment based on high expectations and challenges for students and staff; and

(i) Such other goals and objectives as the state board deems appropriate.

(2) When adopting the goals and objectives required by subsection (1) of this section, the state board shall adopt a set of goals and objectives for kindergarten and grades one through three and a set of goals and objectives for grades four through twelve.

3) Prior to the adoption of such goals and objectives, the state board shall consider any information provided by boards of education, school administrators, teachers and teachers' associations, parents and parents' associations, and institutions of higher education related to the topics outlined in subsection (1) of this section.

(4) The statement of goals and objectives shall be adopted by the state board no later than January 1, 1989.

Colorado Revised Statutes, Title 22, Article 28, Section 110 (Colo. Rev. Stat. § 22-28-110).

Summary: The state education board shall set guidelines establishing the responsibilities of parents of children in preschool and kindergarten programs. No child shall be able to attend public preschool or kindergarten unless a parent agrees to assume the responsibilities.

Parental involvement in district preschool and kindergarten programs

In establishing criteria for district preschool and kindergarten programs pursuant to the provisions of section 22-28-108, the state board shall include guidelines for a school district to follow in establishing the responsibilities of parents in the district preschool and kindergarten program. The responsibilities shall be set forth in writing and provided to the parents of eligible children. Approved written or verbal communication between the parent and program personnel may be considered as fulfillment of responsibilities for program visitation.

No child shall be accepted in the district preschool and kindergarten program unless one or both of the parents agree to assume the responsibilities, and failure of the parent or parents to fulfill the responsibilities shall result in the child being dismissed from the district preschool and kindergarten program.

Code of Colorado Regulations, Department of Education, Colorado State Board of Education, 1 CCR 301-32, "AMENDED RULES FOR THE ADMINISTRATION OF THE COLORADO PRESCHOOL PROGRAM ACT", Sub-Document 2228-R (1 CCR 301-32 Sub-Document 2228-R 3.01).

Summary: School districts will only be allowed to participate in the preschool program if they have a comprehensive plan to involve parents including the use of such models as: Parents As First Teachers, Parents as Teachers, the Home Instruction Program for Parents of Preschool Youngsters or other validated models.

Criteria for selecting districts for participation in the Colorado Preschool program from the pool of applicants

It is the intent of the Colorado General Assembly and the Colorado State Board of Education to fund those districts that demonstrate a use of collaboration with the community in order to assure effective use of resources in the program. While the Colorado Preschool Program only funds a part time program, those districts that can create full day quality care and education through the use of existing resources, will be given preference in the selection process. The following criteria shall be used to select districts:

- (1) The role of the advisory council in developing the proposal. This includes the extent to which the council reflects the mandated roles, is reflective of the community and is involved in the community needs assessment;
- (2) The need for the Colorado Preschool Program as demonstrated by the numbers of qualifying, unserved children;
- (3) The geographic location of the community;

(4) The quality and comprehensiveness of the plan for coordinating the program with family support services for participating children and families;

(5) The quality and comprehensiveness of the plan for involving the parent or parents of each child enrolled in the program;

(6) The quality of the proposed parenting program including the use of such models as: Parents As First Teachers, Parents as Teachers, the Home Instruction Program for Parents of Preschool Youngsters or other validated models.

Code of Colorado Regulations, Department of Education, Colorado State Board of Education, 1 CCR 301-32, "AMENDED RULES FOR THE ADMINISTRATION OF THE COLORADO PRESCHOOL PROGRAM ACT", Sub-Document 2228-R (1 CCR 301-32 Sub-Document 2228-R 4.04(3)).

Summary: All participating districts must have a comprehensive Colorado Preschool Program which includes agreements between the school and family for involvement in the child's education and the role and expectations of the parents.

4.04 Comprehensive Plan

All participating districts must have a comprehensive Colorado Preschool Program plan for the delivery of services. The plan is developed by the District Council utilizing the expertise of its members and anyone else the council considers appropriate for the task. The Comprehensive Plan shall include the following elements:

(3) Family Involvement. This section addresses the agreements between program and family for involvement in the child's education and the role and expectations of the parents.

Code of Colorado Regulations, Department of Education, Colorado State Board of Education, 1 CCR 301-32, "AMENDED RULES FOR THE ADMINISTRATION OF THE COLORADO PRESCHOOL PROGRAM ACT", Sub-Document 2228-R (1 CCR 301-32 Sub-Document 2228-R 7.02)

In addition, the Colorado Department of Education may require a report on parent involvement and year end satisfaction with the program. Colorado Department of Education will make any data collection requirements for the final report known to all participating districts by March of the program year.

Connecticut

General Statutes of Connecticut, Chapter 163, Sections 10-4(g) (Conn. Gen. Stat. § 10-4g) (enacted 1984 and amended 1997).

Summary: That State Board of Education must develop and distribute to local and regional boards of education a model program to encourage the participation of parents in the schools. The model program must provide for, among other things, the establishment of school-based teams that include parents and that are designed to, among other things, promote agreements between parents and children that outline goals and objects for the school year and communication between all members of the school-based team regarding academic rights and responsibilities, codes of social conduct and disciplinary policies (§ 10-4g(a)). The State Board of Education must also encourage local and regional boards of education to develop and implement their own plans for involving parents in the schools. These local programs must provide for, among other things, regular contact with all parents, opportunities for parents to review and be involved with the school curriculum, and ways for parents to actively assist in the educational process (§ 10-4g(b)).

Parental and community involvement in schools; model program; school-based teams

(a) The State Board of Education shall develop and distribute to all local and regional boards of education a model program to encourage the participation of parents and the community in the local or regional educational system. The model program shall include, but not be limited to, the establishment of school-based teams with representatives of parents, students, teachers, administrators, local or regional boards of education and community groups and organizations assembled to: (1) foster model agreements between parents and their children with the cooperation of the school, such agreements to cover goals and objectives for the student for the school year; (2) adopt agreements to foster cooperation and improve communication between such representatives regarding matters such as academic rights and responsibilities, codes of social conduct and disciplinary policies; and (3) develop agreements to encourage community residents to take an active role in improving the school and to become school volunteers. The model program developed by the state board shall provide model agreements for the use of school-based teams in the development of their own local or regional agreements.

(b) The State Board of Education shall develop a program to encourage local and regional boards of education to develop and implement plans to involve parents of students in the educational process in that district and to increase community involvement in the schools. The local programs shall include, but not be limited to, providing regular contact with all parents, including opportunities for parents to meet with their children's instructors for the purpose of reviewing the curriculum of their child's program, and developing strategies for parents to actively assist in the educational process. Such local programs shall also include the development of written materials designed to familiarize parents with their child's curriculum and to detail specific activities parents and students may undertake together to enrich the child's education experience and development. The State Board of Education shall develop such program on or before July 1, 1998, and shall immediately distribute the materials explaining the program to all local and regional boards of education.

General Statutes of Connecticut, Chapter 170, Sections 10-221(f) (Conn. Gen. Stat. § 10-221(f)) (enacted 1949 and subsequently amended).

Boards of education to prescribe rules, policies and procedures

...

(f) Not later than September 1, 1998, each local and regional board of education shall develop, adopt and implement written policies and procedures to encourage parent-teacher communication. These policies and procedures may include monthly newsletters, required regular contact with all parents, flexible parent-teacher conferences, drop-in hours for parents, home visits and the use of technology such as homework hot lines to allow parents to check on their children's assignments and students to get assistance if needed.

Delaware

Delaware Code, Title 14, Chapter 1, Section 157 (14 Del. C. § 157) (enacted 1998).

Parental involvement in education, expectations of parents, expectations of schools and school personnel

(a) There is no adequate substitute for the involvement of a concerned and committed family in the education of a child. The State therefore endeavors to encourage parents and families to become involved in the education of their children and to operate a system of public schools which welcomes and fosters such positive involvement by parents and families.

(b) Among the most important elements of effective parental and family involvement in education are: communication – regular, 2-way, meaningful communications between parents and schools; effective parenting skills – the exercise by parents of good parenting skills for the benefit of their children and the fostering of such skills by public schools; parental involvement in student

learning – parents play an integral role in student learning and emphasize the importance of education, and schools assist parents in these endeavors; volunteerism – parents are welcomed by schools, and commit themselves to providing support to their children’s schools as volunteers; school based decisionmaking – parents involve themselves in the educational decisionmaking process at the school and district level and are welcomed in that role by schools; collaboration with the community – parents and schools work together to strengthen the connection between families, schools and community resources such as nonprofit organizations, business and religious institutions.

(c) The Department of Education shall work with the Delaware State Congress of Parents and Teachers to promulgate and maintain in current form a Parents’ Declaration of Responsibilities reflecting the elements set forth in this section and such other elements of effective parental and family involvement as the Department identifies. Such Declaration shall identify responsibilities for parents and families, as well as the responsibilities the public schools have to help parents meet such responsibilities.

(d) The Department of Education shall encourage local school districts and schools to adopt the Parents’ Declaration of Responsibilities as local policy and to encourage parents at the beginning of each school year to execute an agreement to commit themselves to carry out, to the best of their abilities, the responsibilities outlined in the Declaration.

District of Columbia

District of Columbia Official Code, Title 38, Section 38-2652 (D.C. Code § 38-2652) (enacted 2007).

Functions of the Board

(a) The Board shall:

...

(8) Approve state policies for parental involvement.

District of Columbia Official Code, Title 38, Section 38-1801.01 (DC Code § 38-1801.01) (enacted 1996).

Summary: The Superintendent of Schools is required to submit an annual long-term reform plan. The long-term reform plan shall include a description of how the District of Columbia public schools will encourage parental involvement in all school activities, particularly parent teacher conferences.

Long-Term Reform Plan

(a) In general. –

(1) Plan. – The Superintendent, with the approval of the Board of Education, shall submit to the Mayor, the District of Columbia Council, the Authority, the Consensus Commission, and the appropriate congressional committees, a long-term reform plan, not later than 90 days after April 26, 1996, and each February 15 thereafter. The long-term reform plan shall be consistent with the financial plan and budget for the District of Columbia for fiscal year 1996, and each financial plan and budget for a subsequent fiscal year, as the case may be, required under § 47-392.01.

(2) Consultation. –

(A) In general. – In developing the long-term reform plan, the Superintendent:

(i) Shall consult with the Board of Education, the Mayor, the District of Columbia Council, the Authority, and the Consensus Commission; and

(ii) Shall afford the public, interested organizations, and groups an opportunity to present their views and make recommendations regarding the long-term reform plan.

(B) Summary of recommendations. – The Superintendent shall include in the long-term plan a summary of the recommendations made under subparagraph (A)(ii) of this paragraph and the response of the Superintendent to the recommendations.

(b) Contents. –

(1) Areas to be addressed. – The long-term reform plan shall describe how the District of Columbia public schools will become a world-class education system that prepares students for lifetime learning in the 21st century and which is on a par with the best education systems of other cities, States, and nations. The long-term reform plan shall include a description of how the District of Columbia public schools will accomplish the following:

(A) Achievement at nationally and internationally competitive levels by students attending District of Columbia public schools;

(B) The preparation of students for the workforce, including:

(i) Providing special emphasis for students planning to obtain a postsecondary education; and

(ii) The development of individual career paths;

(C) The improvement of the health and safety of students in District of Columbia public schools;

(D) Local school governance, decentralization, autonomy, and parental choice among District of Columbia public schools;

(E) The implementation of a comprehensive and effective adult education and literacy program;

(F) The identification, beginning in grade 3, of each student who does not meet minimum standards of academic achievement in reading, writing, and mathematics in order to ensure that such student meets such standards prior to grade promotion;

(G) The achievement of literacy, and the possession of the knowledge and skills necessary to think critically, communicate effectively, and perform competently on districtwide assessments, by students attending District of Columbia public schools prior to such student's completion of grade 8;

(H) The establishment of after-school programs that promote self-confidence, self-discipline, self-respect, good citizenship, and respect for leaders, through such

activities as arts classes, physical fitness programs, and community service;

(I) Steps necessary to establish an electronic data transfer system;

(J) Encourage parental involvement in all school activities, particularly parent teacher conferences;

(K) Expired.

(L) The establishment of classes, beginning not later than grade 3, to teach students how to use computers effectively;

(M) The development of community schools that enable District of Columbia public schools to collaborate with other public and nonprofit agencies and organizations, local businesses, recreational, cultural, and other community and human service entities, for the purpose of meeting the needs and expanding the opportunities available to residents of the communities served by such schools;

(N) The establishment of programs which provide counseling, mentoring (especially peer mentoring), academic support, outreach, and supportive services to elementary, middle, and secondary school students who are at risk of dropping out of school;

(O) The establishment of a comprehensive remedial education program to assist students who do not meet basic literacy standards, or the criteria of promotion gates established in § 38-1803.21;

(P) The establishment of leadership development projects for middle school principals, which projects shall increase student learning and achievement and strengthen such principals as instructional school leaders;

(Q) The implementation of a policy for performance-based evaluation of principals and teachers, after consultation with the Superintendent and unions (including unions that represent teachers and unions that represent principals);

(R) The implementation of policies that require competitive appointments for all District of Columbia public school positions;

(S) The implementation of policies regarding alternative teacher certification requirements;

(T) The implementation of testing requirements for teacher licensing renewal;

(U) A review of the District of Columbia public school central office budget and staffing reductions for each fiscal year compared to the level of such budget and reductions at the end of fiscal year 1995; and

(V) The implementation of the discipline policy for the District of Columbia public schools in order to ensure a safe, disciplined environment conducive to learning.

(2) Other information. – For each of the items described in subparagraphs (A) through (V) of paragraph (1), the long-term reform plan shall include:

(A) A statement of measurable, objective performance goals;

(B) A description of the measures of performance to be used in determining whether the Superintendent and Board of Education have met the goals;

(C) Dates by which the goals shall be met;

(D) Plans for monitoring and reporting progress to District of Columbia residents, the Mayor, the District of Columbia Council, the Authority, the Consensus Commission, and the appropriate congressional committees regarding the carrying out of the long-term reform plan; and

(E) The title of the management employee of the District of Columbia public schools most directly responsible for the achievement of each goal and, with respect to each such employee, the title of the employee's immediate supervisor or superior.

(c) Amendments. – The Superintendent, with the approval of the Board of Education, shall submit any amendment to the long-term reform plan to the Mayor, the District of Columbia Council, the Authority, the Consensus Commission, and the appropriate congressional committees. Any amendment to the long-term reform plan shall be consistent with the financial plan and budget for fiscal year 1996, and each financial plan and budget for a subsequent fiscal year, as the case may be, for the District of Columbia required under § 47-392.01.

District of Columbia Official Code, Title 38, Section 38-1802.02 (DC Code § 38-1802.02) (enacted 1996).

Contents of Petition

A petition under § 38-1802.01 to establish a public charter school shall include the following:

...

(14) A description of how parents, teachers, and other members of the community have been involved in the design and will continue to be involved in the implementation of the proposed school;

(15) A description of how parents and teachers will be provided an orientation and other training to ensure their effective participation in the operation of the public charter school....

District of Columbia Official Code, Title 38, Section 38-1802.04 (DC Code § 38-1802.04) (enacted 1996, last amended 2008).

Duties, Powers, and Other Requirements, of Public Charter Schools:

...

(11) Annual report.

(A) In general. A public charter school shall submit an annual report to the eligible chartering authority that approved its charter. The school shall permit a member of the public to review any such report upon request.

(B) Contents. A report submitted under subparagraph (A) of this paragraph shall include the following data:

...

(v) Types and amounts of parental involvement....

District of Columbia Official Code, Title 38, Section 38-1809.01 (D.C. Code § 38-1809.01) (enacted 1996).

Parent Attendance of Parent-Teacher Conferences – Policy

Notwithstanding any other provision of law, the Mayor is authorized to develop and implement a policy encouraging all residents of the District of Columbia with children attending a District of Columbia public school to attend and participate in at least one parent-teacher conference every 90 days during the academic year.

Florida

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1000, Section 1000.03 (Fla. Stat. 1000.03) (enacted 2003).

Function, mission, and goals of the Florida K-20 education system

...

(5) The priorities of Florida's K-20 education system include:

(f) Parental, student, family, educational institution, and community involvement. Parents, students, families, educational institutions, and communities are collaborative partners in education, and each plays an important role in the success of individual students....

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1002, Section 1002.23 (Fla. Stat. 1002.23) (enacted 2003).

Summary: The requirement that schools get parents involved in the education of their children is reflected in Florida statutes **1002.23**, the Family and School Partnership Act. The purpose of the statute is to ensure that parents are being provided with information about their child's educational progress and opportunities to be involved in their child's education. Each school district board, superintendent, and teacher is required by this

law to create and implement a plan for parental involvement in their districts, schools, and classrooms. Failure to follow the requirements of the statute may result in penalties, as described below.

Family and School Partnership for Student Achievement Act.

(1) The purpose of the Family and School Partnership for Student Achievement Act is to:

(a) Provide parents with specific information about their child's educational progress;

(b) Provide parents with comprehensive information about their choices and opportunities for involvement in their child's education; and

(c) Provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, and other personnel.

Each district school board, school district superintendent, and teacher shall fully support and cooperate in implementing a well-planned, inclusive, and comprehensive program to assist parents and families in effectively participating in their child's education.

(2) To facilitate meaningful parent and family involvement, the Department of Education shall develop guidelines for a parent guide to successful student achievement which describes what parents need to know about their child's educational progress and how they can help their child to succeed in school. The guidelines shall include, but need not be limited to:

(a) Parental information regarding:

1. Requirements for their child to be promoted to the next grade, as provided for in;

2. Progress of their child toward achieving state and district expectations for academic proficiency;

3. Assessment results, including report cards and progress reports;

4. Qualifications of their child's teachers; and

5. School entry requirements, including required immunizations and the recommended immunization schedule;

(b) Services available for parents and their children, such as family literacy services; mentoring, tutorial, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs;

(c) Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs;

(d) Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, dual enrollment, advanced placement, International Baccalaureate, International General Certificate of Secondary Education (pre-AICE), Advanced International Certificate of Education, Florida Virtual High School courses, and accelerated access to postsecondary education;

(e) Educational choices, as provided for in , and corporate income tax credit scholarships, as provided for in;

(f) Classroom and test accommodations available for students with disabilities;

(g) School board rules, policies, and procedures for student promotion and retention, academic standards, student assessment, courses of study, instructional materials, and contact information for school and district offices; and

(h) Resources for information on student health and other available resources for parents.

(3) The Department of Education shall develop and disseminate a checklist for school districts to provide to parents to assist with the parent's involvement in their child's educational progress. The checklist shall address parental actions that:

(a) Strengthen the child's academic progress, especially in the area of reading;

(b) Strengthen the child's citizenship, especially social skills and respect for others;

(c) Strengthen the child's realization of high expectations and setting lifelong learning goals; and

(d) Place a strong emphasis on the communication between the school and the home.

(4) The Department of Education shall establish a parent-response center to provide assistance to parents and families in answering questions and resolving issues related to the child's education.

(5) Each district school board shall adopt rules that strengthen family involvement and family empowerment. The rules shall be developed in collaboration with parents, school administrators, teachers, and community partners, and shall address:

(a) Parental choices and responsibilities;

(b) Links with community services;

(c) Opportunities for parental involvement in the development, implementation, and evaluation of family involvement programs; and

(d) Opportunities for parents to participate on school advisory councils and in school volunteer programs and other activities.

(6) Beginning with the 2003-2004 school year, each school district shall submit a copy of the rules developed under subsection (5) to the Department of Education by October 1.

(7) Each school district shall develop and disseminate a parent guide to successful student achievement, consistent with the guidelines of the Department of Education, which addresses what parents need to know about their child's educational progress and how parents can help their child to succeed in school. The guide must:

(a) Be understandable to students and parents;

(b) Be distributed to all parents, students, and school personnel at the beginning of each school year;

(c) Be discussed at the beginning of each school year in meetings of students, parents, and teachers;

(d) Include information concerning services, opportunities, choices, academic standards, and student assessment; and

(e) Provide information on the importance of student health and available immunizations and vaccinations, including, but not limited to:

1. A recommended immunization schedule in accordance with United States Centers for Disease Control and Prevention recommendations.

2. Detailed information regarding the causes, symptoms, and transmission of meningococcal disease and the availability, effectiveness, known contraindications, and appropriate age for the administration of any required or recommended vaccine against meningococcal disease, in accordance with the recommendations of the Advisory Committee on Immunization Practices of the United States Centers for Disease Control and Prevention.

The parent guide may be included as a part of the code of student conduct that is required in .

(8) Each school district shall develop and disseminate a checklist of parental actions that can strengthen parental involvement in their child's educational progress, consistent with the requirements in subsection (3). The checklist shall be provided each school year to all parents of students in kindergarten through grade 12 and shall focus on academics, especially reading, high expectations for students, citizenship, and communication.

(9) The State Board of Education shall annually review each school district's compliance with this section and the district's success in achieving improved services for families. The State Board of Education shall use all appropriate enforcement actions, as provided for in , until the school district fully complies with the requirements of this section.

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1001, Section 1001.42 (Fla. Stat. 1001.42) (enacted 2003 in present form; prior section 230.23).

Powers and duties of district school board

The district school board, acting as a board, shall exercise all powers and perform all duties listed below:

...

(17) Public information and parental involvement program.–

(a) Adopt procedures whereby the general public can be adequately informed of the educational programs, needs, and objectives of public education within the district, including educational opportunities available through the Florida Virtual School.

(b) Adopt rules to strengthen family involvement and empowerment pursuant to . The rules shall be developed in collaboration with school administrators, parents, teachers, and community partners.

(c) Develop and disseminate a parent guide to successful student achievement which addresses what parents need to know about their child's educational progress and how they can help their child to succeed in school.

(d) Develop and disseminate a checklist for parents to assist parents in becoming involved in their child's educational progress.

(e) Encourage teachers and administrators to keep parents informed of student progress, student programs, student attendance requirements pursuant to , , , and , and availability of resources for academic assistance.

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1006, Section 1006.025 (Fla. Stat. 1006.025) (enacted 2004).

Guidance services

- (1) Each district school board shall annually submit a district guidance report to the Commissioner of Education by June 30.
- (2) The guidance report shall include, but not be limited to, the following:
 - (a) Examination of student access to guidance counselors.
 - (b) Degree to which a district has adopted or implemented a guidance model program.
 - (c) Evaluation of the information and training available to guidance counselors and career specialists to advise students on areas of critical need, labor market trends, and technical training requirements.
 - (d) Progress toward incorporation of best practices for advisement as identified by the department.
 - (e) Consideration of alternative guidance systems or ideas, including, but not limited to, a teacher-advisor model, mentoring, partnerships with the business community, web-based delivery, and parental involvement.
 - (f) Actions taken to provide information to students for the school-to-work transition pursuant to
 - (g) A guidance plan for the district.
- (3) The department shall provide resources to district school boards that may assist districts in preparing the annual guidance report. The resources shall include, but are not limited to, materials relating to guidance model programs, training available through the department for career guidance, adopted best practices, alternative guidance systems or ideas, and a model district guidance plan.

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1007, Section 1007.21 (Fla. Stat. 1007.21) (enacted 2003).

Summary: The statute directs parents and students to make a post-secondary plan for either continued education, military service, or entry into the workforce and make academic choices to further that goal. The statute includes a provision to ensure that a student whose parental involvement is lacking is assigned to an “academic advocate.”

Readiness for postsecondary education and the workplace

- (1) It is the intent of the Legislature that students and parents develop academic achievement and career goals for the student's post-high-school experience during the middle grades. Parents and students are to become partners with school personnel in career exploration and educational decision-making. Clear academic course expectations that emphasize rigorous and relevant coursework shall be made available to all students by allowing both student and parent choice.
- (2)(a) Students entering the 9th grade and their parents shall have developed during the middle grades a 4- to 5-year academic and career plan based on postsecondary and career goals. Alternate career and academic destinations should be considered with bridges between destinations to enable students to shift academic and career priorities if they choose to change goals. The destinations shall accommodate the needs of students served in exceptional education programs to the extent appropriate for individual students. Exceptional education students may continue to follow the courses outlined in the district school board student progression plan. Students and their parents shall choose among destinations, which must include:
 1. Four-year college or university, community college plus university, or military academy degree.

2. Two-year postsecondary degree.
3. Postsecondary career certificate.
4. Immediate employment or entry-level military.
5. A combination of the above.

(b) The student progression model toward a chosen destination shall include:

1. A “path” of core courses leading to each of the destinations provided in paragraph (a).
2. A recommended group of electives which shall help define each path.
3. Provisions for a teacher, school administrator, other school staff member, or community volunteer to be assigned to a student as an “academic advocate” if parental involvement is lacking.

(c) The common placement test authorized in and or a similar test may be administered to high school students who have chosen one of the four destinations. The results of the placement test shall be used to target additional instructional needs in reading, writing, and mathematics prior to graduation.

(d) Ample opportunity shall be provided for students to move from one destination to another, and some latitude shall exist within each destination, to meet the individual needs of students.

(e) Destinations specified in subparagraphs (a)1., 2., and 3. shall support the goals of the Tech Prep program. Students participating in Tech Prep shall be enrolled in articulated, sequential programs of study that include a technical component and at least a minimum of a post-secondary certificate or 2-year degree.

(f) In order for these destinations to be attainable, the business community shall be encouraged to support real-world internships and apprenticeships.

(g) All students shall be encouraged to take part in service learning opportunities.

(h) High school equivalency diploma preparation programs shall not be a choice for high school students leading to any of the four destinations provided in paragraph (a) since the appropriate coursework, counseling component, and career preparation cannot be ensured.

(i) Schools shall ensure that students and parents are made aware of the destinations available and provide the necessary coursework to assist the student in reaching the chosen destination. Students and parents shall be made aware of the student’s progress toward the chosen destination.

(j) The Department of Education shall offer technical assistance to school districts to ensure that the destinations offered also meet the academic standards adopted by the state.

(3)(a) Access to Level I courses for graduation credit and for pursuit of a declared destination shall be limited to only those students for whom assessment indicates a more rigorous course of study would be inappropriate.

(b) The school principal shall:

1. Designate a member of the existing instructional or administrative staff to serve as a specialist to help coordinate the use of student achievement strategies to help students succeed in their coursework. The specialist shall also assist teachers in integrating the academic and career curricula, utilizing technology, providing feedback regarding student achievement, and implementing the Blueprint for Career Preparation and Tech Prep programs.

2. Institute strategies to eliminate reading, writing, and mathematics deficiencies of secondary students.

Florida Statutes, K-20 Education Code,
Title XLVIII, Chapter 1007, Section 1007.235
(Fla. Stat. 1007.235) (enacted 2003).

Summary: The statute requires that district school superintendents and community college presidents work together to create and implement a plan to reduce the need for post-secondary remedial classes in math, reading, and writing for incoming recent high school graduates.

To that end, they are encouraged to implement innovative strategies for success, one possibility of which is parental involvement activities.

District interinstitutional articulation agreements

(1) District school superintendents and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

(2) The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

(a) A ratification or modification of all existing articulation agreements.

(b) 1. A delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student

identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.

2. A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs.

3. A delineation of the process by which students and their parents exercise their option to participate in an articulated acceleration program.

4. A delineation of high school credits earned for completion of each dual enrollment course.

5. Provision for postsecondary courses that meet the criteria for inclusion in a district articulated acceleration program to be counted toward meeting the graduation requirements of s. 100.43.

6. An identification of eligibility criteria for student participation in dual enrollment courses and programs.

7. A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.

8. An identification of the criteria by which the quality of dual enrollment courses and programs are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality.

9. A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs that includes such responsibilities for student instructional materials.

10. An identification of responsibility for providing student transportation if the dual enrollment instruction is conducted at a facility other than the high school campus.

11. A delineation of the process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes as determined by the Department of Education in accordance with.

12. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment course grades to the high school transcript as assigned by the postsecondary institution awarding the credit.

(c) Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates, based upon the findings in the postsecondary readiness-for-college report produced pursuant to . Each articulation committee shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall be annually presented to participating district school boards and community college boards of trustees and shall include, but not be limited to:

1. Mechanisms currently being initiated.
2. An analysis of problems and corrective actions.
3. Anticipated outcomes.
4. Strategies for the better preparation of students upon graduation from high school.
5. An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.
6. The identification of strategies for reducing costs of the delivery of postsecondary remediation for recent high school graduates, including the consideration and assessment of alternative instructional methods and services such as those produced by private providers.

Wherever possible, public schools and community colleges are encouraged to share resources, form partnerships with private industries, and implement innovative strategies and mechanisms such as distance learning, summer student and faculty workshops, parental involvement activities, and the distribution of information over the Internet.

(d) Mechanisms and strategies for promoting “tech prep” programs of study. Such mechanisms should raise awareness about the programs, promote enrollment in the programs, and articulate students from a secondary portion into a planned, related postsecondary portion of a sequential program of study that leads to a terminal postsecondary career or technical education degree or certificate.

(3) The district interinstitutional articulation agreement shall include a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers. Effective collaboration among school districts, postsecondary institutions, and practicing educators is essential to improving teaching in Florida’s elementary and secondary schools and consequently, the retention and success of students through high school graduation and into postsecondary education. Professional development programs shall be developed cooperatively and include curricular content which focuses upon local and state needs and responds to state, national, and district policy and program priorities. School districts and community colleges are encouraged to develop plans which utilize new technologies, address critical needs in their implementation, and include both preservice and inservice initiatives.

(4) The district school superintendent is responsible for incorporating, either directly or by reference, all dual enrollment courses contained within the district interinstitutional articulation agreement within the district school board’s student progression plan.

(5) The Department of Education shall review each articulation agreement and certify the statewide course number of postsecondary courses that meet each district’s graduation requirements.

(6) District school boards and community colleges may enter into additional interinstitutional articulation agreements with state universities for the purposes of this section. School districts may also enter into interinstitutional articulation agreements with eligible independent colleges and universities pursuant to s. 1011.62(1) (i).

(7) State universities and community colleges may enter into interinstitutional articulation agreements with non-public secondary schools pursuant to s. 1007.271(2).

Florida Statutes, K-20 Education Code,
Title XLVIII, Chapter 1008, Section 1008.35
(Fla. Stat. 1008.35) (enacted 2003).

Summary: This statute requires the district school board and other government auditing agencies to review financial management practices of school districts to ensure that best practices are being used. Part of the requirements of this review process includes advertising and promoting a forum in which parents can also participate.

Best financial management practices for school districts; standards; reviews; designation of school districts.

(1) The purpose of best financial management practices reviews is to improve Florida school district management and use of resources and to identify cost savings. The Office of Program Policy Analysis and Government Accountability (OPPAGA) and the Office of the Auditor General are directed to develop a system for reviewing the financial management practices of school districts. In this system, the Auditor General shall assist OPPAGA in examining district operations to determine whether they meet “best financial management practices.”

...

(10) During the review, OPPAGA and the consultant conducting the review, if any, shall hold at least one advertised public forum as part of the review in order to explain the best financial management practices review process and obtain input from students, parents, the business community, and other district residents regarding their concerns about the operations and management of the school district.

Georgia

Official Code of Georgia (2009), Title 20,
Chapter 2, Article 4A, Section 20-2-86
(Ga. Code Ann. § 20-2-86).

Summary: Georgia requires each local board of education to establish a school council operational in each school under its jurisdiction. The school council must include as a majority of its members parents or guardians of enrolled students (at least two of whom must be businesspersons). The school council is charged with, among other things, encouraging the participation of parents and others within the school community.

School councils; establishment; composition; duties

(a) By October 1, 2001, each local board of education that elects to participate in the Quality Basic Education Program provided for in Article 6 of this chapter shall have a school council operational at a minimum of one high school, one middle school, and one elementary school, except that if a school system does not have its schools organized in this manner the system shall designate schools for a school council as closely to the intent of this Code section as possible. By October 1, 2002, each local board of education shall have a school council operational in a minimum of 50 percent of the schools under its jurisdiction. Such school council shall operate pursuant to this Code section, and the local board of education shall assist all councils in their creation and operation. After two years of successful operation, and upon receiving a high performance designation by the Office of Student Achievement, the local board of education shall devolve to the school council such additional authority in matters of school operation as the local board deems appropriate. By October 1, 2003, each local board of education shall have a school council operational in each of the schools under its jurisdiction. Local boards of education may by board policy allow an alternative to a school council at a charter school, an alternative school, or a psychoeducation center if another governance body or advisory council exists that performs a comparable function.

...

(d) The property and business of the council shall be managed by a minimum of seven school councilmembers of whom a majority shall constitute a quorum. The number of councilmembers shall be specified in the council's bylaws. Members of the school council shall include:

(1) A number of parents or guardians of students enrolled in the school, excluding employees who are parents or guardians of such students, so that such parents or guardians make up a majority of the council and at least two of whom shall be businesspersons;

...

(k) The members of the school council are accountable to the constituents they serve and shall:

(1) Maintain a school-wide perspective on issues;

(2) Regularly participate in council meetings;

(3) Participate in information and training programs;

(4) Act as a link between the school council and the community;

(5) Encourage the participation of parents and others within the school community; and

(6) Work to improve student achievement and performance...

Official Code of Georgia (2009), Title 20,
Chapter 2, Article 6, Section 20-2-131
(Ga. Code Ann. § 20-2-131).

Purpose

The General Assembly of Georgia, recognizing the need for:

(8) Providing parents and the general public with information on the quality of schools and the achievement of the public school students in Georgia;

...

(18) Providing an environment where parents and the community can participate in school activities and support school personnel as they work with students and address their academic needs;

(19) Providing for parent and community participation in the establishment of school programs, policies, and management so that the school and community are connected in meaningful and productive ways and providing support for teachers and school leaders in addressing the school's needs;

...

does establish the Quality Basic Education Program. It is declared to be the policy of this state to assure that each Georgian has access to quality instruction, as defined in this article, designed to improve upon a student's learning capacity. It is further declared that no student shall be refused admission into or be excluded from any public school in the state on account of race, creed, color, or national origin.

Official Code of Georgia (2009), Title 20,
Chapter 2, Article 6, Section 20-2-145
Ga. Code Ann. § 20-2-145).

Comprehensive character education program

(a) The State Board of Education shall develop by the start of the 1997-1998 school year a comprehensive character education program for levels K-12. This comprehensive character education program shall be known as the "character curriculum" and shall focus on the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, respect for the creator, patience, creativity, sportsmanship, loyalty, perseverance, and virtue. Such program shall also address, by the start of the 1999-2000 school year, methods of discouraging bullying and violent acts against fellow students. Local boards shall implement such a program in all grade

levels at the beginning of the 2000-2001 school year and shall provide opportunities for parental involvement in establishing expected outcomes of the character education program.

(b) The Department of Education shall develop character education program workshops designed for employees of local school systems.

Hawaii

None.

Idaho

None.

Illinois

Illinois Compiled Statutes, Chapter 105, Section 5/2-3.141 (105 Ill. Comp. Stat. 5/2-3.141) (see also “Illinois” in State Grant and Award Programs for Family Engagement Section).

Parental participation pilot project

Sec. 2-3.141. Parental participation pilot project

(a) By the beginning of the 2006-2007 school year, the State Board of Education shall by rule establish a parental participation pilot project to provide grants to the lowest performing school districts to help such districts improve parental participation through activities, including, but not limited to, parent-teacher conferences, open houses, family nights, volunteer opportunities, and family outreach materials.

(b) The pilot project shall be for a period of at least 4 school years. The State Board shall establish a procedure and develop criteria for the administration of the pilot project. In administering the pilot project, the State Board shall do the following: (1) select participating school districts or schools; (2) define the conditions for the distribution and use of grant funds; (3) enter into

contracts as necessary to implement the pilot project; and (4) monitor local pilot project implementation...

Illinois Compiled Statutes, Chapter 105, Section 5/10-17a (105 Ill. Comp. Stat. 5/10-17a.)

Better schools accountability

Sec. 10-17a. Better schools accountability

...

(3)(c) The report card shall include applicable indicators of parental involvement in each attendance center. The parental involvement component of the report card shall include the percentage of students whose parents or guardians have had one or more personal contacts with the students’ teachers during the school year concerning the students’ education, and such other information, commentary, and suggestions as the school district desires. For the purposes of this paragraph, “personal contact” includes, but is not limited to, parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence. The parental involvement component shall not single out or identify individual students, parents, or guardians by name.

Illinois Compiled Statutes, Chapter 105, Section 5/10-22.18d (105 Ill. Comp. Stat. 5/10-22.18d) (see also “Illinois” in the Labor Laws regarding Parental Participation in School Activities Section).

Parental institutes.

Sec. 10-22.18d. Parental institutes. A school district may utilize up to two days allowed by law for teachers’ institutes to conduct parental institutes for the parents and guardians of children attending the district. No district may utilize teachers’ institute days as parental institute days without the consent of the district’s inservice advisory committee created under **Section 3-11**. If a district does not have an inservice advisory committee, parental institute days must be approved by the district’s teaching staff.

Parental institutes shall be designed by the school

district upon consultation with the district's teaching staff, administrators, and parents' organizations. The district may provide appropriate personnel, including district staff, to conduct, attend, or participate in all or any portion of the institutes.

Parental institutes shall provide information on such topics as the district shall deem necessary to achieve the following purposes: (1) Enhance parental involvement in the education of the district's students; (2) Improve parental communication and involvement with the district; (3) Enhance parental knowledge of child development, district programs, school conditions, and societal problems threatening students; and (4) Improve parental skill development...

**Illinois Compiled Statutes, Chapter 105,
Section 5/13B-20.5 (105 Ill. Comp. Stat. 5/13B-20.5).**

Eligible activities and services

Sec. 13B-20.5. Eligible activities and services. Alternative learning opportunities programs may include without limitation evening high school, in-school tutoring and mentoring programs, in-school suspension programs, high school completion programs to assist high school dropouts in completing their education, support services, parental involvement programs, and programs to develop, enhance, or extend the transition for students transferring back to the regular school program, an adult education program, or a post-secondary education program.

Illinois Compiled Statutes, Chapter 105, Section 5/14C-10 (105 Ill. Comp. Stat. 5/14C-10) (see also "Illinois" in the Family Engagement for Non-English as First Language Families Section).

Parent and community participation (bilingual education)

Sec. 14C-10. Parent and community participation. School districts shall provide for the maximum practical involvement of parents of children in transitional bilingual education programs. Each school district shall, accordingly, establish a parent advisory committee which affords parents the opportunity effectively to express their views and which ensures that such programs are

planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs. Such committees shall be composed of parents of children enrolled in transitional bilingual education programs, transitional bilingual education teachers, counselors, and representatives from community groups; provided, however, that a majority of each committee shall be parents of children enrolled in the transitional bilingual education program.

**Illinois Compiled Statutes, Chapter 105,
Section 5/34-2.3 (105 Ill. Comp. Stat. 5/34-2.3).**

Local school councils – Powers and duties

Sec. 34-2.3. Local school councils – Powers and duties. Each local school council shall have and exercise, consistent with the provisions of this Article and the powers and duties of the board of education, the following powers and duties:

1. (A) To annually evaluate the performance of the principal of the attendance center using a Board approved principal evaluation form, which shall include the evaluation of ... (vi) any other factors deemed relevant by the local school council, including, without limitation, the principal's communication skills and ability to create and maintain a student-centered learning environment, to develop opportunities for professional development, and to encourage parental involvement and community partnerships to achieve school improvement;...

**Illinois Compiled Statutes, Chapter 105,
Section 5/34-8.11 (105 Ill. Comp. Stat. 5/34-8.11).**

Evaluation criteria.

Sec. 34-8.11. Evaluation criteria. In determining whether to grant Learning Zone designation, the board shall consider the following factors:

...

(5) Parental and community integration and involvement...

Illinois Compiled Statutes, Chapter 105, Section 60/10 (105 Ill. Comp. Stat. 60/10).

Community Service Education Program

Sec. 10. Community Service Education Program. There is created the Community Service Education Program, administered by the State Board of Education, in cooperation with school districts. Participation in this program is voluntary. The following items may serve as best practices to be considered by school districts opting to implement the program under Section 25 of this Act:

...

(9) The program provides volunteer programs to bring parents, business personnel, community agency representatives, retirees, and other students into the classroom as participants in the teaching of students...

Illinois Compiled Statutes, Chapter 110, Section 48/5 (110 Ill. Comp. Stat. 48/5).

Purpose.

Sec. 5. Purpose. The Grow Your Own Teacher preparation programs established under this Act shall comprise a major new statewide initiative, known as the Grow Your Own Teacher Education Initiative, to prepare highly skilled, committed teachers who will teach in hard-to-staff schools and hard-to-staff teaching positions and who will remain in these schools for substantial periods of time.

The Grow Your Own Teacher Education Initiative shall effectively recruit and prepare parent and community leaders and paraeducators to become effective teachers statewide in hard-to-staff schools serving a substantial percentage of low-income students and hard-to-staff teaching positions in schools serving a substantial percentage of low-income students. Further, the Initiative shall increase the diversity of teachers, including diversity based on race, ethnicity, and disability...

Illinois Compiled Statutes, Chapter 820, Section 147/5 (820 Ill. Comp. Stat. 147/5) (see also "Illinois" in the Labor Laws regarding Parental Participation in School Activities Section).

Policy

Sec. 5. Policy. The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

Executive Order 2006-10, Illinois Register, Volume No. 30, Issue 41, Page 16498 (September 29, 2006).

EXECUTIVE ORDER TO ESTABLISH THE ILLINOIS PARENT LEADERSHIP COUNCIL

WHEREAS, the State of Illinois is committed to investing in Illinois children, parents and families in order to promote the success of Illinois students; and

WHEREAS, the State of Illinois recognizes the key role parents play in student achievement; and

WHEREAS, students whose parents are involved in their education have better school attendance, earn higher grades and test scores, and have greater long-term success following high school graduation; and

WHEREAS, high achieving schools involve parents in decision making and student learning and promote communication between parents, students and teachers; and

WHEREAS, the Illinois State Board of Education promotes parental involvement in education; and

WHEREAS, the Illinois State Board of Education administers the Parental Involvement Pilot Project to make grants available to Illinois school districts to encourage parental participation; and

WHEREAS, continued support for parental participation requires cooperation and collaboration among parents, State and local education officials;

NOW THEREFORE, I, ROD BLAGOJEVICH, Governor of the State of Illinois, by virtue of the power and authority vested in me by the Constitution and the laws of the State of Illinois, do hereby order:

I. Creation of the Illinois Parent Leadership Council

(a) There is created the Illinois Parent Leadership Council (“the Council”).

The purpose of the Council is to serve as an advisory body to the Illinois State Board of Education and Office of the Governor as well as to serve in a leadership capacity, setting examples for Illinois parents and educators on the importance of parental involvement in education.

(b) The Council shall consist of at least thirteen individuals appointed by the Governor. Appointees to the Council shall represent parents or guardians of children currently enrolled in Illinois schools, and educators and community leaders with experience in local parental involvement projects...

II. Duties of the Illinois Parent Leadership Council

(a) To identify best practices in parent involvement at schools within Illinois, as well as other states, and to develop recommendations addressing how those practices can be adopted and implemented in Illinois schools.

(b) To provide assistance and advice to the Illinois State Board of Education on parent involvement in Illinois schools and its impact on student achievement, communication and partnerships with community and other groups, and school family involvement policies.

(c) To make recommendations to the Illinois State Board of Education on State resources and materials that could promote and improve parental participation in Illinois schools.

(d) To submit an Annual Report to the Illinois State Board of Education and Office of the Governor detailing their findings and recommending action items for implementation.

Indiana

Indiana Code, Title 20, Article 25, Chapters 6 and 10 (Ind. Code § 20-25-10-1:5) (enacted 2005).

Summary: The Indianapolis public schools were found to be in need of improvement in several areas (**see Ind. Code § 20-25-6**). In response, the Indiana legislature set criteria for evaluating school performance and student achievement. The Indianapolis school board must develop a plan for improvement of student achievement. The plan must provide for efforts to increase support of the schools by the parents of students.

§ 20-25-10-2

Objectives

Sec. 2. The plan modified, developed, and implemented under this chapter must do the following:

(1) Provide for efforts to increase support of the schools by:

(A) the parents of students; and

(B) the neighborhood communities surrounding the schools.

(2) Establish student performance improvement levels for students in each school in the school city that are not less rigorous than the student performance improvement levels developed under IC 20-31.

(3) Provide opportunity and support for the educators in each school to develop a school plan, including:

(A) traditional or innovative methods and approaches to improve student achievement; and

(B) efficient and cost effective management efforts in the school;

that are developed consistently with IC 20-25-12-1 and with the board's plan developed under this chapter.

(4) Require annual reports identifying the progress of student achievement for each school as described in IC 20-20-8-8 and IC 20-25-9-6.

(5) Provide for the effective evaluation of:

(A) each school in the school city; and

(B) the school's educators;

including the consideration of student achievement in the school.

(6) Provide a range of opportunity for remediation of students who:

(A) fail to meet state achievement standards; or

(B) are at risk of academic failure.

(7) Require action to raise the level of performance of a school if the school's students fail to achieve student performance improvement levels established for the school under IC 20-25-11-1.

Indiana Code, Title 20, Article 25, Chapter 10 and Chapter 12, Section 3 (Ind. Code § 20-25-12-3) (enacted 2005).

Inclusion of parental involvement

Sec. 3. Each school's plan must include the development and maintenance of efforts to increase parental involvement in educational activities.

Indiana Code, Title 20, Article 31, Chapter 5, Section 6 (Ind. Code § 20-31-5-6) (enacted 2005).

Components of plan for school

Sec. 6. (a) A plan must contain the following components for the school:

...

(5) A provision to maximize parental participation in the school, which may include providing parents with:

(A) access to learning aids to assist students with school work at home;

(B) information on home study techniques; and

(C) access to school resources...

Iowa

Code of Iowa, Title VII, Chapter 256, Section 256.7 (Iowa Code § 256.7).

Duties of the State Board

Except for the college student aid commission and the public broadcasting board and division, the state board shall:

21. Develop and adopt rules incorporating accountability for, and reporting of, student achievement into the standards and accreditation process described in section 256.11. The rules shall provide for all of the following:

a. Requirements that all school districts and accredited nonpublic schools develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels, and, as applicable, the consolidation of federal and state planning, goal-setting, and reporting requirements....

Code of Iowa, Title VII, Chapter 256, Section 256.9, Subsection 35 (Iowa Code § 256.9(35)).

Duties of director

Except for the college student aid commission and the public broadcasting board and division, the director shall:

...

35. a. Develop standards and instructional materials to do all of the following:

(1) Assist school districts in developing appropriate before and after school programs for elementary school children.

(2) Assist school districts in the development of child care services and programs to complement half-day and all-day kindergarten programs.

(3) Assist school districts in the development of appropriate curricula for all-day, everyday kindergarten programs.

(4) Assist school districts in the development of appropriate curricula for the early elementary grades one through three.

(5) Assist prekindergarten instructors in the development of appropriate curricula and teaching practices.

b. Standards and materials developed shall include materials which employ developmentally appropriate practices and incorporate substantial parental involvement. The materials and standards shall include alternative teaching approaches including collaborative teaching and alternative dispute resolution training. The department shall consult with the child development coordinating council, the state child care advisory council, the department of human services, the state board of regents center for early developmental education, the area education agencies, the department of child development in the college of family and consumer sciences at Iowa state university of science and technology, the early childhood elementary division of the college of education at the university of Iowa, and the college of education at the university of northern Iowa, in developing these standards and materials.

c. For purposes of this section “substantial parental involvement” means the physical presence of parents in the classroom, learning experiences designed to enhance the skills of parents in parenting and in providing for their children’s learning and development, or educational materials which may be borrowed for home use.

Code of Iowa, Title VII, Chapter 256, Section 256C.3, Subsection 3 (Iowa Code § 256C.3(3)).

Preschool program requirements

...

3. Program requirements. The state board shall adopt rules to further define the following preschool program requirements which shall be used to determine whether or not a local program implemented by a school district approved to implement the preschool program qualifies as an approved local program:

a. Maximum and minimum teacher-to-child ratios and class sizes.

b. Applicable state and federal program standards.

c. Student learning standards.

d. Provisions for the integration of children from other state and federally funded preschools.

e. Collaboration with participating families, early care providers, and community partners including but not limited to community empowerment area boards, head start programs, shared visions and other programs provided under the auspices of the child development coordinating council, licensed child care centers, registered child development homes, area education agencies, child care resource and referral services provided under section 237A.26, early childhood special education programs, services funded by Title I of the federal Elementary and Secondary Education Act of 1965, and family support programs.

f. A minimum of ten hours per week of instruction delivered on the skills and knowledge included in the student learning standards developed for the preschool program.

g. Parental involvement in the local program.

h. Provision for ensuring that children receiving care from other child care arrangements can participate in the preschool program with minimal disruption due to transportation and movement from one site to another...

Kansas

None.

Kentucky

Kentucky Revised Statutes, Chapter 157, Section 157.196 (Ky. Rev. Stat. § 157.196).

Individual education plan for exceptional children – Administrative regulations.

(1) The General Assembly declares that parents play a critical role in the education of their students. Parents have a major responsibility to assist in the education of their students and deserve respect and meaningful involvement in the decision-making process related to the students' education.

(2) Each exceptional student as defined in **KRS 157.200** shall have an individual education plan that shall serve as the centerpiece of the student's educational career and the communication vehicle between the parents and school personnel. The plan shall enable the parents and school personnel to decide the student's educational needs, the services needed to achieve those needs, and the anticipated results. The plan shall be used as a document to monitor the student's progress. School personnel shall provide the parents with reports of the progress toward the student's annual goals at least as often as report cards go to nondisabled students...

Kentucky Revised Statutes, Chapter 157, Section 157.3175 (Ky. Rev. Stat. § 157.3175) (see also "Kentucky" in the State Grant and Award Programs for Family Engagement Section).

Preschool education program – Grant allocation – Program components – Exemption.

(1) Beginning with the 1990-91 school year, it shall be the responsibility of each local school district to assure that a developmentally appropriate half-day preschool education program is provided for each child who is four (4) years of age by October 1 of each year and at risk of educational failure. Any school district which can show a lack of facilities to comply with this section may apply for an exemption to delay implementation until 1991-92. All other four (4) year old children shall be served to the extent placements are available. The Kentucky Board of Education, upon the recommendation of the chief state school officer, shall adopt administrative regulations establishing the guidelines for the program. Administrative regulations shall establish eligibility criteria, program guidelines, and standards for personnel.

...

(5) Each program proposal shall include, at a minimum:

(i) A plan to facilitate active parental involvement in the preschool program, including provisions for complementary parent education when appropriate;...

Kentucky Revised Statutes, Chapter 158, Section 158.031 (Ky. Rev. Stat. § 158.031).

Primary school program – Authority for administrative regulations – Attributes – Part time attendance – Grouping – Advancement – Reporting requirements.

...

(3) The primary program shall include the following critical attributes: developmentally appropriate educational practices; multiage and multiability classrooms; continuous progress; authentic assessment; qualitative reporting methods; professional teamwork; and positive parent involvement...

Kentucky Revised Statutes, Chapter 158,
Section 158.148 (Ky. Rev. Stat. § 158.148).

**Student discipline guidelines and model policy–
Local code of acceptable behavior and discipline
– Required contents of code.**

(1) In cooperation with the Kentucky Education Association, the Kentucky School Boards Association, the Kentucky Association of School Administrators, the Parent-Teachers Association, the Kentucky Chamber of Commerce, the Farm Bureau, members of the Interim Joint Committee on Education, and other interested groups, and in collaboration with the Center for School Safety, the Department of Education shall develop or update as needed and distribute to all districts by August 31 of each even-numbered year, beginning August 31, 2008:

(a) Statewide student discipline guidelines to ensure safe schools, including the definition of serious incident for the reporting purposes as identified in **KRS 158.444**;

(b) Recommendations designed to improve the learning environment and school climate, parental and community involvement in the schools, and student achievement;...

Kentucky Revised Statutes, Chapter 158,
Section 158.649 (Ky. Rev. Stat. § 158.649).

**Achievement gaps – Data on student performance
– Policy for reviewing academic performance –
Biennial targets – Review and revision of con-
solidated plan.**

(1) “Achievement gap” means a substantive performance difference on each of the tested areas by grade level of the Commonwealth Accountability Testing System between the various groups of students including male and

female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.

(2) By November 1 of each year, the Department of Education shall provide each school council, or the principal if a school council does not exist, data on its students’ performance as shown by the Commonwealth Accountability Testing System. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, English proficiency, and participation in the federal free and reduced price lunch program. The information from the department shall include an equity analysis that shall identify the substantive differences among the various groups of students identified in subsection (1) of this section.

...

(5) By April 1, 2003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

...

(d) Parental communication and involvement;...

Kentucky Revised Statutes, Chapter 158,
Section 158.645 (Ky. Rev. Stat. § 158.645).

**Capacities required of students in public
education system.**

The General Assembly recognizes that public education involves shared responsibilities. State government, local communities, parents, students, and school employees

must work together to create an efficient public school system. Parents and students must assist schools with efforts to assure student attendance, preparation for school, and involvement in learning. The cooperation of all involved is necessary to assure that desired outcomes are achieved...

Kentucky Revised Statutes, Chapter 158,
Section 158.840 (Ky. Rev. Stat. § 158.840).

**General Assembly findings and intent –
Importance of students’ reading and
mathematics skills in achieving scholastic
goals – Roles of statewide entities in
improving student achievement.**

...

(4) The Kentucky Department of Education shall:

(a) Provide assistance to schools and teachers, including publicizing professional development opportunities, methods of measuring effective professional development, the availability of high quality instructional materials, and developmentally appropriate screening and diagnostic assessments of student competency in mathematics and reading. The department shall provide access to samples of units of study, annotated student work, diagnostic instruments, and research findings, and give guidance on parental engagement;...

Kentucky Revised Statutes, Chapter 158,
Section 158.844 (Ky. Rev. Stat. § 158.844) (see also “Kentucky” in the State Grant and Award Programs for Family Engagement Section).

**Mathematics achievement fund – Creation –
Use and disposition of moneys – Administrative
regulations – Requirements for grant applicants
– Department to provide information to schools
and to make annual report to Interim Joint
Committee on Education.**

...

(7)(e) The Department of Education shall make available to schools:

...

4. Information from the Center for Mathematics on how to communicate to parents effective ways of interacting with their children to improve their mathematics concepts, skills, and understanding.

Louisiana

Louisiana Revised Statutes, Title 17,
Section 175 (La. Rev. Stat. § 17:175)
(enacted 1984 and Amended 1991).

Course registration in any public secondary school; course registration information; school boards; parents.

A. Prior to the course registration each year of each student in any public middle school, junior high school, or high school, the parent, guardian, or legal custodian of each student shall acknowledge awareness of the courses his child is registering to enter by signing his name on the course registration form or otherwise notifying the principal or his designee. After the principal or his designee makes certain that the parent, guardian, or legal custodian is aware of the courses his child is registering to enter, he shall accept the course registration and shall make a notation on the form that he has ascertained that the parent, guardian, or legal custodian is aware of such courses.

B. No student shall be permitted to register until the student’s course registration form has been completed as provided in Subsection A of this Section.

C. (1) Every public middle school, junior high school, or high school shall provide every parent, guardian, or legal custodian of every student who wishes to register with information about:

(a) The courses being offered and the content of each;

(b) The high school graduation requirements, where appropriate; and

(c) Any other information which may be helpful to the parent, guardian, or legal custodian in assisting his child in making informed decisions about the child's coursework.

(d) The relationship of the course content of each course which meets a high school graduation requirement to the requirements for admission to each public college or university in Louisiana as they exist at the time the student is registering.

(2) Every such school shall also make personal consultation on such matters available to every parent, guardian, or legal custodian and provide notice of the availability of consultation at the time that course information is provided.

D. Every course registration form for registering a student for public middle school, junior high school, or high school shall contain, in addition to a place for the signature, notice of the basic requirements of this Section, including a statement that the signature of the parent, guardian, or legal custodian constitutes acknowledgment of the contents of the course registration form.

E. Every public middle school, junior high school, or high school shall fully advise every parent, guardian, or legal custodian of any student who wishes to pursue any functional or applied format course in science or mathematics as provided in R.S. 17:7(12) which may not qualify him for entrance into a Louisiana public college or university which has specific mathematics or science course requirements for admission, and shall require written consent from the parent, guardian, or legal custodian of such student.

Louisiana Revised Statutes, Title 17,
Section 235.2 (La. Rev. Stat. § 17:235.2) (2008)
(enacted 1999).

Statements of compliance; students and parents; required.

A. Beginning with the 1999-2000 school year, each city and parish school board shall require each student in grades four through twelve in each school under the control of the board annually to sign a statement of compliance committing to do at least all of the following:

(1) Attend school daily, except when absent for reasons due to illness or other excused absence.

(2) Arrive at school on time each day.

(3) Demonstrate significant effort toward completing all required homework assignments.

(4) Follow school and classroom rules.

B. Beginning with the 1999-2000 school year, each parent or guardian of each student in grades four through twelve in any public school in the state annually shall sign a statement of compliance committing to do at least all of the following:

(1) Ensure that his child attends school daily except for reasons as specified in Paragraph A(1) of this Section.

(2) Ensure that his child arrives at school on time each day.

(3) Ensure that his child completes all required homework assignments.

(4) Attend all required parent and teacher or principal conferences.

C. Prior to the signing by any student of the statement of compliance as required in this Section, each homeroom teacher of students in grades four through twelve shall, on the first day of school each school year, provide information to and answer any questions from such students relative to the statement of compliance.

D. Each city and parish school board shall adopt rules and regulations necessary for the implementation of this Section. Such rules and regulations shall include the following:

(1) Appropriate action to be taken against any student or parent or guardian who fails to comply with the signed statement as required in this Section.

(2) Guidelines for accomplishing the requirements of Subsection C of this Section, including a specified amount of time necessary for teachers to accomplish such requirements.

Louisiana Revised Statutes, Title 17,
Section 406.1 (La. Rev. Stat. § 17:406.1)
(Enacted 1991).

Findings, declaration of necessity, and purpose

A. It is hereby found and declared that:

(1) It has been clearly demonstrated that parental involvement in the schools is directly related to better student achievement, attitudes, and performance in school.

(2) Demographics of the American family are changing to the degree that significant numbers of children attending school come from families with single parents, families in which both parents are employed outside the home, families in which one or more of the parents lack the education and skill to assist their children in learning, and from environments in which the primary caregiver is not the biological parent.

(3) These demographics mean that current approaches to developing and maintaining partnerships between families and educators require review and modification to make them more responsive to the needs of both families and schools.

(4) The division of state agencies and functions often inhibits the development of coordinated policies to improve family involvement in the learning achievement of children and in the management of the schools.

(5) Effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies and should be encouraged as a matter of state policy.

B. The purpose of this Part is to encourage state and local agencies to increase the involvement of parents and families in the improvement of the learning achievement of children and in the life of the schools.

Louisiana Revised Statutes, Title 17,
Section 406.2 (La. Rev. Stat. § 17:406.2).

Coordination of policies

The State Board of Elementary and Secondary Education shall direct the state superintendent of education to convene, on a quarterly basis, a meeting of representatives of appropriate public and private, state and local agencies to discuss ways and means of coordinating policies to encourage, foster, and promote expanded parental and family involvement in the learning of their children and in the life of the schools. Each year, not later than sixty days prior to the regular session of the legislature, the State Board of Elementary and Secondary Education shall submit to the governor and to the House and Senate Committees on Education a report, based on the discussions held at the quarterly meetings conducted by the state superintendent of education, which shall identify the problems, if any, that state and local agencies are having in increasing the participation and involvement of parents in the learning of their children and in the life of the schools, the suggestions and recommendations that were made to improve such participation and involvement, and the superintendent's and board's response to these suggestions and recommendations.

Louisiana Revised Statutes, Title 17,
Section 406.3 (La. Rev. Stat. § 17:406.3).

Parental advocacy

The State Board of Elementary and Secondary Education shall develop and issue necessary and appropriate rules and regulations to implement the provisions of this Part. Such rules and regulations shall include but need not be limited to a requirement that the state Department of Education, each city and parish school board, and each public elementary and secondary school identify a person or persons who shall serve as a parental advocate for the respective school, school board, or state agency. It shall be the function of each such parental advocate to develop and encourage positive means for increasing parental and family involvement and participation in the process of learning by children and in the life of the

schools, to listen to and seek to resolve complaints made by parents and families against the respective school, school board, or state agency, and to assist the administrators and other employees of the respective school, school board, and state agency to improve communication and coordination with parents and families.

**Louisiana Revised Statutes, Title 17,
Section 406.4 (La. Rev. Stat. § 17:406.4).**

Clearinghouse of Parental Involvement

The State Board of Elementary and Secondary Education shall require the state superintendent of education to establish, within the existing organizational structure of the state Department of Education, a clearinghouse of parental involvement. The clearinghouse shall gather, organize, and disseminate information from throughout the nation and state on research, laws, model applications, methods, and other strategies relating to parental and family involvement and participation in the learning of children and in the life of the schools.

**Louisiana Revised Statutes, Title 17,
Section 406.5 (La. Rev. Stat. § 17:406.5).**

Demonstration grants and other assistance

A. The State Board of Elementary and Secondary Education, through the state superintendent of education and state Department of Education, is hereby authorized to make demonstration grants and to provide other forms of state assistance to city and parish school boards and to other appropriate public and private agencies for the development of innovative and promising family-school educational partnership activities designed to:

- (1) Support the efforts of families, including training, to the maximum extent practicable, to work with children in the home both to attain the instructional objective of the schools and to instill positive attitudes about the importance of education and learning in the life of the child.
- (2) Train teachers and other staff personnel to work effectively as educational partners with the families of participating students.

(3) Train families, teachers, and other staff personnel in the schools to build an educational partnership between home and school.

(4) Evaluate how well family involvement activities of the school are working, what barriers exist to greater participation, and what steps are needed to be taken to expand participation in such family involvement activities.

(5) Purchase or develop courseware, software, communication aids, equipment, or materials relating to increasing the involvement and participation of families in the learning of children or in the life of the schools.

(6) Provide family learning or other community education courses in which families, together, may learn reading, math, and other subjects.

B. The provisions of this Section shall be applicable only to the extent that funds are made available for this purpose from public or private sources.

Louisiana Revised Statutes, Title 17, Section 406.6 (La. Rev. Stat. § 17:406.6) (the “Family-School Partnership Act”) (Enacted 2003) (see also “Louisiana” in the State Grant and Award Programs for Family Engagement Section).

Summary: Authorized a demonstration program to increase parental involvement in schools, to involve individuals and organizations that work with parents, and implement parental strategies that lead to improvements in student academic achievement as required by the federal No Child Left Behind Act.

**Parental involvement school policies;
demonstration program.**

A. (1) The purpose of this Section is to provide a family-school partnership to increase parental involvement in schools, to involve individuals and organizations that work with parents, and implement parental strategies that lead to improvements in student academic achievement as required by the federal No Child Left Behind Act.

(2) It is further the purpose of this Section to authorize experimentation in strategies to increase parental involvement in schools and to establish a mechanism by which the results of such strategies can be evaluated and positive results identified and replicated in city, parish, and other local public school systems throughout the state.

B. (1) A demonstration program is hereby established for two school years, beginning with the 2003-2004 school year.

(2)(a)(i) Provided that funds are available through the Temporary Assistance to Needy Families program, the program established in this Section shall be implemented in any city, parish, or other local public school system and shall include schools that are recipients of federal Title I funds, to be selected by the independent review panel from among all eligible schools identified by the local public school board as having either a lower test score result for students on the most recent Louisiana Educational Assessment Program test than its immediately prior result or less than a five point improvement in such scores as determined by the state Department of Education for use in determining the school's school performance score as part of the school and district accountability program.

(ii) The independent parent review board shall select from among the eligible schools a cross section of elementary, middle, and high schools after considering both the test scores and an assessment of school readiness.

(b) Each participating school shall undergo an official comprehensive evaluation of its parental involvement program conducted by an independent parent review board as defined and provided for in Subsection C of this Section.

(3)(a) Schools that excel in involving parents in meaningful ways, as defined and determined by the independent parent review board, may be eligible for rewards. Those schools determined to have model programs shall receive public recognition.

(b) Schools that are determined to be in noncompliance by the independent parent review board shall be required to comply with the provisions of this Section within a

period not to exceed one year from the date of the official review unless a waiver is granted by the independent parent review board.

(c) Failure of schools to comply as deemed necessary by the parent review board may result in the assignment of technical support to assist the school in its efforts and in random monitoring by the independent parent review board.

C. (1)(a) An "independent parent review board" shall be a nonprofit community-based organization whose primary purpose is to increase and facilitate parental involvement in schools by providing the coordination and support necessary to assist participating schools in planning and implementing effective parental involvement activities that improve academic achievement and school performance.

(b) To qualify for selection as an independent parent review board, the nonprofit community-based organization shall:

(i) Have been in existence for at least four years prior to consideration.

(ii) Have an available research-based model for systemic evaluation that can be implemented at scale.

(iii) Provide professional development to teachers, administrators, and district level managers.

(iv) Have experience working in the target communities on related issues.

(v) Have documented success.

(vi) Have experience working with urban or rural schools and families of school-aged children.

(vii) Be able to engage in research activities.

(viii) Have experience with building and working in community-based collaboratives with related agencies.

(c) Such independent parent review board shall be selected by the State Board of Elementary and Secondary Education from applications sent to the state board from qualifying organizations for the purposes as provided herein.

(2) The independent parent review board selected shall:

(a) Involve parents in the planning, review, and improvement of the programs that are part of the parental involvement policy of a participating school.

(b) Conduct, with the involvement of parents, an annual evaluation of the effectiveness of a parental involvement policy of a participating school in improving the academic quality of schools.

(c) Identify barriers to parental involvement in schools and use such strategies to facilitate greater participation by parents.

(d) Assist any participating school to revise its parental involvement policy as may be necessary.

(e) Report the findings of each evaluation from each participating school in the demonstration program to the state board.

(3) The findings from each evaluation shall be considered public information and may be included in the state's report card.

Maine

Maine Revised Statutes, Title 20-A, Chapter 206, Section 4502(5)(P) (Me. Rev. Stat. tit. 20-A, § 4502(5)(P)) (enacted 2007), as amd. by 2009 Me. Sess. Law Ch. 313 (H.P. 929), (L.D. 1325) (2009).

School approval requirements

...

5. Other standards. The state board and the commissioner shall jointly adopt basic school approval rules governing school administrative units and elementary and secondary schools. These rules must set minimum requirements in the following areas, incorporating such requirements as are established by statute:

...

P. Provision of family outreach and support programs designed to improve parent-school relations and parenting skills consistent with section 4252, subsection 8.

Maryland

Maryland Annotated Code, Education, Title 4, Section 308 (MD. Code Ann., Educ. § 4-308) (enacted 1997).

Summary: The statute established a Parent and Community Advisory Board in the Baltimore City Public School System. The Advisory Board consists of 14 members, a majority of whom shall be parents of students enrolled in the Baltimore City Public School System. It is the duty of the Board and Chief Executive Officer of the Baltimore City Public School System to (1) regularly consult with the Advisory Board; (2) ensure parental involvement in the development and implementation of the education policies and procedures in the Baltimore City Public School System; and (3) ensure increased community involvement and outreach in support of the public schools in the city.

Parent and Community Advisory Board

(a)(1) There is a Parent and Community Advisory Board in the Baltimore City Public School System.

(2) The Advisory Board consists of 14 members, a majority of whom shall be parents of students enrolled in the Baltimore City public schools.

(3)(i) The plaintiffs (parents of students with disabilities) in *Vaughn G., et al v. Mayor and City Council, et al*

case no. MJG-84-1911, United States District Court for the District of Maryland shall appoint three members of the Advisory Board.

(ii) The plaintiffs (parents of students in general education) in *Bradford, et al v. Maryland State Board of Education, et al*, case no. 94340058/CE189672, Circuit Court for Baltimore City shall appoint two members of the Advisory Board.

(iii) Subject to the approval of the board, the Chief Executive Officer shall appoint seven members of the Advisory Board as follows:

1. Three shall be appointed from a list submitted by the Baltimore City Council of Parent-Teacher Associations;
2. Two shall be appointed from a list submitted by area-based parent networks; and
3. Two shall be appointed from a list submitted by the Title I liaisons.

(iv) The Chief Executive Officer shall appoint two members of the Advisory Board from other parent and community groups in Baltimore City.

(4) If one of the groups specified in paragraph (3)(iii) of this subsection fails to submit a list with a sufficient number of nominees to fill a position, the board shall appoint an individual from other parent and community groups in Baltimore City.

(b) The board and the Chief Executive Officer shall:

- (1) Regularly consult with the Advisory Board;
- (2) Ensure parental involvement in the development and implementation of the education policies and procedures in the Baltimore City Public School System; and
- (3) Ensure increased community involvement and outreach in support of the public schools in the city.

(c) The Chief Executive Officer shall meet with the Parent and Community Advisory Board on at least a quarterly basis.

(d)(1) Each member serves for a term of 2 years.

(2) A member may not serve for more than two consecutive terms.

(3) A member whose term has expired shall remain in office until a successor is appointed.

Maryland Annotated Code, Education, Title 4, Section 309 (MD. Code Ann., Educ. § 4-309) (enacted 2002).

Summary: This section of the Code requires the Chief Executive Officer of the Baltimore City Public School System to create, and update annually, a master plan to be submitted to the State Board of Education and State Superintendent for review and approval. Among other things, the master plan must identify the actions necessary to develop a program to train principals and assistant principals in methods of increasing parental involvement at the school level, including strategies for connecting parents to the instructional program of the school and for measuring the level of parental involvement through meaningful indicators.

Comprehensive Master Plan

(a)(1) On or before June 1, 2002, the Chief Executive Officer shall submit a 5-year comprehensive master plan to the board for its review, modification, and final approval.

(2) On or before August 30, 2002, the board shall approve and commence implementation of the master plan.

(3) Following approval of the master plan or by July 30, 2002, whichever is earlier, the master plan shall be submitted to the State Board and to the State Superintendent for their review and approval.

(4) The Chief Executive Officer or designee shall consult with parents, teachers, students, representatives of the business community, and educational instruction and administration experts during the course of the development of the master plan.

(5)(i) The master plan shall be updated annually and submitted to the State Board and the State Superintendent for review and approval on or before August 15 of each year.

(ii) The Chief Executive Officer shall submit with the update required under subparagraph (i) of this paragraph a detailed summary of how the Baltimore City Public School System's current year approved budget and increases in expenditures over the prior year are consistent with the master plan.

(iii) By October 1 of each year, the Chief Executive Officer shall supplement the update with a summary of how the Baltimore City Public School System's actual prior year budget and additional expenditures in the prior year's budget aligned with the master plan.

(6) Notwithstanding any other provision of law or regulation, the master plan requirement shall be the sole master plan required of the Baltimore City Public School System.

(b) The master plan shall provide for the improvement of:

(1) Student achievement in the Baltimore City public schools; and

(2) The management and accountability of the Baltimore City Public School System.

(c) The master plan shall identify the actions necessary to:

(1) Incorporate the key recommendations of the 1992 Towers Perrin/Cresap Management Study report, the 1994 and 1995 MGT of America, Inc. reports, and the report on the December, 2001 final evaluation of the City-State Partnership prepared by Westat;

(2) Address both the compliance efforts as well as the system's efforts to achieve full organizational and instructional integration of special education and general education including the quality indicators that will be used to evaluate the extent of integration and its impact on student performance;

(3) Provide a balanced and efficient allocation of qualified staff to support the necessary educational and managerial functions of the school system and include in an annual status report on the implementation of the master plan a qualitative and fiscal analysis of the staffing of key central and area office functions;

(4) Provide effective curriculum and instructional programs for the Baltimore City Public School System including the development and dissemination of:

(i) A citywide curriculum framework reflecting State learning outcomes, including Maryland School Performance Program standards, and an appropriate developmental sequence for students;

(ii) An effective program that involves school-based practitioners including teachers, mentors, master teachers, and instructional support teachers, as well as the exclusive employee organization representatives in the design and implementation of high quality, differentiated professional development activities derived from analysis of student performance needs and that complies with the National Staff Development Council Standards for content, context, and process; and

(iii) An effective educational program for meeting the needs of students at risk of educational failure;

(5) Review the requirement of a demonstrated student achievement portfolio for the performance-based evaluation system for teachers and principals and incorporate design modifications that will enhance teacher and principal investment in the evaluation instrument;

(6) Provide effective management information systems for the Baltimore City Public School System, including the capacity to accurately track student enrollment, attendance, academic records, discipline records, and compliance with the provisions of the federal Individuals with Disabilities Education Act;

(7) Provide an effective financial management and budgeting system for the Baltimore City Public School System to ensure the maximization and appropriate utilization of all available resources;

(8) Provide effective hiring and assignment of teachers and staff;

(9) Develop an effective system of providing instructional materials and support services;

(10) Develop and evaluate model school reform initiatives;

(11) Develop a process with timelines to govern the distribution of student test data to area executive officers and to principals, as well as the central office resources that will be provided to school level practitioners to validate and analyze the student test data;

(12) Provide appropriate methods for student assessment and remediation;

(13) Develop and implement a student code of discipline as required in § 7-306 of this article;

(14) Incorporate the school system's facilities master plan including information about projects currently underway as well as those planned pursuant to the capital improvement program and update this information annually as the master plan is updated;

(15) Develop a program to train principals and assistant principals in methods of increasing parental involvement at the school level, including strategies for connecting parents to the instructional program of the school and for measuring the level of parental involvement through meaningful indicators;

(16) Include measurable outcomes and time lines for the implementation and evaluation of the reforms made in accordance with the master plan and the reporting of this information to the Governor, the Mayor of Baltimore City, and, in accordance with § 2-1246 of the State Government Article, the General Assembly;

(17) Improve the status of schools that are subject to a State reconstitution notice;

(18) Develop an effective system of teacher input regarding implementation of school reform initiatives, curriculum, instruction, and professional development that includes active and ongoing consultation with classroom

teachers at the elementary, middle, and high school levels; and

(19) Institute a formal procedure by which the directors of each of the school system's mentoring programs, including React, Blum, and Peer Mentoring, will provide semi-annual reports to the board and senior management concerning the perspectives of the mentoring programs.

(d) It is the intent of the General Assembly that teachers of Baltimore City public high school students inform students of the federal, State, and Baltimore City election processes and the importance of exercising the right to vote and registering to vote.

Maryland Annotated Code, Education, Title 7, Section 118 (MD. Code Ann., Educ. § 7-118) (enacted 2007) (This section of the Code is set to be eliminated effective September 30, 2010).

Summary: This statute encourages parent-teacher associations to raise funds for public high schools in Baltimore City and Prince George's County. The State will match each dollar raised up to certain maximums.

Parent-Teacher Association Matching Fund Pilot Program; Baltimore City, Prince George's County

(a) In this section, "Program" means the Organization of Parents and Teachers Matching Fund Pilot Program.

(b) There is an Organization of Parents and Teachers Matching Fund Pilot Program in Baltimore City and Prince George's County.

(c) The purpose of the Program is to:

(1) Encourage organizations of parents and teachers to raise funds for public high schools; and

(2) Provide additional State funds for public high schools.

(d)(1) Each public high school in Baltimore City and Prince George's County is eligible for a dollar-for-dollar match for private funds raised by an organization of parents and teachers at the school up to:

(i) In Baltimore City, the amount raised by an organization of parents and teachers, not to exceed the school's equal share as determined by dividing \$125,000 by the number of public high schools in Baltimore City; and

(ii) In Prince George's County, the amount raised by an organization of parents and teachers, not to exceed the school's equal share as determined by dividing \$125,000 by the number of public high schools in Prince George's County.

(2) The total amount expended under the Program may not exceed \$200,000 annually.

(e) Funds for the Program shall be as provided in the State budget by the Governor.

(f) On or before December 1 of each year, the Chief Executive Officer of the Baltimore City Public School System and the Superintendent of Schools of Prince George's County shall report to the Senate Budget and Taxation Committee, the Senate Education, Health, and Environmental Affairs Committee, and the House Ways and Means Committee, in accordance with § 2-1246 of the State Government Article, on the status of, and the benefits accrued from, the Organization of Parents and Teachers Matching Fund Pilot Program.

Massachusetts

General Laws of Massachusetts, Chapter 15, Section 1E (Mass. Gen. Laws ch. 15, § 1E).

Summary: The Massachusetts Department of Elementary and Secondary Education ("MassDOE") must have one member on its board as "a representative of parents of school children" who is chosen by the governor from a list of 3 parents submitted by the Massachusetts PTA.

Board of elementary and secondary education; composition; disqualification; tenure; vacancies; chairman; expenses; meetings; student advisory and regional councils

There shall be in the department a board of elementary and secondary education, in this chapter called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; and 6 additional members. No appointive member of said board shall be employed by or receive regular compensation from the department of education, or from any school system, public or independent, in the commonwealth, or serve as a member of any school committee. Not more than two members of said board shall be employed on a full-time basis by any agency of the commonwealth. Of the 9 members appointed by the governor, 1 shall be appointed for a term that is coterminous with that of the governor. Each of the remaining 8 members shall be appointed for a term of 5 years. Vacancies shall be filled consistent with the requirements of section 10 of chapter 30. No person shall be appointed to serve more than two full terms, provided, however, that only service on or after July 1, 1996 shall be counted for this purpose. Prior service on said board for a term of less than three years, resulting from an initial appointment or an appointment for the remainder of an unexpired term, shall not be counted as a full term. If a member is absent from any four regularly scheduled monthly meetings, exclusive of July and August, in any calendar year, his office as a member of said board shall be deemed vacant. The chairman of the board shall forthwith notify the governor that such vacancy exists. A person affiliated with an indepen-

dent institution of higher education shall be eligible for membership on said board. No member of said board shall be found to be in violation of section six of chapter two hundred and sixty-eight A for conduct which involves his participation, as a member of said board, in a particular matter before said board which may affect the financial interest of an independent institution of higher education with which he is affiliated; provided, however, that said member, his immediate family or partner has no personal and direct financial interest in said particular matter; and provided, further, that such affiliation is disclosed to said board and recorded in the minutes of the board.

The members of the board shall be reimbursed for their necessary expenses incurred in the performance of their duties.

The chairperson of the board shall be appointed by the governor. Members of the board who are employed on a full-time basis by the commonwealth shall be ineligible to serve as chairperson.

The board shall meet not fewer than ten times annually at the call of the chairman.

There is hereby established a student advisory council to the board of education, consisting of four elected representatives from each student regional council established under the provisions of this section, one of whom shall be a student in a vocational secondary school. The members of said student advisory council shall by majority vote prior to the first day of June in each year elect from their number a chairman who shall serve for a term of one year.

Said student advisory council shall meet from time to time and shall consider such matters as it deems appropriate for its chairman to place before the board.

There are hereby established not less than five nor more than fifteen student regional councils, whose membership shall be limited to elected student representatives from the secondary schools of the commonwealth who have been residents of the commonwealth for at least six months prior to their election. Said student regional councils shall consist of not less than twenty nor more than forty-five student representatives.

No person shall be eligible to be elected to a student regional council unless at the time of his election he is enrolled as a student in a secondary school within the commonwealth. If at any time during his term of office a member of a student regional council ceases to be so enrolled, his membership shall be terminated and his position shall be terminated and his position shall be deemed vacant. A vacancy on the student advisory council prior to the expiration of a term shall be filled for the remainder of the term in the same manner as elections to full terms. A vacancy on a student regional council shall be filled by a majority vote of the entire membership of said regional council. The terms of the elected members of the student advisory council and of the student regional council shall be not more than three years, but no member shall be prevented from running for election for three successive terms. Members of student regional councils shall serve without compensation except that they shall be reimbursed for necessary expenses incurred in travelling to and from meetings.

Each student regional council shall meet from time to time with the student advisory council to advise said council regarding business that it deems appropriate to be considered by said advisory council.

General Laws of Massachusetts, Chapter 15, Section 1G (Mass. Gen. Laws ch. 15, § 1G).

Summary: Massachusetts has also created under its general laws a number of advisory councils which are an adjunct to the board of the MassDOE.

- i. Parents (and students) may serve on any advisory council, and a “reasonable balance of members” of parental and other groups must be maintained.
- ii. One of the advisory councils is a council on “parent and community education and involvement.”⁵
- iii. Another advisory council is a council for special education. Half of the advisory council for special education must be parents of special needs children.

⁵ See <http://www.doe.mass.edu/boe/sac/parent/>.

Advisory councils to board; membership; duties

There shall be established advisory councils to the board in the following areas: school and district accountability and assistance; life management skills; home economics; educational personnel; fine arts education; gifted and talented education; math and science education; racial imbalance; parent and community education and involvement; special education; bilingual education; technology education; vocational-technical education; violence prevention; adult basic education; global education and comprehensive health education and human service programs.

The members of these councils shall serve without compensation but may be reimbursed subject to appropriation for expenses necessarily and reasonably incurred in the performance of their responsibilities. Each council shall be composed of members who shall be recommended by the commissioner and appointed by the board and who shall not, by virtue of their membership, be deemed state employees under chapter two hundred and sixty-eight A. Members shall be appointed for a term of three years. No member shall serve for more than two consecutive terms. The members serving on such councils may be school committee members, school superintendents, professional educators, parents or students. A reasonable balance of members representing business, labor, civic, educational, parental and professional groups shall be maintained. Members serving on such councils shall represent a reasonable geographic balance.

...

There shall be twelve voting members of the advisory council for special education, six of whom shall be parents of children with special needs. The commissioners of the departments of mental health, developmental services, public health and public welfare shall each appoint a representative to serve as ex officio members of the advisory council for special education. At all times the makeup of the advisory council for special education shall comply with requirements of federal law. There shall be twelve voting members of the advisory council for bilingual education, six of whom shall be parents of bilingual students...

General Laws of Massachusetts, Chapter 71, Section 59C (Mass. Gen. Laws ch. 71, § 59C).

Summary: Massachusetts General Laws also require that each public elementary, secondary and independent vocational school in the commonwealth have a school council, which must include parents as members. Each council is charged with identifying educational needs of the students attending the school, making recommendations to the principal for the development, implementation and assessment of a curriculum accommodation plan, assisting in the review of the annual school budget and helping to formulate a school improvement plan.

School councils; members; meetings; duties

At each public elementary, secondary and independent vocational school in the commonwealth there shall be a school council consisting of the school principal, who shall co-chair the council; parents of students attending the school who shall be selected by the parents of students attending such school who will be chosen in elections held by the local recognized parent teacher organization under the direction of the principal, or if none exists, chosen by a representative process approved by the school committee. Said parents shall have parity with professional personnel on the school councils; teachers who shall be selected by the teachers in such school; other persons, not parents or teachers of students at the school, drawn from such groups or entities as municipal government, business and labor organizations, institutions of higher education, human services agencies or other interested groups including those from school age child care programs; and for schools containing any of the grades nine to twelve, at least one such student; provided, however, that not more than fifty percent of the council shall be non-school members. The principal, except as otherwise provided herein, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the superintendent and school committee and for convening the first meeting no later than forty days after the first day of school, at which meeting a co-chairman shall be selected. School councils should be

broadly representative of the racial and ethnic diversity of the school building and community. For purposes of this paragraph the term “non-school members” shall mean those members of the council, other than parents, teachers, students and staff of the school.

Nothing contained in this section shall require a new school council to be formed if an existing school council fulfills the intent of this section, the parent and teacher members thereof were selected in a manner consistent with the provisions of this section and the membership thereof complies with the aforesaid fifty percent requirement.

Meetings of the school council shall be subject to the provisions of sections twenty-three A, twenty-three B and twenty-three C of chapter thirty-nine.

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q 1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below. Parent advisory councils, established under section 3 of chapter 71A, may, at their request, meet at least once annually with the school council.

The principal of each school, in consultation with the school council established pursuant to this section, shall on an annual basis, in conformity with the provisions of section 1I of chapter 69, develop and submit for approval by the district superintendent a plan for improving student performance. Said plan shall be prepared in a manner and form prescribed by the department of education and shall conform to any policies and practices of the district consistent therewith.

Nothing contained in this section shall prevent the school committee from granting a school council additional authority in the area of educational policy; provided, however, that school councils shall have no authority over matters which are subject to chapter one hundred and fifty E.

General Laws of Massachusetts, Chapter 15D, Section 3 (Mass. Gen. Laws ch. 15D, § 3).

Summary: The board of the Department of Early Education and Care (which has as some of its purposes “to encourage family choice” and “to assure parents a decisive role in the planning, operation and evaluation of programs”) must have one parent of an early education child as a member.

Board of early education and care; duties; membership; appointments; length of term; purpose

(a) There shall be a board of early education and care, hereinafter referred to as the board. The board shall set policies and establish regulations related to early education and care programs, and services. The Board shall oversee and supervise the administration of a high-quality system of public and private early education and care. The board shall oversee the development and implementation of a program of voluntary, universally accessible high-quality early childhood education to all preschool-aged children in the commonwealth, subject to appropriation. The board shall oversee the development and management of an educationally sound kindergarten readiness assessment for pre-school children and a comprehensive evaluation of early education and care programs, including the establishment of baseline data to inform the design and implementation of a universally accessible, high-quality early education and care program for all pre-school age children. The board shall oversee the development and implementation of a workforce development system designed to support the education, training and compensation of the early education and care workforce, including all center, family child care, infant, toddler, preschool and school-age providers.

(b) The board shall consist of 11 members, and shall include: the secretary of education, ex-officio, in this chapter called the secretary, or her designee; the secretary of health and human services, ex-officio; and 9 members appointed by the governor. Of the members appointed by the governor, 1 shall be a representative of the business community with a demonstrated commitment to

education; 1 shall be an early education and care teacher, selected from a list of 3 nominees jointly provided by the Massachusetts Teachers Association and the Massachusetts Federation of Teachers; 1 shall be a parent or guardian of a child receiving early education and care services or a family childcare provider; 1 shall be a provider of early education and care services with practical experience in the management and administration of early education and care programs; 1 shall be a person with expertise in the evaluation and assessment of successful pre-school education programs; 1 shall be a pediatrician with a focus on child development or a person nationally recognized for research in the field of educational psychology; and 3 shall be additional members.

In making the appointments, the governor shall seek to appoint persons who are from geographically diverse regions of the commonwealth, who are familiar with the differing interests, perspectives and needs of urban, rural and suburban regions, and who reflect the ethnic and racial diversity of the commonwealth's children. In appointing members from urban areas of the commonwealth, the governor shall seek to appoint people who are familiar with the particular issues of urban areas with high concentrations of low-income families. Each of the members chosen shall have a demonstrated interest in and commitment to early education and care and a commitment to maximizing family choice by preserving a mixed system of high-quality public and private programs.

Six members shall constitute a quorum, and the affirmative vote of 6 members shall be necessary for any action taken by the board.

Of the 9 members appointed by the governor, 1 shall be appointed for a term that is coterminous with that of the governor. Each of the remaining 8 members shall be appointed for a term of 5 years. Vacancies shall be filled consistent with the requirements of section 10 of chapter 30. No member shall be appointed to serve more than 2 consecutive full terms. Service for a term of less than 3 years, resulting from an initial appointment or an appointment for the remainder of an unexpired term, shall not be counted as a full term. Upon expiration of the term of office of an appointed member, a successor shall be appointed in like manner. If an appointed member is absent from any four regularly scheduled meetings, exclusive

of July and August, in any calendar year, his office as a member of said board shall be deemed vacant. The chairperson of the board shall forthwith notify the governor that such vacancy exists.

No appointive member of said board shall be employed by or receive regular compensation from the department of early education and care. The governor shall appoint a chairperson to the board. Not more than 2 members of the board shall be employed on a full-time basis by any agency of the commonwealth. Members of the board who are employed on a full-time basis by the commonwealth shall be ineligible to serve as chairperson. The members of the board shall be reimbursed for their necessary expenses incurred in the performance of their duties. The board shall meet not fewer than 10 times annually at the call of the chairman.

No member of the board shall be found to be in violation of section 6 of chapter 268A for conduct which involves his participation, as a member of the board, in a particular matter before the board which may affect the financial interest of an early education and care program with which the member is affiliated; provided, however, that the member, his immediate family or partner has no personal and direct financial interest in the particular matter; and provided, further, that the affiliation is disclosed to the board and recorded in the minutes of the meeting of the board.

(c) The purposes of the board are as follows:

- (1) to consolidate and coordinate resources and public funding streams for early education and care in order to assure the sound and coordinated development of all early education and care programs and services to children;
- (2) to encourage family choice by ensuring a mixed system of high-quality public and private programs, with local points of entry, staffed by well-qualified professionals which accommodates ease of movement of children, by parents, between programs and providers without loss of subsidy funding for the family;
- (3) to assure parents a decisive role in the planning, operation, and evaluation of programs which aid families in the care of children;

(4) to provide consumer education and accessibility to early education and care resources;

(5) to advance the quality of early education and care programs and services to children in order to support the healthy development of children and preparation for their success in school;

(6) to develop a seamless service delivery system of early education and care programs administered by local, state and federal agencies, with local points of entry;

(7) to develop and manage an effective data collection system to support the necessary functions of a coordinated system of early education and care programs and services to children in order to enable accurate evaluation of its impact;

(8) to respect and draw upon family values and cultural heritage;

(9) to establish the administrative framework for and promote the development of early education and care services in order to provide that such services, staffed by well-qualified professionals, shall be available in every community for all families which express a need for them;

(10) to assure that family foster care or other residential care is provided only when the family itself or the resources available to the family are unable to provide the necessary care and protection to insure the rights of any child to sound development;

(11) to assure that every child shall in all circumstances be protected against all forms of neglect, cruelty, abuse, and exploitation; and

(12) to promote the design and implementation of the Massachusetts universal pre-kindergarten program.

...

General Laws of Massachusetts, Chapter 71, Sections 34D, 34E and 34H (Mass. Gen. Laws ch. 71, §§ 34D, 34 E and 34H).

Summary: Parents are allowed access to all student records with certain exceptions.

Mass. Gen. Laws ch. 71, § 34D

Student records; maintenance, storage, destruction, etc.; inspection by parent or guardian

The board of education shall adopt regulations relative to the maintenance, retention, duplication, storage and periodic destruction of student records by the public elementary and secondary schools of the commonwealth. Such rules and regulations shall provide that a parent or guardian of any pupil shall be allowed to inspect academic, scholastic, or any other records concerning such pupil which are kept or are required to be kept.

Mass. Gen. Laws ch. 71, § 34 E

Inspection of student records; persons authorized

Each school committee shall, at the request of a parent or guardian of a student, allow such parent or guardian to inspect academic, scholastic, or any other records concerning such student that are kept or are required to be kept, regardless of the age of such student. Each school committee shall, at the request of a student eighteen years of age or older, allow such student complete access to all school records relative to him or her.

Mass. Gen. Laws ch. 71, § 34 H

Noncustodial parents; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent

(a) Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under chapter 71A; notification of absences; notification of illnesses; notification of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

(b) A parent requesting information under this section shall submit a written request to the school principal.

(c) Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.

<[There is no subsection (d).]>

(e) At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

(f) The principal of each public elementary and secondary school shall designate a staff member whose duties shall include the proper implementation of this section.

<[There is no subsection (g).]>

(h) The department of education shall promulgate regulations to implement the provisions of this section. Said regulations shall include provisions which assure that the information referred to in this section is properly marked to indicate that said information may not be used to support admission of the child to another school.

General Laws of Massachusetts, Chapter 69, Section 1D (Mass Gen. Laws, ch. 69, § 1D(i)).

Summary: Parents are also allowed to review the proposed remedial plan for any of their children who is a failing student.

Statewide education goals; academic standards; vocational training; grant program

The board shall establish a set of statewide educational goals for all public elementary and secondary schools in the commonwealth.

The board shall direct the commissioner to institute a process to develop academic standards for the core subjects of mathematics, science and technology, history and social science, English, foreign languages and the arts. The standards shall cover grades kindergarten through twelve and shall clearly set forth the skills, competencies and knowledge expected to be possessed by all students at the conclusion of individual grades or clusters of grades. The standards shall be formulated so as to set high expectations of student performance and to provide clear and specific examples that embody and reflect these high expectations, and shall be constructed with due regard to the work and recommendations of national organizations, to the best of similar efforts in other states, and to the level of skills, competencies and knowledge possessed by typical students in the most educationally advanced nations. The skills, competencies and knowledge set forth in the standards shall be expressed in terms which lend themselves to objective measurement, define the performance outcomes expected of both students directly entering the workforce and of students pursuing higher education, and facilitate comparisons with students of other states and other nations.

The standards shall provide for instruction in at least the major principles of the Declaration of Independence, the United States Constitution, and the Federalist Papers. They shall be designed to inculcate respect for the cultural, ethnic and racial diversity of the commonwealth and for the contributions made by diverse cultural, ethnic and racial groups to the life of the commonwealth. The standards may provide for instruction in the funda-

mentals of the history of the commonwealth as well as the history of working people and the labor movement in the United States. The standards may provide for instruction in the issues of nutrition, physical education, AIDS education, violence prevention, and drug, alcohol and tobacco abuse prevention. The board may also include the teaching of family life skills, financial management and consumer skills, and basic career exploration and employability skills. The board may also include in the standards a fundamental knowledge of technology education and computer science and keyboarding skills; the major principles of environmental science and environmental protection; and an awareness of global education and geography. The board may set standards for student community service-learning activities and programs. The board may also institute a process for drawing up additional standards in other areas of education.

Academic standards shall be designed to avoid perpetuating gender, cultural, ethnic or racial stereotypes. The academic standards shall reflect sensitivity to different learning styles and impediments to learning. The board shall develop procedures for updating, improving or refining standards, but shall ensure that the high quality of the standards is maintained. A copy of said standards shall be submitted to the joint committee on education at least sixty days prior to taking effect. The standards shall also include criteria for three determinations or certificates as follows:

(i) The “competency determination” shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, as measured by the assessment instruments described in section one I. Satisfaction of the requirements of the competency determination shall be a condition for high school graduation. If the particular student’s assessment results for the tenth grade do not demonstrate the required level of competency, the student shall have the right to participate in the assessment program the following year or years. Students who fail to

satisfy the requirements of the competency determination may be eligible to receive an educational assistance plan designed within the confines of the foundation budget to impart the skills, competencies and knowledge required to attain the required level of mastery. The parent, guardian or person acting as parent of the student shall have the opportunity to review the remedial plan with the student's teachers. Nothing in this section shall be construed to provide a parent, guardian, person acting as a parent or student with an entitlement to contest the proposed plan or with a cause of action for educational malpractice if the student fails to obtain a competency determination.

(ii) The "certificate of mastery" shall be based upon a determination that the recipient has demonstrated mastery of a comprehensive body of skills, competencies and knowledge comparable to that possessed by accomplished graduates of high school or equivalent programs in the most advanced education systems in the world. The criteria for a certificate of mastery may incorporate a number of factors which may include, but not be limited to, any of the following: high school graduation standards, superior performance on advanced placement tests administered by the educational testing service, and demonstrated excellence in areas not reflected by the state's assessment instruments, such as artistic or literary achievement. Eligibility for potential receipt of a certificate of mastery shall extend to all secondary students residing in the commonwealth.

(iii) The "certificate of occupational proficiency" shall be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world. No student may receive said certificate of occupational proficiency without also having acquired a competency determination.

Nothing in this chapter shall prohibit a student from beginning a program of vocational education before

achieving a determination of competency. Such vocational education may begin at grade nine, ten or eleven. No provision of law shall prohibit concurrent pursuit of a competency determination and vocational learning. There shall be no cause of action for a parent, guardian or student who fails to obtain a competency determination, a certificate of mastery or a certificate of occupational proficiency.

Subject to appropriation, the board shall establish a grant program which shall award grants to school districts for the costs associated with establishing advanced placement courses. The board shall promulgate regulations defining the standards of eligibility and other implementation guidelines.

Subject to appropriation, the board shall establish an advanced placement test fee grant program which shall award grants to school districts for the reimbursement of application fees for students based on financial need in order to assist students with paying the fee for advanced placement tests. The board shall promulgate regulations defining the standards of eligibility and other implementation guidelines for this program.

General Laws of Massachusetts, Chapter 69, Section 1D (Mass Gen. Laws, ch. 69, § 1D(i)); and Chapter 76, Sections 17-18 (Mass. Gen. Laws ch. 76, §§ 17-18).

Summary: A school committee cannot expel a student without giving that child and his parent or guardian an opportunity to be heard.

Mass. Gen. Laws ch. 76, § 17

Hearing prerequisite to exclusion

A school committee shall not permanently exclude a pupil from the public schools for alleged misconduct without first giving him and his parent or guardian an opportunity to be heard.

Mass. Gen. Laws ch. 76, § 18

Notice to parent or guardian and meeting with school committee prerequisite to student permanently leaving school; annual report; application of section

No student sixteen years of age or older shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within a period of ten days from the student's fifteenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the school committee or its designated representatives prior to the student permanently leaving school, within ten days after the sending of the notice. The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or its designated representatives, provided no extension shall be for longer than fourteen days. Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements.

The superintendent of every city, town or regional school district shall annually report to the department of education the number of students sixteen years of age or older who have permanently left school, the reasons for such leaving and any alternative educational or other placement which each such student has taken.

The provisions of this section shall not apply to a student who has completed the regular course of education, or apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education.

General Laws of Massachusetts, Chapter 71, Section 1C, and Chapter 71B, Sections 1C and 9A (Mass. Gen. Laws ch.71, §1C and ch.71B, §§ 1C and 9A).

Workshops on rights of students and their parents under special education laws of the commonwealth and the federal government

Each school district shall conduct, in cooperation with the local parent advisory council, at least one workshop annually within the school district on the rights of students and their parents and guardians under the special education laws of the commonwealth and the federal government and shall make written materials explaining such rights available upon request.

General Laws of Massachusetts, Chapter 71B, Sections 3, 10 and 12C (Mass. Gen. Laws ch. 71B, §§ 3, 10 and 12C).

Summary: After a request by any of a school official, parent, social worker, doctor or judge to place child in special education program, the child is evaluated by teachers, doctors, and others to determine whether placement is appropriate (Id. §3). Parents must be notified and consulted about the evaluation, and the evaluation must be conducted within 30 days from the initial notice (Id.). After this evaluation is completed, parents may then obtain an independent evaluation (at school committee expense unless school successfully appeals within 5 days and shows that its evaluation was “appropriate”) (id.). Parents and independent evaluators, consultants, etc. must be given access to observe the child performing in a current education program, which must be sufficient to enable them to monitor the child's progress; and the schools may “impose no conditions or restrictions on such observations” except to ensure confidentiality and the child's health (id.). Parents may change the special education program with the recommendation of the local school committee (see id. §10). Parents may (unless objected to by child) also be involved in the “transition” process at the end of special education services (see id. §12C).

Mass. Gen. Laws ch. 71B, § 3

Identification of school age children with a disability; diagnosis of disability; proposal or program; evaluations and assessments of child and program

In accordance with the regulations, guidelines and directives of the department issued jointly with the departments of mental health, mental retardation, public health, youth services, and the commission for the blind and the commission for the deaf and hard of hearing and with assistance of the department, the school committee of every city, town or school district shall identify the school age children residing therein who have a disability, as defined in section 2, diagnose and evaluate the needs of such children, propose a special education program to meet those needs, provide or arrange for the provision of such special education program, maintain a record of such identification, diagnosis, proposal and program actually provided and make such reports as the department may require. Until proven otherwise, every child shall be presumed to be appropriately assigned to a regular education program and presumed not to be a school age child with a disability or a school age child requiring special education.

The department shall take all steps necessary to monitor and enforce compliance with this section no less than every three years, including but not limited to investigations, on-site visits and public hearings, and shall provide assistance in planning and implementing any necessary corrective actions to ensure that no school committee provides special education services to a child pursuant to this chapter unless an evaluation conducted pursuant to this section determines that the child has a disability, as defined in section 1. The department shall further take any and all steps necessary to monitor and enforce compliance with all other provisions of this chapter, including but not limited to the requirement that school committees educate children in the least restrictive environment, as defined in section 1. The department shall also ensure that teachers and administrators are fully informed about their responsibilities for implementing the provisions of this chapter and are provided with

technical assistance and training necessary to assist them in such effort.

No school committee shall refuse a school age child with a disability admission to or continued attendance in public school without the prior written approval of the department, and without complying with state and federal requirements for disciplining students with disabilities, where applicable. During the pendency of administrative or judicial proceedings, a court of competent jurisdiction shall have the authority to change a child's educational placement, including removing the child from school, in any circumstances when the school committee shows that the child's behavior poses a substantial likelihood of injury to himself or others; provided, however, that the foregoing shall not be construed to abrogate any authority concerning discipline for such a child which is available to a school committee under said regulations and procedures or any other law. No child who is so refused or removed shall be denied an alternative form of education approved by the department, as provided for in section 10, through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program which is approved for the child by the department.

No child shall be placed in a special education program without prior consultation, evaluation, reevaluation, and consent as set forth and implemented by regulations promulgated by the department. To insure that parents can participate fully and effectively with school personnel in the consideration and development of appropriate educational programs for their child, a school committee shall, upon request by a parent, provide timely access to parents and parent-designated independent evaluators and educational consultants for observations of a child's current program and of any program proposed for the child, including both academic and non-academic components of any such program. Parents and their designees shall be afforded access of sufficient duration and extent to enable them to evaluate a child's performance in a current program and the ability of a proposed program to enable such child to make effective progress. School committees shall impose no conditions or restrictions on such observations except those necessary to ensure the safety of children in a program or the integrity of the

program while under observation or to protect children in the program from disclosure by an observer of confidential and personally identifiable information in the event such information is obtained in the course of an observation by a parent or a designee.

Within five days after the referral of a child enrolled in a regular education program by a school official, parent or guardian, judicial officer, social worker, family physician, or person having custody of the child for purposes of determining whether such child requires special education, the school committee shall notify the parents or guardians of such child in writing in the primary language of the home of such referral, the evaluation procedure to be followed, and the child's right to an independent evaluation at clinics or facilities approved by the department under regulations adopted jointly by the department and the departments of mental health, mental retardation and public health and the right to appeal from any evaluation, first to the department, and then to the courts; provided, however, that a school district shall not be required to refer a child for an evaluation solely because the child presents a risk of or fails to be promoted at the end of the school year; and provided further, that a school district shall not be required to refer a child for an evaluation solely because such child failed the statewide assessment tests authorized pursuant to section 11 of chapter 69.

Within thirty days after said notification the school committee shall provide an evaluation as hereinafter defined. The parents or guardians of such child shall be consulted about the content of such evaluation and the evaluators being used. Said evaluation shall include an assessment of the child's current educational status by a representative of the local school department, an assessment by a classroom teacher who has dealt with the child in the classroom, a complete medical assessment by a physician, an assessment by a psychologist, an assessment by a nurse, social worker, or a guidance or adjustment counselor of the general home situation and pertinent family history factors; and assessments by such specialists as may be required in accordance with the diagnosis including when necessary, but not limited to an assessment by a neurologist, an audiologist, an ophthalmologist, a specialist competent in speech, lan-

guage and perceptual factors and a psychiatrist. Whenever an evaluation indicates that a child is blind, as defined in section one hundred and thirty-six of chapter six, said evaluation shall also include an assessment of the appropriateness of Braille instruction for the child. Such assessment shall include (i) the child's efficiency in reading and writing print as compared with children who do not have a disability; (ii) the child's stamina in using print before fatigue occurs; (iii) the child's prognosis for further sight loss; and (iv) the child's present competence in Braille and a detailed explanation as to whether instruction is appropriate, conducted by a certified teacher of students with visual impairments. Any such instruction found to be essential to meet such child's disability shall be available at a frequency and duration sufficient to meet fully the educational needs of the child. Braille instruction may be used in combination with other special education services appropriate to the child's educational needs. Whenever an evaluation indicates that a child has a disability on the autism spectrum, which includes autistic disorder, Asperger's disorder, pervasive developmental disorder not otherwise specified, childhood disintegrative disorder, or Rhett's Syndrome, as defined in the most recent edition of the Diagnostic and Statistical Manual of the American Psychiatric Association, the Individualized Education Program (IEP) team, as defined by regulations of the department, shall consider and shall specifically address the following: the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.

The department jointly with the departments of mental health, mental retardation and public health shall issue regulations to specify qualifications for persons assessing said child.

These departments through their joint regulations may define circumstances under which the requirement of any or all of these assessments may be waived so long as an evaluation appropriate to the educational needs of the child is provided. Those persons assessing said child shall maintain a complete and specific record of diagnostic procedures attempted and their results, the conclusions reached, the suggested courses of special education best suited to the child's educational needs, and the specific benefits expected from such action. A suggested special education program may include family guidance or counseling services. When the suggested course of study is other than regular education those persons assessing said child shall present a method of monitoring the benefits of such special education and conditions that would indicate that the child should return to regular classes, and a comparison of expected outcomes in regular class placement.

If a child with a disability requires special education and related services in accordance with the provisions of the federal Individuals with Disabilities Education Act of 1975, the provisions of this chapter, and federal and state regulations promulgated pursuant thereto, such services shall be made available.

Upon completion of said evaluation, the child's parents may obtain an independent evaluation at school committee expense, from child evaluation clinics or facilities approved by the department jointly with the departments of mental health, mental retardation and public health, provided that the school committee may initiate within five school working days of the request, a hearing with the bureau of special education appeals to show that its evaluation is appropriate, in accordance with the provisions of the Individuals with Disabilities Education Act and regulations promulgated pursuant thereto; provided, however, that the parents may choose, on a voluntary basis, to share the costs of the independent evaluation with the school committee pursuant to a sliding fee scale established in regulations issued by the department pursuant to this section, in which case the school committee shall pay its share of the costs in accordance with the scale; provided, that, if the child's family income does not exceed 400 per cent of the federal poverty level established by the United States department of health and human services, parents shall pay no

cost; provided, however, that the secretary of health and human services under section 2A of chapter 118G shall establish rates for educational assessments conducted or performed by psychologists and other trained certified educational personnel notwithstanding the provisions of any general or special law or rule or regulation to the contrary. A parent may obtain an independent evaluation at private expense from any specialist.

The written record and clinical history from both the evaluation provided by the school committee and independent evaluation, if any, shall be made available to the parents, guardians, or persons with custody of the child. Separate instructions, limited to the information required for adequate care of the child, shall be distributed only to those persons directly concerned with the care of the child. Otherwise said records shall be confidential.

The department may hold hearings regarding said evaluation, said hearings to be held in accordance with the provisions of chapter thirty A. The parents, guardians, or persons with custody may refuse the education program suggested by the initial evaluation and request said hearing by the department into the evaluation of the child and the appropriate education program. The hearing officer shall order such educational placement and services as he deems appropriate and consistent with this chapter to assure the child receives a free and appropriate public education in the least restrictive environment; provided, however, that a presumption shall exist to direct such placement to the regular educational environment. The hearing officer may determine, in accordance with the rules, regulations and policies of the respective agencies, that services shall be provided by the department of children and families, the department of mental retardation, the department of mental health, the department of public health, or any other state agency or program, in addition to the program and related services to be provided by the school committee. Such order may provide for: the placement or services requested by the school committee, the placement or services requested by the parent, either of those placements or services with modifications, or such alternative programs or services as may be required to assure such development of such child. Said parents, guardians or persons with custody may either consent to or reject such placement, pro-

gram or services. If rejected, and the program desired by the parents, guardian or person with custody is a regular education program, the department and the local school committee shall provide the child with the educational program chosen by the parent, guardian or persons with custody except where such placement would seriously endanger the health or safety of the child, substantially disrupt the program for other students or, if the child is currently placed in a special education program, deny the child a free appropriate public education. In such circumstances the local school committee may proceed to the superior court with jurisdiction over the residence of the child to make such showing. Said court upon such showing shall be authorized to place the child in an appropriate education program.

At any time, school committees and parents, guardians, or persons with custody of a student may voluntarily agree to seek resolution of any dispute through mediation provided by the bureau of special education appeals, provided, that the mediation process may not be used to deny or delay a parent's right to a due process hearing or to delay or deny any other rights afforded under this chapter and the federal Individuals with Disabilities Education Act of 1975, as so amended and shall be scheduled as soon as practicable after such agreement.

If the parents, guardians or persons with custody reject the educational placement recommended by the department and desire a program other than a regular education program, they may proceed to the superior court with jurisdiction over the residence of the child and said court shall be authorized to order the placement of the child in an appropriate education program.

During the course of the evaluations, assessments, or hearings provided for above, a child shall be placed in a regular education program unless such placement endangers the health or safety of the child or substantially disrupts such education program for other children.

No parent or guardian of any child placed in a special education program shall be required to perform duties not required of a parent or guardian of a child in a regular school program.

The educational progress of any child placed in a special education program shall be reviewed at least annually as set forth above. If such evaluation suggests that the initial evaluation was in error or that a different

program or medical treatment would now benefit the child more, appropriate reassignment or alteration in treatment shall be recommended to the parents, guardians or persons having custody of the child. If the evaluation of the special education program shows that said program does not provide educational benefit to the child in the least restrictive environment, then such child shall be reassigned. If the evaluation shows that the child no longer needs special education services, the team shall recommend that the child no longer be considered a school age child with disabilities for the purposes of this chapter.

Evaluations and assessments of children and special education programs shall remain confidential and be used solely for the administration of special education in the commonwealth, including, but not limited to, inspection by the department and regional and state advisory councils to insure that every special education program does benefit the children there assigned.

The school committee of any city, town, or school district shall establish a parent advisory council on special education. Membership shall be offered to all parents of children with disabilities and other interested parties. The parent advisory council duties shall include but not be limited to: advising the school committee on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school committee's special education programs. The parent advisory council shall establish by-laws regarding officers and operational procedures. In the course of its duties under this section, the parent advisory council shall receive assistance from the school committee without charge, upon reasonable notice, and subject to the availability of staff and resources.

If a student's individual education plan necessitates special education services in a day or residential facility or an educational collaborative, the IEP team shall consider whether the child requires special education services and supports to promote the student's transition to placement in a less restrictive program. If the student requires such services, then the IEP shall include a statement of any special education services and supports necessary to promote the child's transition to placement in a less restrictive program.

Mass. Gen. Laws ch. 71B, § 10

Referral of children to institutions within or without the commonwealth on annual renewal basis upon request; requisites; expenses and cost

The department may, on an annual renewal basis, upon the request of the parents or guardians and the recommendations of a local school committee refer children requiring special education to any institution within or without the commonwealth which offers curriculum, instruction and facilities which are appropriate to the child's disability and which are approved by the department under regulations prescribed by the departments of education, mental health, mental retardation and public health. The curriculum at such an institution shall for approval be equivalent, insofar as the department deems feasible, to the curriculum for children of comparable age and ability in the public schools of the commonwealth. Notwithstanding the foregoing, the department shall give preference to programs that are offered within the child's school district and if no such program is available, to programs offered within the commonwealth. Placement in another state shall be made only when no public or private facility which can provide the services in the student's individualized education plan, consistent with requirements of state and federal law, is available in the commonwealth; but no child in an out of state placement as of June 1, 2000 shall be required to transfer to a facility located within the commonwealth unless the transfer is in accordance with the child's individualized education plan and is not based solely upon this section....

Mass. Gen. Laws ch. 71B, § 12C

Continuing habilitative services; eligibility; transitional plan; rules and regulations

A disabled person who has been receiving special education under the provisions of this chapter shall be eligible, subject to appropriation, upon graduation from high school or upon attaining the age of twenty-two, whichever occurs first, to receive habilitative services in the manner hereinafter provided. The education authority which is responsible for the education of a person with

a disability shall, with the consent of such person or his parent or guardian, at least two years before such person attains the age of twenty-two or at least two years before such person's graduation, whichever first occurs, determine whether such person may need continuing habilitative services and notify the bureau of transitional planning of the name and address of such person, the record of the special education services being provided to such person, and the expected date of termination of such services. Within thirty days of such notification, said bureau will begin to prepare a case file on such person consisting of all available information relevant to the questions of whether such person is a disabled person within the meaning of section twelve A and which habilitative services may be necessary or appropriate to assist such person in realizing his potential for self-sufficiency in major life activities. The education authority shall, with the consent of such person or his parent or guardian, provide said bureau with copies of relevant portions of record of such person, which shall be included in such person's case file. Said bureau shall also provide an opportunity for the submission by or on behalf of such person, of information relative to such person's disability, and all information so provided shall be included in such person's case file.

If at the time of said notification to said bureau, such person has been determined to be eligible for disability benefits under Title II or Title XVI of the United States Social Security Act, such person shall be deemed to be a disabled person within the meaning of section twelve A, and said bureau shall make a preliminary determination of the agency or agencies which shall develop a transitional plan for such person. If at such time such person has not been determined to be eligible for such benefits, said bureau shall refer such person to the Massachusetts rehabilitation commission for a determination whether he is a disabled person within the meaning of section twelve A. As a condition of such referral, said bureau may require that an application be submitted forthwith on behalf of such person for such benefits.

With respect to each such person referred to it under the preceding paragraph, the Massachusetts rehabilitation commission shall provide written notice to said bureau and to such person or his parent or guardian of its de-

termination whether such person is a disabled person. If such person is determined by the commission to be disabled, then his case file shall be referred to said bureau for the preliminary determination of the agency or agencies which shall develop a transitional plan. In addition to any appeal rights under Titles II and XVI of the Social Security Act, a finding by the commission that such person is not disabled may be appealed by requesting review by the secretary of health and human services within sixty days after the date of issuance of the commission's determination. The secretary shall approve, disapprove, or remand to said commission for further consideration any such request within ninety days of its receipt by said secretary.

Upon receipt of a case file of a disabled person said bureau shall make a preliminary determination of the agency which shall develop a transitional plan for such individual.

If such preliminary determination is approved by the transitional advisory committee, such agency shall, in accordance with its usual planning procedures, except as modified by the provisions of this section, in cooperation with said bureau, and such person, develop a transitional plan for such person. The parent or guardian may participate in the development of the transitional plan unless such participation is objected to by the disabled person. Said transitional plan shall include, but not be limited to, the following information: the habilitative services found by the committee to be necessary or appropriate to assist such person in realizing his potential for self-sufficiency in major life activities; the agencies responsible for the provision of such services; the location in the least restrictive environment at which such services will be provided; and the expected duration for the provision of such services. Each transitional plan shall be submitted to the transitional advisory committee for its approval no later than six months prior to the date each disabled person attains age twenty-two or graduates, whichever occurs first. The committee shall meet at least once a month for the purpose of considering the approval of such transitional plans.

Said committee shall provide the person and his parent or guardian with a written copy of an approved transitional plan developed for such person. If the plan calls for the provision of services by an agency in the executive office of health and human services or in the department of labor and workforce development, the secretary and director shall also be provided with a copy of the plan. The secretary and director shall each review the portion of such plan which calls for the provision of services by an agency within his executive office or department and may, after consultation with such agency and written notification to such person or his parent or guardian, make such modifications to such portion of such plan as are necessary or appropriate. Any plan which has not been so modified by said secretary or director within 60 days of its submission to said secretary or director shall be deemed to be approved in the form submitted.

After a transitional plan for a disabled person has been approved and after said individual attains the age of twenty-two or graduates, whichever first occurs, habilitative services shall be provided to such person in accordance with the transitional plan. The secretary of health and human services shall promulgate rules and regulations for the modification, extension, termination, or appeal of the transitional plan by such person, his parent or guardian, or any agency responsible for the provision of services pursuant to such plan.

General Laws of Massachusetts, Chapter 71, Sections 89(d)-(e) (Mass. Gen. Laws ch.71, §§ 89(d)-(e)).

Summary: One of the purposes for establishing charter schools is “to provide parents and students with greater options in choosing schools within and outside their school districts.” Ten or more parents can apply to establish a charter school.

Home schooling is treated as private schooling, and is more or less governed by Massachusetts case law.⁶

⁶For more information, see <http://www.hsllda.org/laws/analysis/Massachusetts.pdf>.

The MassDOE's website has a catalogue of parental/community involvement information: http://www.doe.mass.edu/FamComm/f_involvement.html.

Commonwealth charter schools; Horace Mann charter schools; applications; enrollment; employees; funding

...

(d) The purposes for establishing charter schools are: (1) to stimulate the development of innovative programs within public education; (2) to provide opportunities for innovative learning and assessments; (3) to provide parents and students with greater options in choosing schools within and outside their school districts; (4) to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; (5) to encourage performance-based educational programs; (6) to hold teachers and school administrators accountable for students' educational outcomes; and (7) to provide models for replication in other public schools.

(e) Persons or entities eligible to submit an application to establish a charter school shall include, but not be limited to a non-profit business or corporate entity, two or more certified teachers or ten or more parents; provided, however, that no for profit business or corporate entity shall be eligible to apply for a charter. Said application may be filed in conjunction with a college, university, museum or other similar non-profit entity. Private and parochial schools shall not be eligible for charter school status....

Michigan

Michigan Compiled Laws, Chapter 380, Section 1294 (Mich. Comp. Laws § 380.1294) (enacted 1976, amended 2004).

Parental involvement plans; adoption, dissemination, and implementation

Sec. 1294. (1) Not later than January 1, 2005, the board of a school district or intermediate school district or the

board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parental participation.

(2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board or board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents.

(3) The board or board of directors shall provide a copy of the parent involvement plan to the department upon request by the department.

(4) The department shall review parental involvement practices that have been implemented by public schools in this state and elsewhere and shall post information at the department website about successful parental involvement policies and practices.

Michigan Compiled Laws, Chapter 380, Section 1295 (Mich. Comp. Laws § 380.1295) (enacted 2001).

Parental involvement contracts

Sec. 1295. (1) School districts are encouraged to develop and implement parental involvement contracts with parents of pupils. These parental involvement contracts should be voluntary and should be designed to encourage and facilitate a parent's involvement in his or her child's education.

(2) Not later than 90 days after the effective date of this section, the department shall develop and make available to school districts a model parental involvement contract that may be used for the purposes of subsection (1). The model parental involvement contract shall establish a learning partnership between parent, teacher, and pupil, and shall address at least all of the following:

(a) That the pupil's parent or guardian will do all of the following:

(i) Review homework assignments and offer assistance when needed.

(ii) Ensure that the pupil gets to school each day, on time and ready to learn.

(iii) Demonstrate interest in the pupil's well-being by attending school functions and supporting the pupil's school activities.

(iv) Make every effort to attend parent-teacher conferences.

(b) That the pupil will do all of the following:

(i) Participate in class discussions and complete assignments in a manner that is accurate, neat, and timely.

(ii) Come to school each school day and be on time.

(iii) Pay attention in class and complete assigned lessons.

(iv) Obey the rules and codes of conduct set for the classroom.

(v) Respect teachers, school administrators, and other pupils at all times by not antagonizing, intimidating, or threatening them.

(c) That the teacher will do all of the following:

(i) Set high standards for quality instruction that promote development of grade-appropriate academic skills.

(ii) Keep accurate attendance records and inform the parent or guardian promptly if an attendance problem starts to develop.

(iii) Teach pupils how to study and review basic concepts taught in class.

(iv) Maintain a welcome atmosphere and scheduling flexibility toward parent or guardian visits and participation.

(d) That the contract should include a way for the pupil's parent or guardian to explain any obstacles that prevent him or her from complying with the contract.

(3) If a parental involvement contract includes an explanation described in subsection (2)(d), school officials shall consider accessing possible resources to help overcome the obstacles identified by the parent or guardian.

Michigan Compiled Laws, Chapter 380, Section 373 (Mich. Comp. Laws § 380.373) (enacted 1999, last amended 2004).

Powers and duties of elected school board

...

(9) A school reform board may organize and establish community assistance teams to work with the school reform board to implement a cohesive, full service community school program addressing the needs and concerns of the qualifying school district's population. The school reform board may delegate to a community assistance team the authority to devise and implement family, community, cultural, and recreational activities to assure that the academic mission of the schools is successful. The community assistance teams may also develop parental involvement activities that focus on the encouragement of voluntary parenting education, enhancing parent and family involvement in education, and promoting adult and family literacy...

Michigan Compiled Laws, Chapter 380, Section 1525 (Mich. Comp. Laws § 380.1525) (enacted 1993, amended 2004).

Funds for support of professional development and education; uses; annual plan; disapproval of funding

Sec. 1525. (1) State and federal funds appropriated by the legislature to support professional development and education may be used for the following:

(d) A principal leadership academy. The department, in collaboration with statewide associations of school principals, shall establish the principal leadership academy. The principal leadership academy shall consist of training for school principals that is conducted by other school principals who have a record of demonstrated success in improving pupil performance. The department shall solicit input from school district superintendents and intermediate superintendents to compile a list of successful school principals who would likely be effective in conducting the training at the principal leader-

ship academy and shall select school principals to conduct the training from this list. The training shall include all aspects of successful school leadership, including at least all of the following:

- (i) Strategies for increasing parental involvement.
- (ii) Strategies for engaging community support and involvement.
- (iii) Creative problem-solving.
- (iv) Financial decision-making.
- (v) Management rights and techniques.
- (vi) Other strategies for improving school leadership to achieve better pupil performance....

Michigan Compiled Laws, Chapter 380,
Section 1137 (Mich. Comp. Laws § 380.1137)
(enacted 1995).

Rights of parents and legal guardians responsible for the care and custody of enrolled pupils; policies and guidelines

Sec. 1137. (1) In recognition of the rights of parents and legal guardians, the board of a school district, public school academy, university school, or intermediate school district shall ensure that a parent or legal guardian responsible for the care and custody of a pupil enrolled in the school district, public school academy, university school, or intermediate school district may do all of the following:

- (a) Review the curriculum, textbooks, and teaching materials of the school in which the pupil is enrolled at a reasonable time and place and in a reasonable manner.
- (b) Be present, to a reasonable degree, and at reasonable times and subject to reasonable restrictions, controls, and limits, to observe instructional activity in a class or course in which the pupil is enrolled and present. As used in this subdivision, “instructional activity” does not include testing.

(2) The board of a school district, public school academy, university school, or intermediate school district may adopt reasonable policies or guidelines under this section. Those policies or guidelines shall not unreasonably prevent the exercise of the rights set forth in subsection (1) and shall not create an unreasonable obstacle to teaching or learning, or to administering or maintaining proper discipline, in a school or school program. If a board adopts policies or guidelines under this subsection, the board shall make the policies or guidelines available to the public.

Minnesota

Minnesota Statutes Annotated,
Title 124D, Section 142D.895
(Minn. State. Ann. § 124D.895).

Parental involvement programs

Subdivision 1. Program goals. The department, in consultation with the state curriculum advisory committee, must develop guidelines and model plans for parental involvement programs that will: (1) engage the interests and talents of parents or guardians in recognizing and meeting the emotional, intellectual and physical needs of their school-age children; (2) promote healthy self-concepts among parents or guardians and other family members; (3) offer parents or guardians a chance to learn about educational skills, techniques, and ideas; (4) provide creative learning experiences for parents or guardians and their school-age children, including involvement from parents or guardians of color; (5) encourage parents to actively participate in their district’s curriculum advisory committee under section 120B.11 in order to assist the school board in improving children’s education programs; and (6) encourage parents to help in promoting school desegregation/ integration....

Minnesota Statutes Annotated,
Title 124D, Section 142D.8955
(Minn. State. Ann. § 124D.8955).

Parent and family involvement policy

(a) In order to promote and support student achievement, a local school board is encouraged to formally adopt and implement a parent and family involvement policy that promotes and supports:

- (1) communication between home and school that is regular, two-way, and meaningful;
- (2) parenting skills;
- (3) parents and caregivers who play an integral role in assisting student learning and learn about fostering students' academic success and learning at home and school;
- (4) welcoming parents in the school and seeking their support and assistance;
- (5) partnerships with parents in the decisions that affect children and families in the schools; and
- (6) providing community resources to strengthen schools, families, and student learning.

(b) A school board that implements a parent and family involvement policy under paragraph (a) must convene an advisory committee composed of an equal number of resident parents who are not district employees and school staff to make recommendations to the board on developing and evaluating the board's parent and family involvement policy. If possible, the advisory committee must represent the diversity of the district. The advisory committee must consider the district's demographic diversity and barriers to parent involvement when developing its recommendations. The advisory committee must present its recommendations to the board for board consideration.

(c) The board must consider best practices when implementing this policy.

(d) The board periodically must review this policy to determine whether it is aligned with the most current research findings on parent involvement policies and practices and how effective the policy is in supporting increased student achievement.

(e) Nothing in this section obligates a school district to exceed any parent or family involvement requirement under federal law.

Minnesota Statutes Annotated, Title 120B,
Section 20 (Minn. State. Ann. § 120B.20).

Parental curriculum review

Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

Mississippi

Mississippi Code 1972 Annotated,
Title 37, Chapter 3, Section 37-3-61
(Miss. Code Ann. § 37-3-61).

Alliance for Families programs

The State Board of Education may provide for the establishment of an Alliance for Families program for the purpose of mobilizing public and parental support for education and to strengthen communication between the school, student and parents. The program's goal shall be to increase student success in Mississippi public schools, K-12, by generating focused, effective parent involvement. The objectives of the program shall be as follows:

- (a) To engage parents in supporting the schools and their children's education.
- (b) To implement effective home-school communication systems which allow parents to be kept well informed about the school and their children's progress.
- (c) To train school administrators on successful strategies for involving parents both at home and at school and in developing community support for the schools.
- (d) To train teachers on successful strategies for communicating with parents and teaching parents to reinforce skills being learned at school.
- (e) To promote reading as the key curricular activity for parental focus.
- (f) To involve the business, medical and religious communities in supporting the schools through direct assistance, and to develop positive public relations for the schools in the community.
- (g) Publication of a resource manual to assist schools and school districts in implementation of Alliance for Families program.

Mississippi Code 1972 Annotated,
Title 37, Chapter 3, Section 37-3-63
(Miss. Code Ann. § 37-3-63).

Alliance for Families program; procedures to establish

The procedure for establishing an Alliance for Families program in a district shall include, but shall not be limited to, the following:

- (a) A district assessment which shall include an assessment of school personnel, levels of parent and community support, and the student population; research on school district demographics, attitudes, test scores and the need for parent involvement. Contact shall be made with key persons and school officials in each district and meetings held.
- (b) A recommendation for a district Alliance for Families program shall be developed which responds to the school district's needs. The plan shall include the district's goals and objectives for implementation of its Alliance for Families program.
- (c) A project coordinator shall be assigned to school districts based on student population and need, except that each school district shall have one (1) assigned coordinator. The role of the district coordinator shall be to provide support for the project and to ensure continuity of the program. Included in the district coordinator's responsibilities shall be visits to school sites, and meetings with principals, teachers and parents to offer assistance with implementation of the program.

Mississippi Code 1972 Annotated,
Title 37, Chapter 3, Section 37-3-65
(Miss. Code Ann. § 37-3-65).

Alliance for Families program; purpose

It shall be the purpose of the Alliance for Families program to provide on a district level:

- (a) Enhanced communication with participating principals and teachers;
- (b) A parent involvement plan tailored to each school's needs;
- (c) Assistance with the support and strategies necessary for successful program implementation;
- (d) Support and assistance in other areas as needed to enhance school-wide effectiveness.

Mississippi Code 1972 Annotated, Title 37, Chapter 3, Section 37-3-67 (Miss. Code Ann. § 37-3-67).

Alliance for Families program; components

Components of the Alliance for Families program shall include, but shall not be limited to:

- (a) A signed parent pledge to assist with identification of ways to improve their child's performance;
- (b) Folder/notebook that is sent home periodically, but not less than once per month, for parent's signature;
- (c) Emphasis on "back to school night" or other family-oriented programs is key parent education events and as a beginning of establishing a partnership with the home;
- (d) Reading focus programs which require home reading programs;
- (e) Teacher, principal and parent training on how to participate most effectively in the program;
- (f) Newsletters to parents on school programs, classroom curriculum, and how parents can reinforce what their child is learning;
- (g) Home survey to assess parents' perceptions about communication, school programs and learning strategies for the home;
- (h) Parent/teacher conferences which involve training parents and teachers in effective conferencing strategies and cooperative methods to achieve student success.

Mississippi Code 1972 Annotated, Title 37, Chapter 3, Section 37-23-173 (Miss. Code Ann. § 37-23-173).

Legislative findings; purpose and intent

The Legislature finds and declares that there are many children in the State of Mississippi who are intellectually, academically, creatively and/or artistically gifted and who require additional opportunities to allow them to develop their capabilities to their fullest potential.

Consequently, it is the purpose of Sections 37-23-171 through 37-23-181 to provide for a uniform system of education for gifted children in the public schools of Mississippi, to provide for a nondiscriminatory process of identification of these children, to provide for periodic evaluation of the program and its benefit to the gifted children, and to insure that gifted children are identified and offered an appropriate education.

Further, it is the intent of the Legislature that local districts be given as much flexibility as possible in the operation of their programs and that there be parental involvement in the development and conduct of their programs.

Mississippi Code 1972 Annotated, Title 37, Chapter 3, Section 37-28-7 (Miss. Code Ann. § 37-28-7) (Repealed effective July 1, 2009).

Rules and regulations

- (1) The State Board of Education shall establish rules and regulations for the submission of petitions for charter school status and criteria and procedures for the operation of charter schools. The board shall receive and review petitions for charter school status from local public schools and may approve petitions and grant charter school status, on a pilot program basis, to up to six (6) local schools throughout the state. One (1) local public school in each congressional district, as such districts exist on the effective date of this chapter, and at least one (1) local public school situated in the Delta region of the state shall be granted charter school status by the board, unless there are no petitions submitted from a particular congressional district or the Delta region, as the case may be, which are proper under the terms of this chapter

and the rules and regulations established by the board under this subsection. At least three (3) local public schools that are granted charter school status shall be in school districts having an accreditation level of three (3) or below at the time the school submits its initial petition for charter school status unless there are no petitions submitted from such schools which are proper under the terms of this chapter and the rules and regulations established by the board. In order to be approved, a petition for charter school status, in the opinion of the State Board of Education, must adequately include:

- (a) A plan for improvement at the school level for improving student learning and for meeting state education goals;
- (b) A set of academic or vocational, or both, performance based objectives and student achievement based objectives for the term of the charter and the means for measuring those objectives on no less than an annual basis;
- (c) An agreement to provide a yearly report to parents, the community, the school board of the school district in which the charter school is located, and the State Board of Education which indicates the progress made by the charter school in the previous year in meeting the academic or vocational, or both, performance objectives; and
- (d) A proposal to directly and substantially involve the parents of students enrolled in the school as well as the faculty, instructional staff and the broader community in the process of modifying the petition, if necessary for approval, and carrying out the terms of the charter.

(2) The State Board of Education may allow local schools to resubmit petitions for charter school status if the original petition, in the opinion of the board, is deficient in one or more respects. The State Department of Education may provide technical assistance to the faculty and instructional staff of local schools in the creation or modification of the petitions.

Proposed legislation: 2009 Miss. S.B. 2664 (Jan 26, 2009) would (i) restate the first sentence of 37-28-7 (1) as follows (new language in italics):

The provisions of this subsection (1) shall be applicable to any conversion charter school and the State Board of Education shall establish rules and regulations for the submission of petitions for charter school status and criteria and procedures for the operation of charter schools applicable to such conversion charter schools.

and (ii) replace 37-28-7(2) with the following:

The provisions of this subsection (2) shall be applicable to public charter schools established after July 1, 2009. No public charter school established after July 1, 2009, may enroll or accept students prior to August 1, 2011.

(a) The State Board of Education shall adopt:

(i) An application form, a schedule and a procedure that must be used to apply for a public charter school; and

(ii) Criteria to use in evaluating a charter petition.

(b) As part of the application procedure, the state board may require a petition supporting a charter for an open-enrollment public charter school signed by interested parents or guardians of school-age children residing in the area in which an open-enrollment public charter school is proposed, or it may hold a public hearing to determine parental support for the school.

(c) Pursuant to the provisions of this chapter, an eligible entity may petition the State Board of Education to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district.

(d) The petition to the state board for an open-enrollment public charter school shall be made in accordance with a schedule approved by the state board.

(e) The petition shall:

(i) Describe the results of a public hearing called by the petitioner for the purpose of assessing support of a petition for public charter school status:

1. Notice of the public hearing shall be published once a week for three (3) consecutive weeks in a newspaper having general circulation in each school district from which the charter school is likely to draw students for the purpose of enrollment:

a. The last publication of notice shall be no less than seven (7) days prior to the public meeting;

b. The notice shall not be published in the classified or legal notice section of the newspaper;

c. The notice shall be published in no less than ten (10) point size and shall be no less than two by four inches (2' X 4') or four by two inches (4' X 2');

2. Within seven (7) calendar days following the first publication of notice required under paragraph (e)(i)1 of this section, letters announcing the public hearing shall be sent to the superintendents and school board members of each of the school districts from which the public charter school is likely to draw students for the purpose of enrollment and the superintendents and school board members of any district that is contiguous to the district in which the open-enrollment public charter school will be located;

3. The letters to the school board members required in paragraph (e)(i)2 shall only be required for each school board member whose name and mailing address is provided by the superintendent of an affected school district upon the request of the petitioner;

(ii) Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;

(iii) Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals:

1. Academic performance criteria must include specific and measurable benchmarks of academic performance on state assessments. Such benchmarks must require that after two (2) years of enrollment, the charter school students outperform to a statistically significant degree similar students in the local district in which the charter is located;

2. Academic performance criteria must also include a requirement that charter schools not miss adequate yearly progress for any two (2) consecutive years, as defined by the No Child Left Behind Act of 2001, or other future federal school accountability requirements;

(iv) Include a provision to exempt the public charter school from any rules, regulations, policies and procedures of the State Board of Education and the local school board and from the provisions of the Mississippi Code of 1972 relating to the elementary and secondary education of students. Public charter schools may not be exempted from the following statutes:

1. Section 37-9-75, which relates to teacher strikes;

2. Section 37-11-20, which prohibits acts of intimidation intended to keep a student from attending school;

3. Section 37-11-21, which prohibits parental abuse of school staff;

4. Section 37-11-23, which prohibits the willful disruption of school and school meetings;

5. Sections 37-11-29 and 37-11-31, which relate to reporting requirements regarding unlawful or violent acts on school property;

6. Section 37-19-53, which prohibits false reporting of student counts by school officials;

7. Applicable State Department of Health regulations; and

8. Applicable federal No Child Left Behind requirements;

(v) 1. Describe the facility to be used for the open-enrollment public charter school and state the facility's current use and the facility's use for the immediately preceding three (3) years;

2. If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment charter school must operate in the facility in accordance with the terms established by the board of directors of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district;

3. If the facility that will be used for the public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the state board; and

4. Any public school facility that is offered for sale shall first be offered to any public charter school located in that school district;

(vi) Include a detailed budget, a governance plan for the operation of the open-enrollment public charter school, and a clear business plan.

(f) (i) The petition may be reviewed and recommended for approval to the State Board of Education by the local board of the school district where the proposed open-enrollment public charter school will operate, or the petition may be made directly to the State Board of Education for the approval of the open-enrollment public charter school.

(ii) However, if the local school board disapproves the petition, the school board shall notify the petitioners with specific reasons for such disapproval. The petitioners shall have an immediate right to proceed with a written notice of appeal to the state board, which shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal and where all interested parties may appear and present relevant information regarding the proposed open-enrollment public charter school petition.

(g) As requested by the petitioning open-enrollment public charter school proponents, the authorizer shall review the petition for an open-enrollment public charter school and may approve any petition that:

(i) Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;

(ii) Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment public charter school's operation to measure its progress in meeting its academic performance goals, following this five-year period, a new set of performance criteria that will be used for five-year academic progress increments to be presented to the State Board of Education:

1. Academic performance criteria must include specific and measureable benchmarks of academic performance on state assessments. Such benchmarks must require that after two (2) years of enrollment, the charter school students outperform to a statistically significant degree similar students in the local district in which the charter is located;

2. Academic performance criteria must also include a requirement that charter schools not miss adequate yearly progress for any two (2) consecutive years, as defined by the No Child Left Behind Act of 2001, or other future federal school accountability requirements;

(iii) Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the certified employees, and the broader community in carrying out the terms of the open-enrollment charter;

(iv) Includes an agreement to provide an annual academic achievement report to parents, the community, the local school board of any school district from which the charter school draws students, and the State Board of Education which indicates the progress made by the open-enrollment public charter school during the previous year in meeting its academic or vocational performance objectives. The report shall include, but not be limited to, the following information:

1. Student progress concerning academic achievement;
2. Student attendance;
3. Student grades and scores on assessment instruments;
4. Incidents involving student discipline;
5. Socioeconomic data on students' families;
6. Parent satisfaction with the schools; and
7. Student satisfaction with the schools;

(v) Includes an agreement to provide a yearly financial report to parents, the community, the local school board of any school district from which the public charter school draws students, and the State Board of Education which discloses all public and private funds received by the public charter school, and how those funds were spent;

(vi) Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school;

(vii) Specifies methods for admission, enrollment criteria, student recruitment and selection processes.

(h) The State Board of Education may approve or deny an application based on criteria adopted by the state board, which shall include criteria relating to improving student performance and encouraging innovative programs and written findings or statements received by the State Board of Education from any public school district likely to be affected by the public charter school.

(i) The state board shall give preference in approving applicants that have demonstrated performance-based success in another comparable program or in a similarly designed public charter school in another state that will be located in any public school district:

(i) Where the percentage of students who qualify for free or reduced price lunches is above the average for the state; or

(ii) Where the percentage of students not reading at grade level is above the average for the state.

(j) If the State Board of Education disapproves an application for an open-enrollment public charter school, the state board shall notify the petitioners in writing of the reasons for such disapproval.

(k) The state board may allow the petitioners for an open-enrollment public charter school to resubmit their petition if the original petition was found to be deficient by the state board.

(l) The Department of Education may provide technical assistance to the petitioners for an open-enrollment public charter school in the creation or modification of these petitions.

(m) An open-enrollment public charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In this case, pupils must be accepted by a lottery. A public charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. A public charter school is subject to any desegregated court orders in effect in the school district in which the charter school is located.

(n) A certified teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment charter school over the certified teacher's objections.

(o) No private or parochial elementary or secondary school shall be eligible for open-enrollment public charter school status.

(p) After a three-year period operation, the public charter schools with a demonstrated record of success are eligible for fast-track authorization if they wish to operate their schools in other locations in the state. The State Board of Education shall issue regulations to provide for this fast-track authorization, based upon its annual report provided under Section 32-28-19.

(q) A charter shall include a mechanism for declaring the charter null and void if, at any time, the school oper-

ating under public charter status fails to fulfill the terms of the charter.

(r) All public charter schools shall undergo a one-year planning period, with the State Board of Education defining the terms of such planning period, before any students can begin attending such school at the proposed public charter school.

Mississippi Code 1972 Annotated, Title 37, Chapter 3, Section 37-151-29 (Miss. Code Ann. § 37-151-29) (Repealed in 2005; see Miss. Laws 2005, Ch. 251 F9 (eff. Apr. 20, 2005)).

Summary: Technology should be used to facilitate communication among teachers, students and parents.

Missouri

Missouri Revised Statutes, Chapter 167, Section 700 (enacted 2005) (Mo. Rev. Stat. § 167.700).

Summary: Under this statute, the state board was required to adopt a policy by December 1, 2005 that encourages effective involvement by parents and families in support of their children and the children's education. The board of education of each school was required to adopt a similar policy no later than March 1, 2006.

Policy to encourage involvement by parents and families in children's education

1. The state board shall, in consultation with the boards of education of school districts, educational personnel, local associations, and organizations of parents whose children are enrolled in public schools throughout this state and individual parents and legal guardians whose children are enrolled in public schools throughout this state, adopt a policy by December 1, 2005, which encourages effective involvement by parents and families in support of their children and the education of their

children. The policy adopted by the state board must be considered when the board:

(1) Consults with the boards of education of school districts in the adoption of policies pursuant to subsection 3 of this section; and

(2) Interacts with school districts, public schools, educational personnel, parents and legal guardians of pupils, and members of the general public in carrying out its duties pursuant to this title.

2. The policy adopted by the state board pursuant to subsection 1 of this section must include the following elements and goals:

(1) Promotion of regular, two-way, meaningful communication between home and school;

(2) Promotion and support of responsible parenting;

(3) Recognition of the fact that parents and families play an integral role in assisting their children to learn;

(4) Promotion of a safe and open atmosphere for parents and families to visit the school that their children attend and active solicitation of parental and familial support and assistance for school programs;

(5) Inclusion of parents as full partners in decisions affecting their children and families; and

(6) Availability of community resources to strengthen and promote school programs, family practices, and the achievement of pupils.

3. The board of education of each school district shall, in consultation with the state board, educational personnel, local associations, and organizations of parents whose children are enrolled in public schools of the school district and individual parents and legal guardians whose children are enrolled in public schools of the school district, adopt policies no later than March 1, 2006, which encourage effective involvement by parents and families in support of their children and the education of their children. The policies adopted pursuant to this subsection must:

(1) Be consistent, to the extent applicable, with the policy adopted by the state board pursuant to subsection 1 of this section; and

(2) Include the elements and goals specified in subsection 2 of this section.

4. The state board and the board of trustees of each school district shall, at least once each year, review and amend their respective policies as necessary.

Missouri Revised Statutes, Chapter 167, Section 640 (enacted 1999) (Mo. Rev. Stat. § 167.640).

Summary: Statute provides that the school districts may adopt a policy with regards to promoting students to the next grade level. Parents and guardians of students in need of remediation for promotion to the next grade can be required to conduct home-based tutorial activities with their children to achieve such remediation.

Remediation as condition of promotion for students for failure to master skills and competencies – methods, mandatory summer school program – state aid – retake of statewide assessment by student with low score—reports—application for waivers for retired teachers to teach—rules

1. School districts may adopt a policy with regard to student promotion which may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level by the district board of education. School districts may also require parents or guardians of such students to commit to conduct home-based tutorial activities with their children or, in the case of a student with disabilities eligible for services pursuant to sections 162.670 to 162.1000, RSMo, the individual education plan shall determine the nature of parental involvement consistent with the requirements for a free, appropriate public education.

2. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. Such remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such activities conducted by the school district outside of the regular school day. Decisions concerning the instruction of a child who receives special educational services pursuant to sections 162.670 to 162.1000, RSMo, shall be made in accordance with the child's individualized education plan.

3. School districts providing remediation pursuant to this section outside of the traditional school day may count extra hours of instruction in the calculation of average daily attendance as defined in section 163.011, RSMo.

Montana

None.

Nebraska

Revised Statutes of Nebraska, Chapter 79, Section 79-531 (Neb. Rev. Stat. § 79-531) (enacted 1994 and amended 1996).

Parental involvement; public school district; adopt policy

On or before July 1, 1995, each public school district in the state shall develop and adopt a policy stating how the district will seek to involve parents in the schools and what parents' rights shall be relating to access to the schools, testing information, and curriculum matters.

Revised Statutes of Nebraska, Chapter 79, Section 79-532 (Neb. Rev. Stat. § 79-532) (enacted 1994 and amended 1996).

Parental involvement; policy; contents

The policy required by section 79-531 shall include, but need not be limited to, the following:

(1) How the school district will provide access to parents concerning textbooks, tests, and other curriculum materials used in the school district;

(2) How the school district will handle requests by parents to attend and monitor courses, assemblies, counseling sessions, and other instructional activities;

(3) Under what circumstances parents may ask that their children be excused from testing, classroom instruction, and other school experiences the parents may find objectionable;

(4) How the school district will provide access to records of students;

(5) What the school district's testing policy will be; and

(6) How the school district participates in surveys of students and the right of parents to remove their children from such surveys.

Revised Statutes of Nebraska, Chapter 79, Section 79-533 (Neb. Rev. Stat. § 79-533) (enacted 1994 and amended 1996).

Parental involvement; policy; hearing; review

The policy required by section 79-531 shall be developed with parental input and shall be the subject of a public hearing before the school board or board of education of the school district before adoption by the board. The policy shall be reviewed annually and either altered and adopted as altered or reaffirmed by the board following a public hearing.

Nevada

Nevada Revised Statutes, Title 34, Chapter 385, Section 347 (Nev. Rev. Stat. § 385.347) (enacted 1989, last amended 2007).

Program of accountability for school districts; contents of annual report of accountability; public dissemination of report; notice of availability on Internet

...

2. The board of trustees of each school district shall, on or before August 15 of each year, prepare an annual report of accountability concerning:

...

(j) Efforts made by the school district and by each school in the district, including, without limitation, each charter school in the district, to increase:

(1) Communication with the parents of pupils in the district; and

(2) The participation of parents in the educational process and activities relating to the school district and each school, including, without limitation, the existence of parent organizations and school advisory committees....

Nevada Revised Statutes, Title 34, Chapter 385, Section 348 (Nev. Rev. Stat. § 385.348) (enacted 2003, last amended 2007).

Plan by school district to improve achievement of pupils: Preparation; contents; submission; annual review

1. The board of trustees of each school district shall, in consultation with the employees of the school district, prepare a plan to improve the achievement of pupils enrolled in the school district, excluding pupils who are enrolled in charter schools located in the school district. If the school district is a Title I school district designated as demonstrating need for improvement pursuant to NRS 385.377, the plan must also be prepared in consultation with parents and guardians of pupils enrolled in the school district and other persons who the board of trustees determines are appropriate....

Nevada Revised Statutes, Title 34, Chapter 385, Section 349 (Nev. Rev. Stat. § 385.349) (enacted 2005, amended 2007) (see also “Nevada” in the Family Engagement Targeting Children and Youth in At-Risk Situations Section).

Summary of accountability information for school districts; submission and public dissemination of summary; availability of summary on Internet

1. The board of trustees of each school district shall prepare a summary of the annual report of accountability prepared pursuant to NRS 385.347 on the form prescribed by the Department pursuant to subsection 3 or an expanded form, as applicable. The summary must include, without limitation:

- (a) The information set forth in subsection 1 of NRS 385.34692, reported for the school district as a whole and for each school within the school district;
- (b) Information on the involvement of parents and legal guardians in the education of their children; and
- (c) Other information required by the Superintendent of Public Instruction in consultation with the Bureau....

Nevada Revised Statutes, Title 34, Chapter 385, Section 357 (Nev. Rev. Stat. § 385.357) (enacted 2003, last amended 2007), as amd. 2009 Nev. Laws. Ch. 422 (S.B. 389) (appv’d June 3, 2009).

Plan to improve achievement of pupils for individual schools; duties of school support team in preparing plan; annual review; process for submission and approval of plan; timeline for carrying out plan

1. Except as otherwise provided in Sections 2 and 3.5 of [Nev. Laws Ch. 422 (S.B. 389) (appv’d Jun. 3, 2009)] the principal of each school, including, without limitation, each charter school, shall, in consultation with the employees of the school, prepare a plan to improve the achievement of the pupils enrolled in the school.

2. The plan developed pursuant to subsection 1 must include: ...

(f) Strategies, consistent with the policy adopted pursuant to NRS 392.457 by the board of trustees of the school district in which the school is located, to promote effective involvement by parents and families of pupils enrolled in the school in the education of their children....

Proposed legislation: 2009 Nev. A.B. 505 (Jun. 1, 2009) does not currently contemplate any change to NRS 385.357(1) or (2)(f).

Nevada Revised Statutes, Title 34, Chapter 385, Section 358 (Nev. Rev. Stat. § 385.358) (enacted 2005).

Summary of accountability information for individual schools; submission and public dissemination of summary; availability of summary on Internet

1. The principal of each public school, including, without limitation, each charter school, shall prepare a summary of accountability information on the form prescribed by the Department pursuant to subsection 3 or an expanded form, as applicable. The summary must include, without limitation:

- (a) The information set forth in subsection 1 of NRS 385.34692, reported only for the school;
- (b) Information on the involvement of parents and legal guardians in the education of their children; and
- (c) Such other information as is directed by the Superintendent of Public Instruction in consultation with the Bureau...

Nevada Revised Statutes, Title 34, Chapter 385, Section 610 (Nev. Rev. Stat. § 385.610) (enacted 2007).

Establishment; appointment of members; election of officers; terms; administrative support by Department; compensation of members

1. The Superintendent of Public Instruction shall establish an Advisory Council on Parental Involvement. The Advisory Council is composed of 10 members.

2. The Superintendent of Public Instruction shall appoint the following members to the Advisory Council:

- (a) Two parents or legal guardians of pupils enrolled in public schools;
- (b) Two teachers in public schools;
- (c) One administrator of a public school;
- (d) One representative of a private business or industry;
- (e) One member of the board of trustees of a school district in a county whose population is 100,000 or more; and
- (f) One member of the board of trustees of a school district in a county whose population is less than 100,000.

The Superintendent of Public Instruction shall, to the extent practicable, ensure that the members he appoints to the Advisory Council reflect the ethnic, economic and geographic diversity of this State.

3. The Speaker of the Assembly shall appoint one member of the Assembly to the Advisory Council.

4. The Majority Leader of the Senate shall appoint one member of the Senate to the Advisory Council.

5. The Advisory Council shall elect a Chairman and Vice Chairman from among its members. The Chairman and Vice Chairman serve a term of 1 year.

6. After the initial terms:

- (a) The term of each member of the Advisory Council who is appointed by the Superintendent of Public Instruction is 3 years.
- (b) The term of each member of the Advisory Council who is appointed by the Speaker of the Assembly and the Majority Leader of the Senate is 2 years.

7. The Department shall provide:

- (a) Administrative support to the Advisory Council; and

(b) All information that is necessary for the Advisory Council to carry out its duties.

8. For each day or portion of a day during which a member of the Advisory Council who is a Legislator attends a meeting of the Advisory Council or is otherwise engaged in the business of the Advisory Council, except during a regular or special session of the Legislature, he is entitled to receive the:

- (a) Compensation provided for a majority of the members of the Legislature during the first 60 days of the preceding regular session;
- (b) Per diem allowance provided for state officers generally; and
- (c) Travel expenses provided pursuant to NRS 218.2207.

The compensation, per diem allowances and travel expenses of the legislative members of the Advisory Council must be paid from the Legislative Fund.

9. A member of the Advisory Council who is not a Legislator is entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally for each day or portion of a day during which he attends a meeting of the Advisory Council or is otherwise engaged in the business of the Advisory Council. The per diem allowance and travel expenses for the members of the Advisory Council who are not Legislators must be paid by the Department.

Nevada Revised Statutes, Title 34, Chapter 385, Section 620 (Nev. Rev. Stat. § 385.620) (enacted 2007).

Duties; submission of reports

The Advisory Council shall:

1. Review the policy of parental involvement adopted by the State Board and the policy of parental involvement adopted by the board of trustees of each school district pursuant to NRS 392.457;
2. Review the information relating to communication with and participation of parents that is included in the annual report of accountability for each school district pursuant to paragraph (j) of subsection 2 of NRS 385.347;
3. Review any effective practices carried out in individual school districts to increase parental involvement and determine the feasibility of carrying out those practices on a statewide basis;
4. Review any effective practices carried out in other states to increase parental involvement and determine the feasibility of carrying out those practices in this State;
5. Identify methods to communicate effectively and provide outreach to parents and legal guardians of pupils who have limited time to become involved in the education of their children for various reasons, including, without limitation, work schedules, single-parent homes and other family obligations;
6. Identify the manner in which the level of parental involvement affects the performance, attendance and discipline of pupils;
7. Identify methods to communicate effectively with and provide outreach to parents and legal guardians of pupils who are limited English proficient;
8. Determine the necessity for the appointment of a statewide parental involvement coordinator or a parental involvement coordinator in each school district, or both;

9. On or before July 1 of each year, submit a report to the Legislative Committee on Education describing the activities of the Advisory Council and any recommendations for legislation; and

10. On or before February 1 of each odd-numbered year, submit a report to the Director of the Legislative Counsel Bureau for transmission to the next regular session of the Legislature describing the activities of the Advisory Council and any recommendations for legislation.

Nevada Revised Statutes, Title 34, Chapter 400, Section 040 (Nev. Rev. Stat. § 400.040) (enacted 2007).

Powers and duties

1. The Council shall address:

...

(b) Methods to ensure the successful transition of pupils from:

- (1) Elementary school to middle school;
- (2) Middle school to high school; and
- (3) High school to postsecondary education, including, without limitation, methods to increase parental involvement....

Nevada Revised Statutes, Title 34, Chapter 392, Section 456 (Nev. Rev. Stat. § 392.456) (enacted 2007), as amd. 2009 Nev. Laws. Ch. 422 (S.B. 389) (appv'd Jun. 3, 2009).

Parental involvement: Form for use in elementary schools concerning status of pupil and participation of parent; restrictions on use; submission of information to school support team

1. The Department shall:

- (a) Prescribe a form for use by teachers in elementary schools to provide reports to parents and legal guardians of pupils pursuant to this section;

(b) Work in consultation with the Legislative Bureau of Educational Accountability and Program Evaluation, the Nevada Association of School Boards, the Nevada Association of School Administrators, the Nevada State Education Association and the Nevada Parent Teacher Association in the development of the form; and

(c) Make the form available in electronic format for use by school districts and charter schools and, upon request, in any other manner deemed reasonable by the Department.

2. The form must include, without limitation:

(a) A notice to parents and legal guardians that parental involvement is important in ensuring the success of the academic achievement of pupils;

(b) A checklist indicating whether:

(1) The pupil completes his homework assignments in a timely manner;

(2) The pupil is present in the classroom when school begins each day and is present for the entire school day unless his absence is approved in accordance with NRS 392.130;

(3) The parent or legal guardian and the pupil abide by any applicable rules and policies of the school and the school district; and

(4) The pupil complies with the dress code for the school, if applicable; and

(c) A list of the resources and services available within the community to assist parents and legal guardians in addressing any issues identified on the checklist.

3. In addition to the requirements of subsection 2, the Department may prescribe additional information for inclusion on the form, including, without limitation:

(a) A report of the participation of the parent or legal guardian, including, without limitation, whether the parent or legal guardian:

(1) Completes forms and other documents that are required by the school or school district in a timely manner;

(2) Assists in carrying out a plan to improve the pupil's academic achievement, if applicable;

(3) Attends conferences between the teacher and the parent or legal guardian, if applicable; and

(4) Attends school activities.

(b) A report of whether the parent or legal guardian ensures the health and safety of the pupil, including, without limitation, whether:

(1) Current information is on file with the school that designates each person whom the school should contact if an emergency involving the pupil occurs; and

(2) Current information is on file with the school regarding the health and safety of the pupil, such as immunization records, if applicable, and any special medical needs of the pupil.

4. A teacher at an elementary school may provide the form prescribed by the Department, including the additional information prescribed pursuant to subsection 3 if the Department has prescribed such information on the form, to a parent or legal guardian of a pupil if the teacher determines that the provision of such a report would assist in improving the academic achievement of the pupil.

5. A report provided to a parent or legal guardian pursuant to this section must not be used in a manner that:

(a) Interferes unreasonably with the personal privacy of the parent or legal guardian or the pupil;

(b) Reprimands the parent or legal guardian; or

(c) Affects the grade or report of progress given to a pupil based upon the information contained in the report.

6. The principal of each elementary school at which a teacher provides reports pursuant to this section shall provide to the support team established for the school in accordance with regulations of the State Board adopted

pursuant to NRS 385.3745, if applicable, the information contained in the completed reports for consideration by the support team. The information must be provided in an aggregated format and must not disclose the identity of an individual parent, legal guardian or pupil.

Nevada Revised Statutes, Title 34, Chapter 392, Section 457 (Nev. Rev. Stat. § 392.457) (enacted 2001, amended 2003).

Parental involvement: Adoption of policies by State Board and school districts concerning effective involvement; annual review of policies

1. The State Board shall, in consultation with the boards of trustees of school districts, educational personnel, local associations and organizations of parents whose children are enrolled in public schools throughout this State and individual parents and legal guardians whose children are enrolled in public schools throughout this State, adopt a policy to encourage effective involvement by parents and families in support of their children and the education of their children. The policy adopted by the State Board must be considered when the Board:

- (a) Consults with the boards of trustees of school districts in the adoption of policies pursuant to subsection 3; and
- (b) Interacts with school districts, public schools, educational personnel, parents and legal guardians of pupils, and members of the general public in carrying out its duties pursuant to this title.

2. The policy adopted by the State Board pursuant to subsection 1 must include the following elements and goals:

- (a) Promotion of regular, two-way, meaningful communication between home and school.
- (b) Promotion and support of responsible parenting.
- (c) Recognition of the fact that parents and families play an integral role in assisting their children to learn.

(d) Promotion of a safe and open atmosphere for parents and families to visit the school that their children attend and active solicitation of parental and familial support and assistance for school programs.

(e) Inclusion of parents as full partners in decisions affecting their children and families.

(f) Availability of community resources to strengthen and promote school programs, family practices and the achievement of pupils.

3. The board of trustees of each school district shall, in consultation with the State Board, educational personnel, local associations and organizations of parents whose children are enrolled in public schools of the school district and individual parents and legal guardians whose children are enrolled in public schools of the school district, adopt policies to encourage effective involvement by parents and families in support of their children and the education of their children. The policies adopted pursuant to this subsection must:

- (a) Be consistent, to the extent applicable, with the policy adopted by the State Board pursuant to subsection 1;
- (b) Include the elements and goals specified in subsection 2; and
- (c) Comply with the parental involvement policy required by the federal No Child Left Behind Act of 2001, as set forth in 20 U.S.C. § 6318.

4. The State Board and the board of trustees of each school district shall, at least once each year, review and amend their respective policies as necessary.

Nevada Revised Statutes, Title 34, Chapter 392, Section 4575 (Nev. Rev. Stat. § 392.4575) (enacted 2005, amended 2007).

Parental involvement: Educational involvement accords; policy by school districts for development and distribution; annual review; submission of information to school support team

1. The Department shall prescribe a form for educational involvement accords to be used by all public schools in this State. The educational involvement accord must comply with the parental involvement policy:

(a) Required by the federal No Child Left Behind Act of 2001, as set forth in 20 U.S.C. § 6318;

(b) Adopted by the State Board pursuant to NRS 392.457....

Parental Involvement Policy (Adopted 12/1/01).

The Nevada State Board of Education recognizes that parental involvement is the key to academic achievement. The term parent refers to any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the educational communities throughout their children's school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents want what is best for their children. School districts and schools, in collaboration with parents, teachers, students and administrators, must establish and develop efforts that enhance parental involvement and reflect the needs of students, parents, and families in the communities which they serve.

In order to enhance parental involvement, six essential elements should be promoted:

1. Communication between home and school is regular, two-way, and meaningful: Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.

2. Responsible parenting is promoted and supported: The family plays a primary role in a child's education, and schools must respect and honor traditions and activities unique to a community's cultural practices and beliefs. Parents are linked to programs and resources within the community that provide support services to families.

3. Parents play an integral role in assisting student learning: Educators recognize and acknowledge parents' roles as the integral and primary facilitator of their children's education. Research demonstrates that student achievement increases when parents are actively involved in the learning process.

4. Schools are open and inviting to parents and families and are actively seeking parental support and assistance for school programs: Parents are welcome in the school, and their support and assistance are sought. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership.

5. Parents are full partners in the decisions that affect children and families: Parents and educators have a joint responsibility to make informed decisions related to all aspects of the education provided to Nevada's youth. The role of parents in shared decision making should be continually evaluated, refined, and expanded.

6. Community resources are made available to strengthen school programs, family practices, and student learning: Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening schools, families, and student learning.

Providing all Nevada's children with equal access to quality education is a primary goal. It is vital that all partners (parents, educators, communities, etc.) have the opportunity to provide input and offer resources to meet this goal. These partnerships are mutually beneficial. Developing cooperative efforts and linking access to resources will ensure improved academic achievement for all students, as well as quality schools.

Proposed legislation: 2009 Nev. S.B. 326 (Mar. 16, 2009) would amend NRS392.4575(1) (b) by replacing “State Board” with “Department”.

New Hampshire

New Hampshire Revised Statutes Annotated, Title XV, Chapter 193, Section 35 (N.H. Rev. Stat. Ann. §193:35).

Summary: The statute establishes the school district based “Parents as Teachers Program.” Two school district based programs will be developed pursuant to this program – one in a rural community and one in an urban community. The programs established by the statute serve parents of children aged birth through 3 years of age.

Parents as Teachers Programs Established

I. The department of education shall establish the school district based Parents as Teachers Program for a rural community in Sullivan county in cooperation with School Administrative Unit 6 and the Parent Information Center. Sullivan county will be the rural site for the program because of its unique demographic profile, including the high number of risk factors affecting its children, the demonstrated interest of its public officials in the program, and the capacity to link the program to existing programs within the county including Good Beginnings, the Parent Information Center, and department of education programs in Sullivan county. The department shall use the following criteria to measure the effectiveness of the program:

- (a) Whether the pilot program was implemented according to the criteria established by the Parents as Teachers National Center.
- (b) The number of families served, the number of contacts with each family, and family profile information for the families served, including the percentages of families served by town.
- (c) The total cost and the cost per family for the program.

(d) The number of children identified with Parents as Teachers participants that were identified as having developmental delays who have received services during the pilot program to address these delays.

(e) The number of children identified with Parents as Teachers participants who were, during the pilot program, the subject of a founded report of abuse or neglect pursuant to RSA 169-C.

(f) The results of 3-year-old developmental screening for all children of appropriate age identified with Parents as Teachers participants.

(g) The level of parental participant knowledge and achievement including, but not limited to GED completion, employment, and volunteerism.

II. The department shall, consistent with available funding and the expressed commitment of an urban community, establish a school district based Parents as Teachers Program in an urban community on or before January 1, 2002.

III. The programs established by this subdivision shall serve parents of children aged birth through 3 years of age. The programs shall utilize at least 1/2 of the appropriated funds to serve areas with high concentrations of low income families in order to serve parents who are educationally or economically disadvantaged.

New Hampshire Revised Statutes Annotated, Title XV, Chapter 194B, Section 3 (N.H. Rev. Stat. Ann. §194B:3).

Summary: In order for a local school board to approve the establishment of a chartered public school, the chartered public school application must contain certain elements, including “a philosophy of parent involvement and related plans and procedures.”

Chartered Public Schools; Establishment; Application; Amendment; Procedure

II. Except as expressly provided in this chapter, the duty and role of the local school board relative to the establishment of a chartered public school shall be to approve or disapprove the proposed chartered public school application based upon whether or not the proposed application contains in specific detail the following required elements:

...

(v) Philosophy of parent involvement and related plans and procedures.

(w) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school....

New Jersey

New Jersey Statutes Annotated, Chapter 16 (N.J. Admin. Code ch. 16).

Summary of Chapter 16, Programs to Support Student Development, at 6A:16-7.1(a)-(B) (Code of Conduct): This section requires that each district board of education develop, adopt and implement a code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on grounds, in accordance with N.J.A.C. §§ 6A:16-7.2 through 7.5, 7. and 7.9. The Code provides in relevant part that the code of student conduct shall be based on parent, student, and community involvement which represents, where possible, the composition of the schools and community. The district board of education shall establish an annual review and update of the code that provides for parent, student and community involvement.

In addition to this broad statute concerning establishment of a code of student conduct, New Jersey law sets forth various requirements to meet certain needs. These specific parental involvement statutes are set forth below, and address the needs of children who are bilingual or who have special needs:

New Jersey Statutes Annotated, Title 18A, Chapter 46, Section 7.3 (N.J. Stat. Ann. § 18A:46-7.3).

Summary: This statute provides that the Department of Education shall require that, beginning with the 2006–2007 school year, all school districts with grades nine through twelve designate at least one staff member to serve as a disability services resource for parents. . . . The district shall conduct outreach activities to ensure that parents of children who receive special education services in the district, and local community disability organizations and service providers, are made aware of the name and contact information of the designated staff member.

New Jersey Statutes Annotated, Title 18A, Chapter 46, Section 7.3 (N.J. Stat. Ann. § 18A:46-7.2).

Summary: This statute requires the Department of Education to include certain information in a book available to parents of children who receive special education services, and the book shall include information on certain agencies serving persons with disabilities.

New Jersey Statutes Annotated, Title 18A, Chapter 46, Section 7.3 (N.J. Stat. Ann. § 18A:40A-17).

Summary: This statute provides that, under the guidelines established by the Commissioner of Education, each local board of education shall establish an outreach program to provide substance abuse education for the parents or legal guardians of the pupils of the districts.

In addition to the substance abuse education program required pursuant to this section, each local board of education shall establish policies and procedures to provide assistance to parents or legal guardians who believe that their child may be involved in substance abuse.

New Mexico

None.

New York

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 2590-d (N.Y. Educ. Law § 2590-d).

Summary: New York State mandates the creation of community councils that oversee community school districts. The community councils must prescribe by-laws and regulations to a) establish a parents' association or a parent-teachers' association in each school under their jurisdiction, b) the council, community superintendent, and the principal of each school shall have regular communication with all parents associations and parent-teachers' associations within the community district, and meet with their elected officers at least quarterly during the school year, to that end, the associations are provided with full factual information pertaining to matters of pupil achievement, including, but not limited to: annual reading scores, comparison of the achievement of pupils in comparable grades and schools, and records of achievement of the same children as they progress through the school.

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 2590-c (N.Y. Educ. Law § 2590-c).

Summary: New York City mandates that community councils have eleven voting members and one non-voting members. Nine of the voting members shall be parents whose children are attending a school under the jurisdiction of the council and shall be selected by the presidents and officers of the parents association or parent-teachers' association. Community councils must ensure uniformity in the election processes for parent associations and parent-teacher associations

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 2590-h (N.Y. Educ. Law § 2590-h).

Summary: The Chancellor of the New York City school district is the superintendent of schools and chief executive officer for the city district. He must promote the involvement and appropriate input of all members of the school community including parents. He must prepare and annually update a training plan for parents that highlights required training for the responsibilities, participation, and compliance of parents with the Education code. He must establish a parents' or parent-teacher associations in each school under his jurisdiction, and ensure that other districts do the same. The Chancellor shall also provide appropriate training to any parent and school personnel who participates in the school based management and shared decision making process. The school based management develops a comprehensive educational plan to be submitted to the district superintendent. They are to hold at least one meeting per month and each meeting shall be held at a time that is convenient for parent representatives.

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 309-a (N.Y. Educ. Law § 309-a).

Summary: The Commissioner for Education is authorized to designate as "twenty-first century schools," schools which are implementing approved plans to achieve substantial improvement in student achievement. The twenty-first century school plan shall be developed through consultation with teachers, administrators, parents and other interested parties. Student achievement standards and internationally competitive academic content shall be selected or developed in conjunction with teachers, principals, and parents.

McKinney's Consolidated Laws of New York Annotated, Section 918 (N.Y. Educ. Law § 918).

Summary: Every school district is authorized and encouraged to establish a child nutrition advisory committee which shall include the parent teacher associations in the district if available. The district is encouraged to give notice to all parents or guardians of enrolled students of the existence of a school district nutrition advisory committee and supply information as to how such interest parents or guardians may participate on such committee.

McKinney's Consolidated Laws of New York Annotated, Section 4410 (N.Y. Educ. Law § 4410) (see also "New York" in the Family Engagement for Non-English as First Language Families Section).

Summary: A committee convened to develop, review and revise the individualized education program of a pre-school child with a disability must be composed of at least 1) the parents of the pre-school child, 2) a regular education teacher of such child if the child is also placed in some regular education classes, 3) a special education teacher of the child, 4) a professional who is qualified to provide or consult on special education, 5) an additional parent whose child has a disability and resides within the district. Parents must be notified of the meeting of the committee at least 5 business days prior.

North Carolina

General Statutes of North Carolina, Chapter 115C, Article 8B, Sections 105.27 (N.C. Gen. Stat. § 115C-105.27) (enacted 1989 and subsequently amended) and 105.32 (N.C. Gen. Stat. § 115C-105.32) (enacted 1993 and amended 1995).

Summary: Schools are encouraged to include a comprehensive parent involvement program as part of the school improvement plan. The State Board of Education must develop a list of recommended strategies for

parent involvement to share with the schools. (NCGS § 115C-105.32). Such school improvement plans are to be developed by school improvement teams, which must include parents of children enrolled in the school. The North Carolina General Assembly states, "Parental involvement is a critical component of school success and positive student achievement; therefore, it is the intent of the General Assembly that parents, along with teachers, have a substantial role in developing school improvement plans" (NCGS § 115C-105.27(a)).

North Dakota

North Dakota Century Code, Title 15.1, Chapter 8, Section 15-08-04 (N.D. Cent. Code 15.1-08-04).

Summary: In the specific instance of public school districts that are formed on a military installation, the school board must "[r]espect the wishes of the students' parents regarding the provision of education to the students."

Ohio

Page's Ohio Revised Annotated Code, Title 33, Chapter 3313, Section 3313.472 (Ohio Rev. Code Ann. § 3313.472).

3313.472. Policy on parental and foster caregiver involvement in schools.

(A) The board of education of each city, exempted village, local, and joint vocational school district shall adopt a policy on parental involvement in the schools of the district. The policy shall be designed to build consistent and effective communication between the parents and foster caregivers of students enrolled in the district and the teachers and administrators assigned to the schools their children or foster children attend. The policy shall provide the opportunity for parents and foster caregivers to be actively involved in their children's or foster children's education and to be informed of the following:

(1) The importance of the involvement of parents and foster caregivers in directly affecting the success of their children's or foster children's educational efforts;

(2) How and when to assist their children or foster children in and support their children's or foster children's classroom learning activities;

(3) Techniques, strategies, and skills to use at home to improve their children's or foster children's academic success and to support their children's or foster children's academic efforts at school and their children's or foster children's development as future responsible adult members of society.

(B) The state board of education shall adopt recommendations for the development of parental involvement policies under this section. Prior to adopting the recommendations, the state board shall consult with the national center for parents at the university of Toledo.

Page's Ohio Revised Annotated Code,
Title 33, Chapter 3313, Section 3313.6014
(Ohio Rev. Code Ann. § 3313.6014).

3313.6014. Parental notification of core curriculum requirements.

The board of education of each city, exempted village, and local school district shall by resolution adopt a procedure for notifying the parent, guardian, or custodian of each student enrolled in a high school operated by the district or enrolled in a school operated by the joint vocational school district to which the city, exempted village, or local district belongs of the requirements of the Ohio core curriculum prescribed in section 3313.603 of the Revised Code and that one consequence of not completing that curriculum is ineligibility to enroll in most state universities in Ohio without further coursework....

Oklahoma

None.

Oregon

None.

Pennsylvania

Purdon's Pennsylvania Consolidated Statutes
Annotated, Title 24, Chapter 17, Section 1715-A
(24 Pa. Const. Stat. Ann. § 17-1715-A).

Summary: This statute provides that a charter school "shall be accountable to parents." It also states that each charter schools is required to develop and implement strategies for meaningful parent and community involvement.

Purdon's Pennsylvania Consolidated Statutes
Annotated, Title 24, Chapter 17, Section 1703-B
(24 Pa. Cons. Stat. Ann. § 17-1703-B).

Summary: School districts with a history of low test performance or financial distress shall be placed on an education empowerment list. When the school district is placed on the list, the school district will be required to establish a school district empowerment team to work to develop a school district improvement plan. The school district empowerment team must include two parents of students. In addition, the school district improvement plan must include specific procedures to inform parents or guardians and the community of the performance of each school in the school district and to increase their participation.

Purdon's Pennsylvania Consolidated Statutes
Annotated, Title 24, Chapter 25, Section 2597-A
(24 Pa. Cons. Stat. Ann. § 25-2597.4).

Summary: This statute promotes the development of educational mentoring programs to students. Services and programs may be provided to students in grades kindergarten through 12, and dropout prevention programs must include the involvement of parents and guardians of the students and individuals enrolled.

Rhode Island

None.

South Carolina

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 1, Section 454
(S.C. Code § 59-1-454).

Parental involvement program; parent/teacher conferences

(A) The State Department of Education shall develop a parental involvement program for use in elementary and secondary schools with grades four through eight. The purpose of the program is to improve parental participation in their child's school progress, ensure a smooth transition between the various levels of schooling and phases of education, increase communication between the school, parent, and child, provide greater accountability between the parent, school, and child, and lessen the possibility on all levels that parents are only provided opportunity to react to problems involving their child after such problems occur.

(B) The parental involvement program should include such activities as regular visitation by parents to their child's school, involving parents, teachers, and administrators in school training sessions on such issues as communication between the school, parent, and child, student discipline, importance of homework, the taking and understanding of standardized testing and test scores, and general literacy.

(C) Teachers shall maintain a record signed by the parent and teacher of parent conferences annually that identify the date, time, and response of parent/teacher conferences.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 5,
Section 65(11) (S.C. Code § 59-5-65(11)).

Powers and responsibilities of State Board of Education.

The State Board of Education shall have the power and responsibility to:

...

(11) Adopt policies and procedures for the local school districts to follow whereby:

- (a) Regular conferences between parents and teachers are encouraged.
- (b) Each school has active parent and teacher participation on the School Improvement Council and in parent-teacher groups.
- (c) Parenting classes and seminars are made readily available in every school district.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 28, Section 130
(S.C. Code § 59-28-130).

Parental involvement plans; recognition of improvement; establishing criteria for staff training.

The State Board of Education shall:

- (1) require school and district long-range improvement plans required in Section 59-139-10 to include parental involvement goals, objectives, and an evaluation component;
- (2) recognize districts and schools where parental involvement significantly increases beyond stated goals and objectives; and
- (3) establish criteria for staff training on school initiatives and activities shown by research to increase parental involvement in their children's education.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 28,
Section 140 (S.C. Code § 59-28-140).

Design of parental involvement and best practices training programs; incorporation into teacher and principal preparation plans

The State Superintendent of Education shall:

(1) design parental involvement and best practices training programs in conjunction with higher education institutions and the pre-K through grade 12 education community, including parental program coordinators, which shall include:

(a) practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;

(b) establishment and maintenance of parent-friendly school settings;

(c) awareness of community resources that strengthen families and assist students to succeed; and

(d) other topics appropriate for fostering partnerships between parent and teacher;

(2) work collaboratively with the Commission on Higher Education to incorporate parental involvement training into teacher preparation and principal preparation programs consistent with the training provided in subsection (1) of this section.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 28,
Section 150 (S.C. Code § 59-28-150).

State Superintendent of Education activities to promote parental involvement.

The State Superintendent of Education shall:

(1) promote parental involvement as a priority for all levels from pre-K through grade 12, with particular emphasis at the middle and high school levels where parental involvement is currently least visible;

(2) designate a Department of Education staff position whose specific role is to coordinate statewide initiatives to support school and district parental involvement;

(3) collect and disseminate to districts and schools practices shown by research to be effective in increasing parental involvement at all grade levels;

(4) provide parental involvement staff development training for district and school liaisons, as needed;

(5) provide technical assistance relating to parental involvement training to districts and schools;

(6) sponsor statewide conferences on best practices;

(7) identify, recommend, and implement ways to integrate programs and funding for maximum benefit to enhance parental involvement;

(8) enroll the Department of Education as a state member of national organizations which promote proven parental involvement frameworks, models, and practices and provide related services to state and local members;

(9) promote and encourage local school districts to join national parental involvement organizations; and

(10) monitor and evaluate parental involvement programs statewide by designing a statewide system which will determine program effectiveness and identify best practices and report evaluation findings and implications to the General Assembly, State Board of Education, and Education Oversight Committee.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 28,
Section 160 (S.C. Code § 59-28-160).

Local school board of trustees activities.

Each local school board of trustees shall:

(1) consider joining national organizations which promote and provide technical assistance on various proven parental involvement frameworks and models;

(2) incorporate, where possible, proven parental involvement practices into existing policies and efforts;

(3) adopt policies that emphasize the importance, strive to increase and clearly define expectations for effective parental involvement practices in the district schools;

(4) provide for all faculty and staff, no later than the 2002-2003 school year, parental involvement orientation and training through staff development with an emphasis on unique school and district needs and after that, on an on-going basis as indicated by results of evaluations of district and school parental involvement practices and as required by the State Board of Education;

(5) provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the State Board of Education;

(6) require an annual briefing on district and school parental involvement programs including findings from state and local evaluations on the success of the district and schools' efforts; and

(7) include parental involvement expectations as part of the superintendent's evaluation.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 28, Section
170(B) (S.C. Code § 59-28-170(B)).

School district superintendent activities.

...

(B) Each school district superintendent shall:

(1) include parental involvement expectations as part of each principal's evaluation;

(2) include information about parental involvement opportunities and participation in the district's annual report; and

(3) disseminate to all parents of the district the expectations enumerated in Section 59-28-180.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 59,
Section 70 (S.C. Code § 59-59-70).

Implementation of career development plan for educational professionals in career guidance.

During the 2006-07 school year, the department shall begin implementing a career development plan for educational professionals in career guidance that provides awareness, training, release time, and preparatory instruction. The plan must include strategies for certified school counselors effectively to involve parents, guardians, or individuals appointed by the parent or guardian to serve as their designee in the career guidance process and in the development of the individual graduation plans. The plan also must include innovative approaches to recruit, train, and certify professionals needed to carry out the career development plan.

Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 59,
Section 160 (S.C. Code § 59-59-160).

Parental participation; annual parent counseling conferences.

Parental participation is an integral component of the clusters of study system. Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an individual graduation plan. In order to protect the interests of every student, a mediation process that includes parent advocates must be developed, explained, and made available for conferences upon request of the parent or student.

Code of Laws of South Carolina 1979 Annotated, Title 59. Chapter 139, Section 90 (S.C. Code § 59-139-90).

Strategic plans to include goals and objectives for parent involvement.

The school and district strategic plans required in Section 59-139-10 must include the stated goals and objectives for parent involvement and the methods used for data collection to support statewide evaluation of parent involvement efforts.

South Dakota

None.

Tennessee

Tennessee Code Annotated, Title 49, Chapter 2, Section 49-2-305, and Chapter 6, Sections 49-6-7001-7002 (Tenn. Code Ann. §§ 49-2-305, 49-6-7001-7002).

Summary: Each Local Education Agency (“LEA”) must consult with parents, teachers and administrators to develop policy to promote parental involvement. Overall policy must have plan to inform parents of the policy and their legal rights, improve communication, involvement, etc. Also districts must submit district-specific parental involvement plans to the commissioner as part of a district’s school improvement plan, and the plan must include a plan to improve parent participation and parent/teacher cooperation in homework, attendance, discipline, etc. and procedures to inform parents of curriculum (Tenn. Code Ann. § 49-2-305). (There is also a more hortatory/optional parental participation statute, which includes suggested categories of parental positions/involvement, and suggestions for scheduling PTA meetings to allow working parents to attend (Id. § 49-6-7001).) LEAs must hold at least two parent meetings/year (“Parent-Teacher Partnership Act of 1989,” id. § 49-6-7002).

Tennessee Code Annotated, Title 49, Chapter 1, Section 49-1-1002(b)(2) (Tenn. Code Ann. § 49-1-1002(b)(2)), Chapter 2, Section 49-2-211 (Tenn. Code Ann. § 49-2-211), and Chapter 6, Sections 49-6-901, 902, 1302(b), 1303 and 7003 (Tenn. Code Ann. §§ 49-6-7001-7002).

Summary: LEAs must develop a policy establishing the rights of parents and students regarding surveys, evaluations, etc. (id. § 49-2-211). Custodial parents get report cards (id. § 49-6-901); noncustodial parents may request to get them (and anything else custodial parents are entitled to) as well (id. § 49-6-902). Parents may opt child out of “family life instruction” (id. § 49-6-1303) and other health education programs (id. § 49-1-1002(b)(2)). LEAs must conduct at least annual public meetings for parents to review family life instruction materials, and if 50+ parents petition the LEA, the department of education must audit the LEA’s proposed family life instruction program (id. § 49-6-1302(b)). Board of education must publish pamphlet of policy regarding parental inspection of “instructional materials” (id. § 49-6-7003).

Tennessee Code Annotated, Title 49, Chapter 6, Section 49-6-3050 (Tenn. Code Ann. § 49-6-3050).

Summary: Home schooling laws (id. § 49-6-3050):⁷

If formalized through a church-related network for grades 9-12, then teachers must have HS diploma/GED, and must administer annual standardized test. No other restrictions.

If solo parent-teacher, must (i) have HS diploma/GED (for K-8) or 4-year degree (for 9-12, may be waived), (ii) give annual notification to local director of intent to homeschool, (iii) keep attendance, (iv) teach for at least 4 hours/day, (v) for grades 5-9, register child for annual testing; if the child falls 3-6 months behind grade level, parent must “consult” with public school; if the child falls 6-9 months behind, parent must develop remedial course with public school; if the child falls one year

⁷ For more information, see <http://www.tennessee.gov/education/homeschool/> and/or <http://www.hslda.org/laws/analysis/Tennessee.pdf>.

behind and is not learning disabled, local director may force child into public/private school, (vi) for grades 9-12, must also register child for the same annual standardized test that public/private students take, and if the child fails for two consecutive years to reach the average score, the child must enroll in public/private school.

Texas

Vernon's Texas Statutes and Codes Annotated, Texas Education Code Annotated, Title 2, Chapter 29, Section 29.251 (Tex. Educ. Code Ann. § 29.251) (enacted 1995, amended 1997 & 2003).

Definitions

...

(4) "Community Education" means the process by which the citizens in a school district, using the resources and facilities of the district, organize to support each other and to solve their mutual educational problems and meet their mutual lifelong needs. Community education may include: (A) educational programs, including programs for occupational and technological skills training, retraining of displaced workers, cultural awareness, parenting skills education and parental involvement in school programs, and multilevel adult education and personal growth; ...

Vernon's Texas Statutes and Codes Annotated, Texas Education Code Annotated, Title 2, Chapter 29, Section 29.252 (Tex. Educ. Code Ann. § 29.252) (enacted 1995, amended 1997 & 2003).

State Role in Adult and Community Education

(a) The agency shall:

...

(3) develop the mechanism and guidelines for coordination of comprehensive adult education and related skill

training services for adults with other agencies, both public and private, in planning, developing, and implementing related programs, including community education programs;...

Vernon's Texas Statutes and Codes Annotated, Texas Education Code Annotated, Title 2, Chapter 11, Sections 11.253 (Tex. Educ. Code Ann. § 11.253) (enacted 1995, amended 1999), as amd. 2009 Tex. Sess. Law. Ch. 500 (S.B. 892) (Jun. 19, 2009) (adding additional reporting requirement re coordinated health programs) and as amd. 2009 Tex. Sess. Law. Ch. 895 (H.B. 3) (Jun. 19, 2009) (replacing references to "academic excellence" with "student achievement" and replacing references to § 39.051 with references to § 39.053).

Summary: Each school year, the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance. All campus-improvement plans must provide for a program to encourage parental involvement.

Vernon's Texas Statutes and Codes Annotated, Texas Education Code Annotated, Title 2, Chapter 26, Sections 26.001 - 26.010 (Tex. Educ. Code Ann. §§ 26.001 - 26.010) (enacted 1995).

Summary: Parents are partners with educators, administrators and school district boards of trustees in their children's education. Parents are encouraged to actively participate in creating and implementing educational programs for their children. Parents have specific rights regarding their child's education, including reasonable access to a designated administrator with the authority to reassign a student in order to request a change in the class or teacher to which a child has been assigned, as long as the change would not affect another student. Parents may request the addition of a class if it is consistent with required curriculum and economically feasible,

that their child be permitted to attend a class for credit above the child's grade level and that the child be permitted to graduate from high school early if the child completes the required courses. Parents are further entitled to access to student records, state assessments, teaching materials, district board of trustees meetings, full information concerning their child, information concerning special education and education of students with learning difficulties and public information. Restrictions are placed on videotaping or audio recording a child, parental consent is required for certain activities and parents may provide a written statement removing their child temporarily from a class or school activity that conflicts with their religious or moral beliefs. (Parents may not remove their child to avoid a test or prevent the child from taking the class for the entire semester.) School districts must adopt procedures allowing for grievances to be filed regarding violation of any parental rights. (**Tex. Educ. Code Ann. §§ 26.001 - 26.010 (enacted 1995).**)

The Title I Statewide School Support/Parental Involvement Initiative and the Texas PTA, under contract with the Texas Education Agency, produce the "**Parent Involvement in Every School 'P-I-E-S'**" training manual for parental involvement. (available at <http://www.esc16.net/dept/isserv/title1swi/files/PIES%20Manual.pdf>)

Utah

Utah Code Annotated, Title 53A, Chapter 1a, Section 104(12) (Utah Code Ann. § 53A-1a-104(12) (amended in 2003).

Characteristics of public education system.

The Legislature shall assist in maintaining a public education system that has the following characteristics:

...

(12) emphasizes the involvement of educators, parents, business partnerships, and the community at large in the educational process by allowing them to be involved in establishing and implementing educational goals and participating in decision-making at the school site; and...

Utah Code Annotated, Title 53A, Chapter 1a, Sections 105(3)(a)-(c) (Utah Code Ann. § 53A-1a-105(3)(a)-(c)) (amended in 2000).

Parental participation in educational process – Employer support

...

(3) (a) Each local school board shall adopt a policy on parental involvement in the schools of the district.

(b) The board shall design its policy to build consistent and effective communication among parents, teachers, and administrators.

(c) The policy shall provide parents with the opportunity to be actively involved in their children's education and to be informed of: (i) the importance of the involvement of parents in directly affecting the success of their children's educational efforts; and (ii) groups and organizations that may provide instruction and training to parents to help improve their children's academic success and support their academic efforts.

Utah Code Annotated, Title 53A, Chapter 1a, Section 106(2)(a)(ii) (Utah Code Ann. § 53A-1a-106(2)(a)(ii)) (amended 2003).

School district and individual school powers

...

(2) (a) Each school district and public school shall:

...

(ii) provide for teacher and parent involvement in policymaking at the school site;...

Utah Code Annotated, Title 53A, Chapter 1a, Section 107(9) (Utah Code Ann. § 53A-1a-107(9)) (enacted 2003).

State Board of Education assistance to districts and schools

In order to assist school districts and individual schools

in acquiring and maintaining the characteristics set forth in Section 53A-1a-104, the State Board of Education shall:

...

(9) help school districts develop and implement guidelines, strategies, and professional development programs for administrators and teachers consistent with Subsections 53A-1a-104(7) and 53A-6-102(2)(a) and (b) focused on improving interaction with parents and promoting greater parental involvement in the public schools; and...

Utah Code Annotated, Title 53A, Chapter 1, Sections 606.5(3)(a) and 3(d)(ii)(D) (Utah Code Ann. § 53A-1-606.5(3)(a) and 3(d)(ii)(D)) (enacted 2007) (see also “Utah” in the Family Engagement in Early Childhood and Literacy Programs Section).

State reading goal – Reading achievement plan.

...

(3) (a) Each public school containing kindergarten, grade 1, grade 2, or grade 3, including charter schools, shall develop, in conjunction with all other school planning processes and requirements, a reading achievement plan for its students in kindergarten through grade 3 to reach the reading goal set in Subsection (2)(b).

...

(d) Each reading achievement plan shall include:

...

(ii) an intervention component:

...

(D) that provides an opportunity for parents to receive materials and guidance so that they will be able to assist their children in attaining proficiency in reading skills;...

Utah Code Annotated, Title 53A, Chapter 13, Sections 110 (1) and (2)(a)(ii) (Utah Code Ann. § 53A-13-110(1) and (2)(a)(ii)) (enacted 2008).

Financial and economic literacy education.

(1) As used in this section, “financial and economic literacy passport” means a document that tracks mastery of financial and economic literacy concepts and completion of financial and economic activities, including

...

(2) The State Board of Education shall:

(a) in cooperation with interested private and non-profit entities:

...

(ii) develop methods of encouraging parent and educator involvement in completion of the financial and economic literacy passport

Utah Code Annotated, Title 53A, Chapter 13, Section 301(1) (Utah Code Ann. § 53A-13-301(1)) (enacted 1995).

Application of state and federal law to the administration and operation of public schools

(1) Employees and agents of the state’s public education system shall protect the privacy of students, their parents, and their families, and support **parental involvement** in the education of their children through compliance with the protections provided for family and student privacy under **Section 53A-13-302** and the Federal Family Educational Rights and Privacy Act and related provisions under **20 U.S.C. 1232 (g) and (h)**, in the administration and operation of all public school programs, regardless of the source of funding...

Vermont

Vermont Department of Education State Board of Education Manual of Rules and Practices, Educational Support System, Section 2194.2 (8/16/2001).

2194.2 The educational support system shall, at a minimum, include an educational support team and a range of support and remedial services, including instructional and behavioral interventions and accommodations.

(a) The educational support system shall:

- (1) be integrated to the extent appropriate with the general education curriculum.
- (2) be designed to increase the ability of the general education system to meet the needs of all students. To accomplish this, the school district shall provide training to school district personnel, as needed, in such areas as instructional and behavioral interventions, accommodations and instructional resources.
- (3) be designed to provide students the support needed regardless of eligibility for categorical programs.
- (4) provide clear procedures and methods for handling a student who disrupts a class and shall include provision of educational options, support services and consultation or training for staff where appropriate. Procedures may include provision for removal of the student from the classroom for as long as appropriate, consistent with state and federal law.
- (5) ensure collaboration with families, community supports and the system of health and human services.

School districts are encouraged:

- (a) to maintain effective communication with the parents of students who receive assistance through an educational support team; and

(b) to inform parents when a significant change is made in their child's educational program as a result of a recommendation from an educational support team.

Virginia

West's Annotated Code of Virginia, Title 22.1, Chapter 13.2, Section 22.1-253.13:7 (Va. Code Ann. § 22.1-253.13:7) (enacted 1988, last amended 2008).

22.1-253.13:7. Standard 7. School board policies

- A. Each local school board shall develop policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.
- B. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.
- C. Each local school board shall ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:
 1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
 2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
 3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
 4. School-community communications and community involvement;

5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;

6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;

7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and

8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

D. A current copy of the school division policies, required by this section, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies are available as needed to citizens who do not have online access.

E. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

**West's Annotated Code of Virginia,
Title 22.1, Chapter 14, Section 22.1-279.3
(Va. Code Ann. § 22.1-279.3).**

Parental responsibility and involvement requirements.

A. Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

B. A school board shall provide opportunities for parental and community involvement in every school in the school division.

C. Within one calendar month of the opening of school, each school board shall, simultaneously with any other materials customarily distributed at that time, send to the parents of each enrolled student (i) a notice of the requirements of this section; (ii) a copy of the school board's standards of student conduct; and (iii) a copy of the compulsory school attendance law. These materials shall include a notice to the parents that by signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve, their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions.

Each parent of a student shall sign and return to the school in which the student is enrolled a statement acknowledging the receipt of the school board's standards of student conduct, the notice of the requirements of this section, and the compulsory school attendance law. Each school shall maintain records of such signed statements.

D. The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

E. In accordance with the due process procedures set forth in this article and the guidelines required by § 22.1-279.6, the school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or

filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

F. No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

G. Upon the failure of a parent to comply with the provisions of this section, the school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance, as follows:

1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in subsection D of this section, to review the school board's standards of student conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to so meet; or

2. If the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to subsection F, or upon the student's receiving a second suspension or being expelled, it may order the student or his parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling or

a mentoring program, as appropriate or that the student or his parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed \$500.

H. The civil penalties established pursuant to this section shall be enforceable in the juvenile and domestic relations court in which the student's school is located and shall be paid into a fund maintained by the appropriate local governing body to support programs or treatments designed to improve the behavior of students as described in subdivision G 2. Upon the failure to pay the civil penalties imposed by this section, the attorney for the appropriate county, city, or town shall enforce the collection of such civil penalties.

I. All references in this section to the juvenile and domestic relations court shall be also deemed to mean any successor in interest of such court.

Washington

Revised Code of Washington, Title 28A, Chapter 150, Section 210 (Wash. Rev. Code § 28A.150.210).

Basic education act — Goal.

The goal of the basic education act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the

involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- (3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
- (4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Revised Code of Washington, Title 28A, Chapter 600, Section 45 (Wash. Rev. Code § 28A.600.045).

Comprehensive guidance and planning programs for students.

(1) The legislature encourages each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students. The purpose of the program is to support students as they navigate their education and plan their future; encourage an ongoing and personal relationship between each student and an adult in the school; and involve parents in students' educational decisions and plans.

(2) A comprehensive guidance and planning program is a program that contains at least the following components:

(a) A curriculum intended to provide the skills and knowledge students need to select courses, explore options, plan for their future, and take steps to implement their plans. The curriculum may include such topics as analysis of students' test results; diagnostic assessments

of students' academic strengths and weaknesses; use of assessment results in developing students' short-term and long-term plans; assessments of student interests and aptitude; goal-setting skills; planning for high school course selection; independent living skills; exploration of options and opportunities for career and technical education at the secondary and postsecondary level; exploration of career opportunities in emerging and high-demand programs including apprenticeships; and postsecondary options and how to access them;

(b) Regular meetings between each student and a teacher who serves as an advisor throughout the student's enrollment at the school;

(c) Student-led conferences with the student's parents, guardians, or family members and the student's advisor for the purpose of demonstrating the student's accomplishments; identifying weaknesses; planning and selecting courses; and setting long-term goals; and

(d) Data collection that allows schools to monitor students' progress.

(3) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall provide support for comprehensive guidance and planning programs in public schools, including providing ongoing development and improvement of the curriculum described in subsection (2) of this section.

West Virginia

West Virginia Code, Chapter 18, Article 2E,
Section 18-2E-5(m)(8)(V) (W. Va. Code
§ 18-2E-5(m)(8)(V)).

Summary: The state specifically excludes evaluation of parental involvement in schools from its on-site audits.

Process for improving education; education standards; statewide assessment program; accountability measures; Office of Education Performance Audits; school accreditation and school system approval; intervention to correct low performance

...

(m) On-site reviews. –

...

(8) The Legislature finds that the accountability and oversight of the following activities and programmatic areas in the public schools is controlled through other mechanisms and that additional accountability and oversight are not only unnecessary but counterproductive in distracting necessary resources from teaching and learning. Therefore, notwithstanding any other provision of this section to the contrary, the following activities and programmatic areas are not subject to review by the Office of Education Performance Audits:

...

(V) Preventive discipline, character education and student and parental involvement.

Wisconsin

None.

Wyoming

None.

State Grant and Award Programs for Family Engagement

Background

Legislatures can encourage the development of innovative practices that support family engagement through the establishment and funding of state grants to Local Education Agencies (LEAs) or individual schools. Such funds can provide incentives to school systems to develop innovative strategies that increase family engagement and student achievement. Moreover, investing in family engagement in education demonstrates the state's commitment to raise student achievement. Many states offer grants for the development of parenting skills, including responsible parenting and family literacy. Several jurisdictions dedicate grants to fund innovative programs. Following is an analysis of state grant programs. The statutes analyzed below are limited to those that directly address family engagement, as opposed to general education laws that indirectly or incidentally facilitate family engagement.

Key Facts

- Thirty-three jurisdictions offer grants to local school districts to both support and create incentives for family engagement: AL, AR, CA, CT, DE, DC, FL, GA, IL, IN, IA, KY, LA, MA, MI, MN, MS, MO, NJ, NM, NY, OH, OR, PA, RI, SC, TN, TX, VT, VA, WA, WV and WI.
- Nineteen states lack grants on family engagement: AK, AZ, CO, HI, ID, KS, ME, MD, MT, NE, NV, NH, NC, ND, OK, SD, UT and WY.
- At least two states offer grants for family-oriented resource centers in order to increase family engagement: OR and TN.
- At least seven states give grants for innovative programs on family engagement: CA, OH, MS, NJ, PA, SC and WV.
- At least five states make available grants in the form of programs or classes that improve parenting skills or family literacy: IL, MA, MI, OH and RI.

Analysis

State legislatures encourage family engagement through the creation of grant programs or the provision of funding for pilot family engagement in education programs. They may also offer grants that target schools with specific populations or early childhood and literacy efforts. Several states have made funding available to LEAs and schools to create resource centers or implement their own training for families.

Grants for Underserved Communities

A **Wisconsin** grant program is dedicated to school districts in which at least 50 percent of the student population is low-income. These schools are eligible to enter an agreement, or an 'achievement guarantee contract,' with the state in order to receive additional funding. One of the required performance objectives includes the methods by which a school engages students and families in school decision-making. Another statute enacted by the Wisconsin legislature provides grants for programs between preschool and fifth grade to facilitate family engagement. This grant serves multiple purposes, including the establishment of an advisory council comprised of students, parents, and educators to develop policy and advise the school board on methods for increasing family engagement. The grant also contains a reporting requirement to the State Superintendent regarding the specific activities undertaken and the number of parents participating. **Minnesota's** legislature specifically targets students who are struggling academically. This state offers grants for programs that assist students who are underprepared or below grade level. In order to meet the academic needs of such students, these funds can be used for a variety of activities, including greater family engagement and the development of interventions to help the student succeed.

Resource Centers

Some states offer grants specifically for family-oriented resource centers. **Oregon's** legislature provides funding for 'community learning centers' to meet several objectives, including the involvement of families in the education of their children. One of the components of successful community learning centers is the extent of family engagement strategies that are implemented. Likewise, **Tennessee** law authorizes local school districts to create 'family resource centers.' Such centers may be located either in or near schools with the purpose of offering parent training, counseling, and other services to families.

Grants for Innovation in Family Engagement Programs

Several states offer grants specifically to support innovative family engagement programming. Among them are Ohio, New Jersey, California, and West Virginia. The **California** legislature has created two grant programs dedicated to funding schools and school districts that strongly support family engagement. Under the Nell Soto Parent/Teacher Involvement Program, grants are awarded to schools that commit to improving school-family communication. To qualify, a majority of both families and educators must agree to specific terms, including participation in occasional home visits or attendance at community meetings. A majority of families must sign compacts in which they commit to be involved in their children's education. In addition, educators must hold community-based meetings at least once a month. California's Tom Hayden Community-Based Parent Involvement Grant Program creates a competitive grant to fund a series of training courses to engage families. These courses are required to recruit families from communities with low levels of parental participation, provide trainings in the parents' language, and partner with nonprofit community-based organizations. Each grant may amount to no more than \$40,000 per school.

The **Ohio** legislature has authorized the State Department of Education to grant awards of up to \$15,000 each year to 50 public schools demonstrating innovation and excellence in parental involvement programs.

New Jersey law establishes a grant program that funds innovations to enhance both parental and community involvement in public education. These grants may be given to any teacher, teaching at levels ranging from pre-school through high school, who desire to utilize innovative techniques. Under **West Virginia** law, a competitive state grant program rewards innovation in instruction. Parental participation is one of its evaluation criteria.

States may also emphasize grants for broad innovations while others focus on specific programs. For example, **Pennsylvania** engages both students and their parents in learning about healthy eating habits. The legislature has authorized grants to assist schools with the implementation of programs that provide healthy foods and related educational activities for families and community groups.

Some states have established grants to reward significant achievement in family engagement. **South Carolina**, for example, will recognize those districts that show marked improvement in parental involvement levels that exceed previously stated goals. Another example includes **Mississippi**, in which the legislature has created a program that publicly recognizes a "Parent of the Year" from each local school district, as well as from the state level.

Parenting Classes and Family Literacy

Several states offer grants for family engagement in the form of parenting classes, family literacy, or other early childhood-focused programs. These states include: Illinois, Massachusetts, Michigan, Rhode Island, and Ohio. **Michigan** offers grants to school districts to fund early childhood parenting programs that focus on helping parents teach their children. The stated goals of the program are to improve early literacy and mathematics among early childhood students as well as support family stability and healthy parenting. **Illinois** provides funding for family literacy grants, early childhood parent training grants, pilot programs for the lowest performing school districts, and specific initiatives to engage rural families in public schools. One particular Illinois program, the Steps for Attaining Higher Education through Academic Development (AHEAD) Program, supports low-income students in middle and secondary school. To achieve this goal, the Steps AHEAD program has multiple com-

ponents that include increasing parent involvement in order to close the achievement gap. The **Rhode Island** legislature has created the ‘Elementary and Secondary School Excellence Fund’. A portion of this fund is earmarked for the creation of parent training programs and to reward excellence in family engagement programs.

Noteworthy Statutes

California law establishes two innovative grant programs that fund programs to support family engagement in education. These grants are available to schools and school districts that clearly prioritize family engagement. The ‘Nell Soto Parent/Teacher Involvement Program’ issues grants to schools that agree to improve communication between schools and families, including strategies such as home visitation programs and hosting community meetings. Interestingly, a prerequisite is for 50 percent of both teachers and parents to agree to participate. A majority of families must sign compacts in which they commit to be involved in the initiative. Schools funded under this grant must convene monthly community-based meetings. The ‘Tom Hayden Community-Based Parent Involvement Grant Program’ offers a competitive grant to provide funding for training courses to engage families. These courses are required to recruit families from communities with low parental participation, provide trainings in the parents’ language, and partner with nonprofit community-based organizations. Each grant may amount to no more than \$40,000 per school.

Another interesting program is found in **Wisconsin**. This state established grants for school districts with a student population with at least 50 percent of the families living with limited economic means. In order to receive funds, eligible schools must enter an agreement with the state regarding performance and their commitment to family engagement. The state also offers grants to facilitate family engagement in programs that serve students from preschool to fifth grade. The grants may be used to create a policymaking advisory council comprised of students, parents, and educators to advise the school board. The grant also contains a reporting requirement for grantees to periodically provide updates to the State Education Agency

(SEA) about the number of parents who participate.

Under **Oregon** law, funding is available to create ‘community learning centers.’ These centers are tasked with improving family involvement in the education and care of their children, among other things.

Recommendations

- Encourage states to develop, evaluate, and replicate innovative school-family grant programs to improve educational outcomes.
- Create research-based initiatives to fund parent training, parent leadership, parenting skills classes and other family-strengthening programs that raise academic achievement.
- Ensure laws that allocate grants for family engagement allow for parental input and local control in designing the specific elements of programs.
- Offer special grants and incentive programs that target districts and schools in underserved communities for the development and improvement of family engagement outcomes.

List of Statutes by State

Alabama

See Ala. Code § 16-6B-3(a) in “Alabama” of the Family Engagement Targeting Children and Youth in At-Risk Situations Section.

Alaska

None.

Arizona

None.

Arkansas

Arkansas Code of 1987, Title 6, Chapter 10, Section 109 (Ark. Code Ann. §6-10-109) (enacted 1983).

Parents As Teachers program

(a) Local matching funds shall be required for the Parents as Teachers program.

(b)(1) Only public school districts or education service cooperatives established under § 6-13-1001 et seq. are eligible for grants to operate Parents As Teachers programs.

(2) Grantees may subcontract with other agencies for operation of Parents As Teachers programs.

(c) No school district nor any parent or guardian shall be required to participate in the Parents As Teachers program.

California

California Education Code, Section 51121 (Cal. Educ. Code § 51121) (enacted 1999, last amended 2002).

Summary: The Nell Soto Parent/Teacher Involvement program awards grants to schools in which a majority of teachers and parents agree to strengthen communication between schools and parents as a means of improving student achievement. The program must include the following elements: fifty percent of teachers must agree to participate in periodic visits to pupils’ homes or in community meetings; fifty percent of parents must sign a parent/teacher/pupil compact agreeing to periodic home visits or community meetings and also including the elements of the parent involvement policy adopted by the State Board of Education; teachers must receive training in communicating with parents and conducting the periodic home visits or community meetings; compensation for teachers and paraprofessionals; certification that teachers will conduct home visits to a substantial percentage of those how have signed the compact at least once annually, or for high schools or middle schools, certification that teachers will hold at least monthly community-based meetings at various sites throughout the school’s attendance area.

(a) The Nell Soto Parent/Teacher Involvement Program is hereby established for the purpose of providing grant awards to schools in which a majority of teachers and parents agree to strengthen the communication between schools and parents as a means of improving pupil academic achievement.

(b) Any school district or charter school that maintains kindergarten or any of grades 1 to 12, inclusive, the California School for the Deaf, or the California School for the Blind may operate a parent/teacher involvement program at any schoolsite that meets each of the requirements set forth in subdivision (c).

(c) The program shall include all of the following elements:

(1) At least 50 percent of the teachers employed at the schoolsite voluntarily agree to participate in either periodic visits to the homes of their pupils or in community meetings that are held at times and locations that are convenient to parents.

(2) At least 50 percent of the parents or guardians of pupils enrolled at the schoolsite have voluntarily signed a parent/teacher/pupil compact in which parents agree to participate in periodic home visits or community meetings. The compact shall also encompass the elements of the parent involvement policy adopted by the State Board of Education on September 9, 1994.

(3) A teacher or teaching paraprofessional who participates in the program shall receive training in strategies for communicating effectively with parents and in conducting periodic home visits or community meetings. These strategies may include providing parents with guidance in how to reinforce educational objectives with their children at home.

(4) Teachers and teaching paraprofessionals shall be compensated for their participation in home visits or community meetings at an hourly rate comparable to their regular base salary.

(5) A certification that participating teachers or participating teachers paired with teaching paraprofessionals will conduct home visits to a substantial percentage of the enrolled pupils whose parents or guardians have voluntarily signed a parent/teacher/pupil compact at least once annually or that, in the case of high schools or middle schools that participate in the program, will hold at least monthly community-based meetings at various sites located throughout the attendance area of the high school or middle school.

(d) For purposes of this article, “teaching paraprofessional” has the same meaning as in Section 44392.

(e) For purposes of this section, “community meetings” are periodic public meetings held by participating schools for the purpose of strengthening communication

between the schools and parents for the improvement of pupil academic achievement.

California Education Code, Sections 51141–51143 (Cal. Educ. Code §§ 51141–51143) (enacted 1999).

Summary: Tom Hayden Community-Based Parent Involvement Grant Program establishes a competitive training grant process to encourage school districts to recruit parents from traditionally low participating communities and train parents in their languages, particularly through district partnership with nonprofit community-based organizations. The training courses provided through the program must include training on school governance and parental participation in the school decision making process. The courses also must cover six out of the following nine subjects: home-school collaboration; child development; child motivation; study habits; parent-teacher conferencing; gang, violence, and drug prevention; college preparation; children’s health and nutrition; and parenting. The school must solicit participation from parents in the community. The amount of grant funding shall not exceed \$ 40,000 per school site.

Cal. Educ. Code § 51141

The State Department of Education shall select, through a competitive process, the school districts that shall be awarded training grants under this article. At least 70 percent of the available funding shall be granted to school districts that contract with nonprofit community-based organizations that demonstrate each of the following:

(a) Ability to recruit and retain parent populations with traditionally low participation rates, including, but not limited to, immigrant and low-income parents.

(b) Ability to conduct parent training in various languages to meet the specific cultural and linguistic needs of the school communities to be served.

(c) Experience in collaborating with school districts, individual schools, local agencies, and community educational resources in implementing parent involvement programs.

(d) Ability to retain a high percentage of parent participants in their training course.

Cal. Educ. Code §§ 51142

(a) A parent involvement training course offered pursuant to this article shall include training on school governance and how parents and guardians can effectively participate in the decisionmaking process at the school and school district level. In addition, the training course shall include at least six of the following subject areas:

- (1) Home-school collaboration, including educational compacts.
- (2) Child development.
- (3) Child motivational skills.
- (4) Developing study habits.
- (5) Parent-teacher conferencing.
- (6) Gang, violence, and drug prevention in the school.
- (7) College preparation.
- (8) Children's health and nutrition.
- (9) Parenting.

(b) A school district that receives a grant pursuant to this article may provide ways to involve schoolage children in the training courses and may encourage parents to involve their schoolage children in the courses.

(c) When developing a training course for a particular school community, a school district receiving a grant pursuant to this article shall solicit the input and participation of parents and guardians from that school community to ensure that the course offered for that school community is aligned to the needs of those parents and guardians.

Cal. Educ. Code §§ 51143

The amount of grant funding available pursuant to this article shall be determined by the State Department of Education but shall not exceed forty thousand dollars (\$40,000) per schoolsite.

Colorado

None.

Connecticut

General Statutes of Connecticut, Chapter 164, Section 10-16x(a) (Conn. Gen. Stat. § 10-16x) (enacted 2005 and subsequently amended).

After school program grant

(a) The Department of Education, in consultation with the after school committee established pursuant to section 10-16v, may, within available appropriations, administer a grant program to provide grants to local and regional boards of education, municipalities and not-for-profit organizations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, for after school programs that provide direct services and for entities that provide support to after school programs. For purposes of this subsection, "after school program" means a program that takes place when school is not in session, provides educational, enrichment and recreational activities for children in grades kindergarten to twelve, inclusive, and has a parent involvement component.

General Statutes of Connecticut, Chapter 172, Section 10-263c (Conn. Gen. Stat. § 10-263c) (enacted 1998 and subsequently amended).

Summary: A "transitional" school district (i.e., a school district that is not in the "priority" category as described below) may apply for a grant that may be used for, among other things, "enhancement of the use of technology to support instruction or improve parent and teacher communication" and "initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies."

Transitional School District Grant program

...

(b) A transitional school district grant shall be payable to the local board of education for the school district. The local board shall use the funds for any of the following: (1) The creation or expansion of programs or activities related to dropout prevention, (2) alternative and transitional programs for students having difficulty succeeding in traditional educational programs, (3) academic enrichment, tutorial and recreation programs or activities in school buildings during nonschool hours and during the summer, (4) development or expansion of extended-day kindergarten programs, (5) development or expansion of early reading intervention programs, including summer and after-school programs, (6) enhancement of the use of technology to support instruction or improve parent and teacher communication, (7) initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies, which may be in accordance with the provisions of section 10-4g, or (8) for purposes of obtaining accreditation for elementary and middle schools from the New England Association of Schools and Colleges. Each such board of education shall use at least twenty per cent of its grant for early reading intervention programs. Each such board of education shall use its grant to supplement existing programs or create new programs. If the State Board of Education finds that any such grant is being used for other purposes or is being used to decrease the local share of support for schools, it may require repayment of such grant to the state.

General Statutes of Connecticut, Chapter 172, Section 10-264f (Conn. Gen. Stat. § 10-264f) (enacted 1993).

Summary: Local or regional boards of education in school districts that have a high percentage of low-performing students may apply for a grant from the Commissioner of Education to fund, among other things, programs aimed at improving parent involvement in the education of children and in the schools.

Grants for single districts or one or more schools within a district

...

(b) The commissioner may approve, in accordance with section 10-264e, programs pursuant to this section if he finds the program is likely to increase student performance as measured by state-wide mastery examination results or enhance student awareness of diversity. Programs which may be eligible for grants pursuant to this section include, but are not limited to, early childhood education and extended-day kindergarten, parent involvement in the education of children and in the schools, reduction in class size, tutoring and mentoring of students, after-school academic programs, lengthening the instructional school day and lengthening the instructional school year.

General Statutes of Connecticut, Chapter 172, Section 10-266q (Conn. Gen. Stat. § 10-266q) (enacted 1984 and subsequently amended).

Summary: “Priority” school districts, which are those with the greatest need for improvement, will receive grants to improve student achievement and enhance educational opportunities (§ 10-266p(a)). These grants may be used for, among other things, “enhancement of the use of technology to support instruction or improve parent and teacher communication” and “initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies” (§ 10-266q(b)(6), (7)).

Application for grant. Utilization of funds.

...

(b) A priority school district grant shall be payable to the local board of education for the school districts described in section 10-266p, which shall use the funds for any of the following: (1) The creation or expansion of programs or activities related to dropout prevention, (2) alternative and transitional programs for students having difficulty succeeding in traditional educational

programs, (3) academic enrichment, tutorial and recreation programs or activities in school buildings during nonschool hours and during the summer, (4) development or expansion of extended-day kindergarten programs, (5) development or expansion of early reading intervention programs, including summer and after-school programs, (6) enhancement of the use of technology to support instruction or improve parent and teacher communication, (7) initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and school district programs, activities and educational policies, which may be in accordance with the provisions of section 10-4g, or (8) for purposes of obtaining accreditation for elementary and middle schools from the New England Association of Schools and Colleges. Each such board of education shall use at least twenty per cent of its grant for early reading intervention programs. Each such board of education shall use its grant to supplement existing programs or create new programs. If the State Board of Education finds that any such grant is being used for other purposes or is being used to decrease the local share of support for schools, it may require repayment of such grant to the state.

General Statutes of Connecticut, Chapter 172, Section 10-266t (Conn. Gen. Stat. § 10-266t) (enacted 1994 and subsequently amended).

Summary: “Priority” school districts will receive grants to extend school building hours for academic enrichment and recreation programs (GSC § 10-266t(a)). All programs funded by a grant must “provide for parent involvement in program planning and the use of parents as advisers and volunteers” (GSC § 10-266t(e)(8)).

Grants for extended school building hours for academic enrichment and support and recreation programs

(a) The Commissioner of Education shall award grants annually, in accordance with this section and section 10-266u, to local and regional boards of education identified as priority school districts pursuant to section 10-266p.

In addition, for the fiscal years ending June 30, 2000, and June 30, 2001, the commissioner shall provide a grant to any local or regional board of education in a town which does not qualify for a grant pursuant to subsection (a) of section 10-266p for said fiscal years but does qualify for a grant pursuant to subsection (b) of said section for said fiscal years. The grants shall provide funds for extended school building hours for public schools in such districts for academic enrichment and support, and recreation programs for students in the districts. Such programs may be conducted in buildings other than public school buildings, provided the board of education is able to demonstrate to the commissioner that the facility in which the program will be run can adequately support the academic goals of the program and a plan is in place to provide adequate academic instruction.

(b) The Commissioner of Education shall provide a grant estimate annually to each priority school district. The estimated grant shall be calculated as follows: Each district’s average daily membership, as defined in subdivision (2) of section 10-261, divided by the total of all priority school districts’ average daily membership, multiplied by the amount appropriated for the grant program minus the amounts specified in subsections (a) and (b) of section 10-266u.

(c) (1) Annually, each such district shall file a grant application with the Commissioner of Education, in such form and at such time as he prescribes. The application shall identify the local distribution of funds by school and operator, with program specification, hours and days of operation.

(2) Each such district shall solicit applications for individual school programs, on a competitive basis, from town and nonprofit agencies, prioritize the applications and select applications for funding within the total grant amount allocated to the district. District decisions to fund individual school programs shall be based on specified criteria including: (A) Total hours of operation, (B) number of students served, (C) total student hours of service, (D) total program cost, (E) estimate of volunteer hours, or other sources of support, (F) community involvement, commitment and support, (G) nondupli-

cation of existing services, (H) needs of the student body of the school, (I) unique qualities of the proposal and (J) responsiveness to the requirements of this section and section 10-266u. Each district shall submit to the commissioner all proposals received as part of its grant application and documentation of the review and ranking process for such proposals.

(3) Grants to individual school programs shall be limited to a range of twenty to eighty thousand dollars per school, based on school enrollment.

(d) Each district, shall: (1) Demonstrate, in its grant application, that a district-wide and school building needs assessment was conducted, including an inventory of existing academic enrichment and support, and recreational opportunities available during nonschool hours both within and outside of school buildings; (2) ensure equal program access for all students and necessary accommodations and support for students with disabilities; (3) provide a summer component, unless it is able to document that sufficient summer opportunity already exists; (4) include in its application a schedule and total number of hours that it determines to be reasonable and sufficient for individual school programs; (5) support no less than ten per cent of the cost of the total district-wide extended school building hours program and provide documentation of local dollars or in-kind contributions, or both; and (6) contract for the direct operation of the program, unless it is able to document that no providers are interested or able to provide a cost efficient program.

(e) All programs funded pursuant to this section shall: (1) Offer both academic enrichment and support and recreation experiences, (2) be open to all resident students in the district, (3) be designed to ensure communication with the child's teacher and ties to the regular school curriculum, (4) be clearly articulated with structured and specified experiences for children but able to accommodate the irregular participation of any one child, (5) provide for community involvement, (6) investigate the use of the National Service Corps, (7) coordinate operations and activities with existing programs and the agencies which operate such programs, (8) provide for parent involvement in program planning and the use of parents

as advisers and volunteers, and (9) provide for business involvement or sponsorship. Programs within a district may vary in terms of times of operation and nature of the program. All programs which operate in a public school shall have access to existing special facilities and equipment in the public school and shall have the written endorsement of the school principal and superintendent of schools for the school district.

(f) Grant funds may be used to hire personnel to provide for the instruction and supervision of children and for necessary support costs such as food, program supplies, equipment and materials, direct cost of building maintenance, personnel supervision and transportation but shall not be used for indirect costs.

(g) The Commissioner of Education may negotiate the contents of a district's grant application or refuse to authorize a grant if he finds the proposal costs are not reasonable or necessary or the selection of specific local building programs over others was not justified by the process and the data.

(h) Notwithstanding subsections (d) and (e) of this section, a school district may charge fees for participation in after-school academic enrichment, support or recreational programs, provided the fees are calculated on a sliding scale based on ability to pay and no fee exceeds seventy-five per cent of the average cost of participation. No school district may exclude a student from participation in such after-school academic enrichment, support and recreational programs due to inability to pay a fee.

District of Columbia

District of Columbia Official Code,
Title 38, Section 38-1851.01-.11 (DC Code
§ 38-1851.01-.11 (enacted 2004).

Summary: A program to provide tuition assistance to low-income students. Programs will be evaluated on, among other things, the reasons parents choose for their children to participate in the program. Up to 3% of funds can be used for administrative expenses, including

providing information to parents about the program and schools involved. Grantees are required to report on parental satisfaction with the program and to report to parents at least once per year.

§ 38-1851.01

Purpose

The purpose of this chapter is to provide low-income parents residing in the District of Columbia, particularly parents of students who attend elementary schools or secondary schools identified for improvement, corrective action, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316), with expanded opportunities for enrolling their children in higher-performing schools in the District of Columbia.

§ 38-1851.06

Use of funds

(a) Scholarships. –

(1) In general. – Subject to paragraphs (2) and (3) of this subsection, a grantee shall use the grant funds to provide eligible students with scholarships to pay the tuition, fees, and transportation expenses, if any, to enable them to attend the District of Columbia private elementary school or secondary school of their choice. Each grantee shall ensure that the amount of any tuition or fees charged by a school participating in the grantee's program under this chapter to an eligible student participating in the program does not exceed the amount of tuition or fees that the school customarily charges to students who do not participate in the program.

(2) Payments to parents. – A grantee shall make scholarship payments under the program under this chapter to the parent of the eligible student participating in the program, in a manner which ensures that such payments will be used for the payment of tuition, fees, and transportation expenses (if any), in accordance with this chapter.

(3) Amount of assistance. –

(A) Varying amounts permitted. – Subject to the other requirements of this section, a grantee may award scholarships in larger amounts to those eligible students with the greatest need.

(B) Annual limit on amount. – The amount of assistance provided to any eligible student by a grantee under a program under this chapter may not exceed \$7,500 for any academic year.

(4) Continuation of scholarships. – Notwithstanding § 38-1851.02(3)(B), an eligible entity receiving a grant under this chapter may award a scholarship, for the second or any succeeding year of an eligible student's participation in a program under this chapter, to a student who comes from a household whose income does not exceed 200 percent (or, in the case of an eligible student whose first year of participation in the program is an academic year ending in June 2005 or June 2006 and whose second or succeeding year is an academic year ending on or before June 2009, 300 percent) of the poverty line.

(b) Administrative expenses. – A grantee may use not more than 3 percent of the amount provided under the grant each year for the administrative expenses of carrying out its program under this chapter during the year, including:

- (1) Determining the eligibility of students to participate;
- (2) Providing information about the program and the schools involved to parents of eligible students;
- (3) Selecting students to receive scholarships;
- (4) Determining the amount of scholarships and issuing the scholarships to eligible students;
- (5) Compiling and maintaining financial and programmatic records; and
- (6) Providing funds to assist parents in meeting expenses that might otherwise preclude the participation of their child in the program.

§ 38-1851.08

Evaluations

(a) In general. –

(1) Duties of the Secretary and the Mayor. – The Secretary and the Mayor of the District of Columbia shall jointly select an independent entity to evaluate annually the performance of students who received scholarships under the 5-year program under this chapter, and shall make the evaluations public in accordance with subsection (c) of this section.

(2) Duties of the secretary. – The Secretary, through a grant, contract, or cooperative agreement, shall:

(A) Ensure that the evaluation is conducted using the strongest possible research design for determining the effectiveness of the programs funded under this chapter that addresses the issues described in paragraph (4) of this subsection; and

(B) Disseminate information on the impact of the programs in increasing the student academic achievement of participating students, and on the impact of the programs on students and schools in the District of Columbia.

(3) Duties of the independent entity. – The independent entity shall:

(A) Measure the academic achievement of all participating eligible students;

(B) Use the same grade appropriate measurement every school year to assess participating eligible students as the measurement used by the District of Columbia Public Schools to assess District of Columbia Public School students in the first year of the program; and

(C) Work with the eligible entities to ensure that the parents of each student who applies for a scholarship under this chapter (regardless of whether the student receives the scholarship) and the parents of each student participating in the scholarship program under this chapter, agree that the student will participate in the measurements given annually by the independent entity for the

period for which the student applied for or received the scholarship, respectively.

(4) Issues to be evaluated. – The issues to be evaluated include the following:

(A) A comparison of the academic achievement of participating eligible students in the measurements described in this section to the achievement of:

(i) Students in the same grades in the District of Columbia public schools; and

(ii) The eligible students in the same grades in the District of Columbia public schools who sought to participate in the scholarship program but were not selected.

(B) The success of the programs in expanding choice options for parents.

(C) The reasons parents choose for their children to participate in the programs.

(D) A comparison of the retention rates, dropout rates, and (if appropriate) graduation and college admission rates, of students who participate in the programs funded under this chapter with the retention rates, dropout rates, and (if appropriate) graduation and college admission rates of students of similar backgrounds who do not participate in such programs.

(E) The impact of the program on students, and public elementary schools and secondary schools, in the District of Columbia.

(F) A comparison of the safety of the schools attended by students who participate in the programs and the schools attended by students who do not participate in the programs.

(G) Such other issues as the Secretary considers appropriate for inclusion in the evaluation.

(5) Prohibition. – Personally identifiable information regarding the results of the measurements used for the evaluations may not be disclosed, except to the parents of the student to whom the information relates.

(b) Reports. – The Secretary shall submit to the Committees on Appropriations, Education and the Workforce, and Government Reform of the House of Representatives and the Committees on Appropriations, Health, Education, Labor, and Pensions, and Governmental Affairs of the Senate:

(1) Annual interim reports, not later than December 1 of each year for which a grant is made under this chapter, on the progress and preliminary results of the evaluation of the programs funded under this chapter; and

(2) A final report, not later than 1 year after the final year for which a grant is made under this chapter, on the results of the evaluation of the programs funded under this chapter.

(c) Public availability. – All reports and underlying data gathered pursuant to this section shall be made available to the public upon request, in a timely manner following submission of the applicable report under subsection (b) of this section, except that personally identifiable information shall not be disclosed or made available to the public.

(d) Limit on amount expended. – The amount expended by the Secretary to carry out this section for any fiscal year may not exceed 3 percent of the total amount appropriated to carry out this chapter for the fiscal year.

§ 38-1851.09

Reporting requirements

(a) Activities reports. – Each grantee receiving funds under this chapter during a year shall submit a report to the Secretary not later than July 30 of the following year regarding the activities carried out with the funds during the preceding year.

(b) Achievement reports. –

(1) In general. – In addition to the reports required under subsection (a) of this section, each grantee shall, not later than September 1 of the year during which the second academic year of the grantee's program is completed and each of the next 2 years thereafter, submit a

report to the Secretary regarding the data collected in the previous 2 academic years concerning:

(A) The academic achievement of students participating in the program;

(B) The graduation and college admission rates of students who participate in the program, where appropriate; and

(C) Parental satisfaction with the program.

(2) Prohibiting disclosure of personal information. – No report under this subsection may contain any personally identifiable information.

(c) Reports to parent. –

(1) In general. – Each grantee shall ensure that each school participating in the grantee's program under this chapter during a year reports at least once during the year to the parents of each of the school's students who are participating in the program on:

(A) The student's academic achievement, as measured by a comparison with the aggregate academic achievement of other participating students at the student's school in the same grade or level, as appropriate, and the aggregate academic achievement of the student's peers at the student's school in the same grade or level, as appropriate; and

(B) The safety of the school, including the incidence of school violence, student suspensions, and student expulsions.

(2) Prohibiting disclosure of personal information. – No report under this subsection may contain any personally identifiable information, except as to the student who is the subject of the report to that student's parent.

(d) Report to Congress. – The Secretary shall submit to the Committees on Appropriations, Education and the Workforce, and Government Reform of the House of Representatives and the Committees on Appropriations, Health, Education, Labor, and Pensions, and Governmental Affairs of the Senate an annual report on the findings of the reports submitted under subsections (a) and (b) of this section.

Delaware

Delaware Code, Title 14, Chapter 8,
Section 805 (14 Del. Code § 805)
(Enacted 1995, last amended 1997).

Summary: Schools that transitioned to shared decision-making were eligible to apply for grants. “Shared decision Making” is a process in which members of the school community (including parents) participate as equals. Grants appear to have been phased out (See § 807).

School Transition Plans and Grants

(a) A school community which chooses to begin transition to shared decision-making, as defined herein, may apply to the Department of Education via the local board of education for a school transition grant. The State shall provide funding for such grants as authorized in § 807(d) and (e) of this title.

(b) The Department of Education with the approval of the State Board of Education shall adopt guidelines for the approval of school transition grants, based upon the recommendations of an advisory committee comprised of representatives of the school community, and promulgate such guidelines by January 1, 1997. The guidelines shall require, but not be limited to, specifying that the school demonstrates that the school has:

- (1) Conducted structured conversations and activities and has agreed to make the transition to shared decision-making as evidenced by the Report and Recommendation signed by representatives of the School Advisory Committee as specified in § 804(c)-(e) of this title;
- (2) Established a School Transition Team;
- (3) Established a working procedure for the School Transition Team to reach decisions and resolve conflicts;
- (4) Validated significant support from members of the school community;
- (5) Committed to develop a school improvement plan

including comprehensive school improvement goals tied to state and local academic performance standards and strategies to achieve these goals and including staff development for building the necessary capacities and skills to successfully implement shared decision-making and improve parental involvement;

(6) Established plans for communicating the results of the school improvement plan to the broader school community for information and critical review; and

(7) Described how the various stakeholder groups will formally express their opinion regarding the school transition plan prior to its adoption by the local board of education.

(c) The Department of Education and the relevant local district administration shall provide school transition teams with assistance, guidance and strategies to initiate, develop and formally adopt their transition plans.

(d) The local board of education, following public review and comments, shall adopt the school transition plan unless evidence demonstrates that the school's transition plan is inconsistent with specific provisions of the adopted district transition plan and such disapproval shall extend only to such inconsistent provisions of the school transition plan.

Delaware Code, Title 14, Chapter 8,
Section 806 (14 Del. Code § 806)
(Enacted 1995, last amended 1997).

School improvement plans

(a) A school, which has an approved shared decision-making transition plan as specified in § 805 of this title, may apply to the Department of Education for a school improvement implementation grant. Such grants shall be awarded at the beginning of the fiscal year. A school with an approved application shall be eligible for such grant for the following 3 years as provided in the annual appropriations act. Subsequent applications may be made only after the review and evaluation of the school improvement plan required by § 808 of this title is completed and the

results of such are included in the school's application. The Department of Education with the approval of the State Board of Education shall adopt guidelines for the approval of school improvements grants to be awarded beginning Fiscal Year 1999, based upon the recommendations of an advisory committee comprised of representatives of the school community, and promulgate such guidelines by January 1, 1998. The guidelines shall require that the school demonstrate that its school improvement plan has the following components:

- (1) Comprehensive school improvement goals tied to state and local academic performance standards and strategies to achieve these and other goals identified by the school, including staff development and parental involvement;
- (2) A description of the rationale for the proposed governance structure, stating how and why the governance process should improve decision-making and support continuous improvement in teaching and student learning;
- (3) Review by the broader school community with agreement that the school improvement plan is consistent with the school district plan and evidence that the local board of education has formally adopted the school's improvement plan;
- (4) A proposed budget that explains the use of resources allocated to the school to support strategies for achieving the school improvement goals;
- (5) The structural changes or procedures for providing the necessary time and skill-building to support shared decision-making and continuous improvement in teaching and student learning;
- (6) The assessment and evaluation process that the school will use to measure its progress toward achieving its stated goals;
- (7) A proposed timeline for phasing-in its school improvement plan; and
- (8) A proposed budget for the use of the school improvement grant.

(b) Without limiting the local board's authority to determine district policy pursuant to § 1049 of this title or to disapprove plans to the extent they are inconsistent with the district transition plan, each school committee may propose in its school improvement plan, policies or suggestions relating to subjects, including but not limited to: Curricular, instructional and assessment strategies to be used at the school; assignment of staff within the school; assignments of students to classes; the school's calendar; staff development; classroom materials; parental involvement; the need for extra learning time for students through longer days and years and Saturday sessions; the needs of at-risk students; discipline and school climate; teacher orientation and mentoring; and proposed waivers of regulations and district policies.

**Delaware Code, Title 14, Chapter 8,
Section 807 (14 Del. Code § 807)
(Enacted 1995, last amended 1997).**

District and School Grants Supporting Shared Decision-Making

(a) The amount of appropriations to fund the grants specified in this chapter shall be as determined by the annual Appropriations Act. The Department may allocate available federal funds to fund the grants specified in this chapter. School districts and schools shall not be required to provide a local match to these funds but shall be required in the process established by § 803 of this title to consider and incorporate in their district transition plan the appropriate level of local budget support for such purposes.

(b) Each school district shall be entitled to receive a grant to conduct structured conversations and activities and to design a shared decision-making transition plan. This grant may be used over a period set forth in the annual Appropriations Act. Upon written request to the Department of Education on or before April 1, 1998, a district may use and be awarded up to one third of its grant to conduct its required structured conversations and activities.

(c) Districts meeting the requirements for approval of a transition grant as specified by § 803(a) and (b) of this title and the guidelines developed by the Department of Education with the approval of the State Board of Education for such grants may be awarded the balance of their grants for development of a district transition plan; provided, that no such funding shall be available for award after June 30, 1998, and that any application for such funding shall be made to the Department on or before May 1, 1998.

(d) Each school in a district which has adopted a district transition plan for shared decision-making, as specified in § 803(d) of this title, shall be entitled to receive a grant to conduct structured conversations and activities and to develop a school transition plan which incorporates shared decision-making. The amount of such grants shall be established in the annual Appropriations Act or by allocation of available federal funds. Such grants shall be made available starting July 1, 1997, and shall not be available for award after June 30, 2000. Any application for such a grant shall be made on or before May 1, 2000. The grants awarded may be used over a period set forth in such act or determined by the Department in the case of federal funds. The local boards of such schools shall not reduce the funds otherwise allocated to such schools as a result of such grants or otherwise use such grants to supplant local board expenditures. A school may use and be awarded up to one third of its grant to conduct structured conversations and activities.

(e) Schools meeting the requirements for approval of a transition grant as specified by § 805(a) and (b) of this title and the guidelines developed by the Department of Education with the approval of the State Board of Education for such grants may, if they comply with the deadline set forth in subsection (d) of this section, be awarded the balance of their grants for development of the school's transition plan.

(f) Upon the adoption of its school transition plan by the local board of education and upon its subsequent approval every 3 years pursuant to § 808 of this title, a school shall be eligible to be awarded annually a school improvement grant to implement its school improve-

ment plan through the application process set forth in § 806(a) of this title. The amount and duration of such grants shall be established by the annual Appropriations Act. The local boards of such schools shall not reduce the funds otherwise allocated to such schools as a result of such grants or otherwise use such grants to supplant local board expenditures.

(g) School committees for school discipline and climate, formed pursuant to Chapter 16 of this title, shall be authorized to continue to receive incentive grants, as provided in Chapter 16 of this title and authorized in the annual state Appropriations Act, until such time as a school transition plan, as defined in § 806 of this title, specifies an alternative governance structure to assume the authority and responsibilities specified in Chapter 16 of this title. Such school improvement plan shall be presented to the Department of Education as evidence upon application for such incentive grants.

Florida

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1002, Section 1002.38 (Fla. Stat. 1002.38) (enacted 2003, found unconstitutional by *Bush v. Holmes*, 919 So. 2d 392 (Fla. 2006), but has not yet been repealed).

Opportunity Scholarship Program

(1) Findings and intent...The Legislature shall make available opportunity scholarships in order to give parents the opportunity for their children to attend a public school that is performing satisfactorily or to attend an eligible private school when the parent chooses to apply the equivalent of the public education funds generated by his or her child to the cost of tuition in the eligible private school....

...

(5) Obligation of program participation.

...

(b) The parent of each student participating in the Opportunity Scholarship Program must comply fully with the private school's parental involvement requirements, unless excused by the school for illness or other good cause.

**Florida Statutes, K-20 Education Code,
Title XLVIII, Chapter 1008, Section 1008.32
(Fla. Stat. 1008.32) (enacted 2003).**

Summary: As is cross-referenced in the Family and School Partnership Act, the State Board of Education has authority to ensure compliance with the parental involvement requirements set forth in **1002.23**. Failure to meet the requirements of **1002.23** or any other law or state board rule may result in a reduction in discretionary lottery appropriations; withholding of state funds, discretionary grant funds, or any other funds; ineligibility for competitive grants; and monthly reporting until the school has remedied the noncompliance.

**State Board of Education oversight
enforcement authority**

The State Board of Education shall oversee the performance of district school boards and community college boards of trustees in enforcement of all laws and rules. District school boards and community college boards of trustees shall be primarily responsible for compliance with law and state board rule.

(1) In order to ensure compliance with law or state board rule, the State Board of Education shall have the authority to request and receive information, data, and reports from school districts and community colleges. District school superintendents and community college presidents are responsible for the accuracy of the information and data reported to the state board.

(2) The Commissioner of Education may investigate allegations of noncompliance with law or state board rule and determine probable cause. The commissioner shall report determinations of probable cause to the State Board of Education which shall require the district school board or community college board of trustees to document compliance with law or state board rule.

(3) If the district school board or community college board of trustees cannot satisfactorily document compliance, the State Board of Education may order compliance within a specified timeframe.

(4) If the State Board of Education determines that a district school board or community college board of trustees is unwilling or unable to comply with law or state board rule within the specified time, the state board shall have the authority to initiate any of the following actions:

(a) Report to the Legislature that the school district or community college has been unwilling or unable to comply with law or state board rule and recommend action to be taken by the Legislature.

(b) Reduce the discretionary lottery appropriation until the school district or community college complies with the law or state board rule.

(c) Withhold the transfer of state funds, discretionary grant funds, or any other funds specified as eligible for this purpose by the Legislature until the school district or community college complies with the law or state board rule.

(d) Declare the school district or community college ineligible for competitive grants.

(e) Require monthly or periodic reporting on the situation related to noncompliance until it is remedied.

(5) Nothing in this section shall be construed to create a private cause of action or create any rights for individuals or entities in addition to those provided elsewhere in law or rule.

Georgia

Official Code of Georgia (2009),
Title 20, Chapter 2, Section 20-2-258
(Ga. Code Ann. § 20-2-258).

Grants to develop and implement compacts among teachers, students, and parents to improve student's academic achievement

The State Board of Education shall request funds sufficient to provide grants to qualified public elementary and secondary schools and local school systems, subject to appropriation by the General Assembly. The purpose of such grants shall be to encourage grant recipients to develop and implement written compacts among teachers, parents, and students. Such compacts shall be entered into voluntarily and shall describe the commitments made by the student, the student's teacher, and the student's parents to improve and enhance the student's academic achievement. Grant recipients shall ensure that a compact is offered for each class in which a student is enrolled and that students and parents are invited to a conference with the teacher, within the first 30 days after enrollment, to discuss the terms of the compact. The state board shall prescribe criteria, policies, and standards deemed necessary for the effective implementation of this Code section.

Hawaii

None.

Idaho

None.

Illinois

Illinois Compiled Statutes, Chapter 15,
Section 322/15 (15 Ill. Comp. Stat. 322/15).

Grants

Sec. 15. Grants. (a) The Secretary of State, in consultation with the Literacy Advisory Board created by Section 7.2 of the State Library Act [15 ILCS 320/7.2], is authorized to award grants that develop, expand, or support adult literacy programs in Illinois through community programs administered by education agencies, libraries, volunteer or community-based organizations, or a coalition of any of those groups.

(b) The Secretary of State, in consultation with the Literacy Advisory Board created by Section 7.2 of the State Library Act [15 ILCS 320/7.2], is authorized to award grants for workplace programs to public or private employers or entities acting on behalf of a coalition of employers to improve the basic skills of current and prospective employees. Current and prospective employees' lack of basic skills may impede hiring, effective job performance, or eligibility for advancement. Public funds awarded under this grant program must be matched by the business with funds at least equal to the amount of public funds awarded.

(c) The Secretary of State is authorized to make family literacy grants that will assist in breaking the intergenerational cycle of illiteracy. The grants must involve an adult literacy component and an entity working with children at risk of school failure. Programs will focus on parents or guardians and children involved in reciprocal learning and teaching. In addition to other grants authorized in this subsection, the Secretary of State may make family literacy grants, upon his or her approval of application from entities, for innovative programming in the area of parent and child learning activities. The Secretary of State shall establish criteria for awarding the grants by rule. The Secretary of State may expend appropriations statewide for direct purchases of equipment and services that support families learning together.

Illinois Compiled Statutes, Chapter 20, Section 1305/10-50 (20 Ill. Comp. Stat. 1305/10-50).

Illinois Steps for Attaining Higher Education through Academic Development Program established

Sec. 10-50. The Illinois Steps for Attaining Higher Education through Academic Development (“Illinois Steps AHEAD”) program is established in the Illinois Department of Human Services. Illinois Steps AHEAD shall provide educational services and post-secondary educational scholarships for low-income middle and high school students. Program components shall include increased parent involvement, creative and engaging academic support for students, career exploration programs, college preparation, and increased collaboration with local schools. The Illinois Department of Human Services shall administer the program. The Department shall implement the program only if federal funding is made available for that purpose. All moneys received pursuant to the federal Gaining Early Awareness and Readiness for Undergraduate Programs shall be deposited into the Gaining Early Awareness and Readiness for Undergraduate Programs Fund, a special fund hereby created in the State treasury. Moneys in this fund shall be appropriated to the Department of Human Services and expended for the purposes and activities specified by the federal agency making the grant. All interest earnings on amounts in the Gaining Early Awareness and Readiness for Undergraduate Programs Fund shall accrue to the Gaining Awareness and Readiness for Undergraduate Programs Fund and be used in accordance with 34 C.F.R. 75.703.

Illinois Compiled Statutes, Chapter 105, Section 5/2-3.71a (105 Ill. Comp. Stat. 5/2-3.71a).

Grants for early childhood parental training programs.

Sec. 2-3.71a. Grants for early childhood parental training programs.

The State Board of Education shall implement and administer a grant program consisting of grants to public school districts and other eligible entities, as defined by the State Board of Education, to conduct early childhood parental training programs for the parents of children in the period of life from birth to kindergarten. A public school district that receives grants under this Section may contract with other eligible entities to conduct an early childhood parental training program. These grants must be used to supplement, not supplant, funds received from any other source. A school board or other eligible entity shall employ appropriately qualified personnel for its early childhood parental training program, including but not limited to certified teachers, counselors, psychiatrists, psychologists and social workers...

Illinois Compiled Statutes, Chapter 105, Section 40/10 (105 Ill. Comp. Stat. 40/10).

Foundation purposes.

Sec. 10. Foundation purposes. The purposes of the Foundation are: to promote increased use of communication and information technology in rural school districts in the State of Illinois in order to improve curriculum, access to skilled faculty, parental participation, and adult education opportunities; to make grants and gifts in aid and support of that goal, and to engage generally in other lawful endeavors consistent with the foregoing purposes. The Foundation shall operate within the provisions of the General Not For Profit Corporation Act of 1986 [805 ILCS 105/101.01 et seq.].

Illinois Compiled Statutes, Chapter 105, Section 225/5 (105 Ill. Comp. Stat. 225/5).

Appropriations from fund

Sec. 5. Monies in the Fund shall be appropriated to the Illinois State Board of Education for use in establishing and administering:

...

(3) A Parents as Teachers program designed to provide training, materials and other assistance necessary to enable parents to provide basic preschool education in the home.

See also 105 Ill. Comp. Stat. 5/2-3.141 in “Illinois” of the Family Engagement Laws and Policies Section.

Indiana

Indiana Code, Title 20, Article 20, Chapter 23, Sections 4(6) and 6 (Ind. Code § 20-20-23-4(6) and 20-20-23-6) (enacted 2005).

Summary: In order for a special (i.e. “innovative”) project to receive state funding under this program, it must provide for, among other things, parental involvement (**Ind. Code § 20-20-23-4(6)**) and consent (**Ind. Code § 20-20-23-6**).

§ 20-20-23-4

Project funding; requisites

Sec. 4. For a project to receive funding under this chapter it must do the following:

- (1) Provide for curricular and instructional strategy and use of materials responsive to individual educational needs and learning styles.
- (2) Provide for the development of basic and applied learning skills; multicultural education; physical, emotional, and mental health education; consumer economics; career education; or skills in the arts, humanities, and physical, natural, and social sciences.
- (3) Use community resources or communications media.
- (4) Provide staff development.
- (5) Provide for ongoing and annual evaluation of goals and objectives.
- (6) Provide for parental involvement.

§ 20-20-23-6

Parental consent

Sec. 6. Consent from a student's parent must be obtained before the student's involvement in a project.

Indiana Code, Title 20, Article 20, Chapter 25 (Ind. Code 20-20-25) (enacted 2005).

Summary: A school may apply to the Committee on Educational Attitudes, Motivation and Parental Involvement for a grant to, among other things, increase parental involvement with the local schools. The Committee must include parents of children who attend public schools, and is charged with, among other things, developing methods to increase parental involvement with the public schools. (NB: This Committee to subject to the sunset provisions of H.B. 1692 (July 1, 2008) and may lose public funding as of June 30, 2012.)

Applications for grants; recommendations

Sec. 6. (a) A school corporation may apply to the department for a grant to expand or implement programs to do the following:

- (1) Improve student attitudes toward education.
 - (2) Increase student motivation to pursue higher educational goals.
 - (3) Increase community and parental involvement with the local schools.
- (b) The committee shall make recommendations to the department concerning the award of grants under subsection (a).

Indiana Code, Title 20, Article 20, Chapter 29 (Ind. Code § 20-20-29-1:9) (enacted 2005).

Summary: The Twenty-First Century Schools Pilot Program is a grant program that, as one of its goals, aims to increase the involvement of parents in the operation of the local school. To be eligible for a grant, the school must demonstrate a significant commitment by teachers, parents and school administrators to achieve positive outcomes in school activities and be involved in the school/community improvement council. Also, a pilot program must, among other things, include parental involvement strategies.

§ 20-20-29-3

Eligibility for grant

Sec. 3. To be eligible for selection as a twenty-first century schools pilot program grant recipient, a school must do the following:

- (1) Apply to the department for a grant, on forms provided by the department, and include a detailed description of the school pilot program.
- (2) Demonstrate a significant commitment by teachers, parents, and school administrators toward achieving positive outcomes in school activities.
- (3) Establish a school/community improvement council consisting of parents of students, school personnel, and representatives of the community.
- (4) Comply with all other requirements set forth by the department.

§ 20-20-29-4

Eligible programs; content

Sec. 4. A pilot program eligible to be funded under this chapter must include all of the following:

- (1) School based management models.
- (2) Parental involvement strategies.

(3) Innovative integration of curricula, individualized education programs, nonstandard courses, or textbook adoption in the school improvement plan described under IC 20-31-4-6(6).

(4) Training for participants to become effective members on school/ community improvement councils.

Indiana Code, Title 20, Article 25, Chapter 11 (Ind. Code § 20-25-11-1) (enacted 2005; amended 2005 and 2006),

Summary: The Indianapolis public school board must develop annual student performance improvement levels for each school. Teachers must show, among other things, improvement in communication with parents and parental involvement in classroom and extracurricular activities. A school that does not meet the annual student performance improvement levels for two consecutive years will be placed in academic receivership by the school board.

Establishment of annual student performance improvement levels

Sec. 1. The board shall establish annual student performance improvement levels for each school that are not less rigorous than the student performance improvement levels under IC 20-31-1, IC 20-31-5, IC 20-31-6, IC 20-31-7, IC 20-31-8, IC 20-31-9, and IC 20-31-10, including the following:

...

(2) For teachers:

(A) improvement in student results on assessment tests and assessment programs;

(B) improvement in the number and percentage of students achieving;

(i) state achievement standards; and

(ii) if applicable, performance levels set by the board; on assessment tests;

(C) improvement in student progress toward graduation;

(D) improvement in student attendance rates for the school year;

(E) improvement in individual teacher attendance rates;

(F) improvement in:

(i) communication with parents; and

(ii) parental involvement in classroom and extracurricular activities; and

(G) other objectives developed by the board...

Indiana Code, Title 20, Article 25, Chapter 15 (Ind. Code 20-25-15-1) (enacted 2005).

Placement of schools

Sec. 1. In addition to the consequences of IC 20-31-9, the board shall place a school in the school city in academic receivership if the school fails for any two (2) consecutive school years to meet student performance improvement levels.

Indiana Code, Title 20, Article 31, Chapter 4 (Ind. Code § 20-31-4-10) (enacted 2005).

Summary: During its onsite evaluation of a school, an accreditation review panel reviews, among other things, parental involvement (**IC 20-31-4-10(a)(2)**). The panel then makes a recommendation regarding the accreditation status of the school and, if applicable, certain recommendations for improvement.

Review panel; subjects for review

Sec. 10. (a) During its onsite evaluation, a review panel shall review the following for a school:

(1) Teaching practices and administrative leadership in instruction.

(2) Parental and community involvement.

(3) Implementation of the ISTEP remediation program under IC 20-32-8 and the educational opportunity program for at-risk children.

(4) The homework policy.

(b) In addition to its review under subsection (a), the review panel shall verify compliance with the legal standards for accreditation under section 6 of this chapter.

Iowa

Code of Iowa, Title VII, Chapter 256, Section 256.9, Subsection 37 (Iowa Code § 256.9(37)).

Duties of the director

Except for the college student aid commission and the public broadcasting board and division, the director shall:

...

37. Administer and approve grants to school districts which provide innovative in-school programming for at-risk children in grades kindergarten through three, in addition to regular school curricula for children participating in the program, with the funds for the grants being appropriated for at-risk children by the general assembly. Grants approved shall be for programs in schools with a high percentage of at-risk children. Preference shall be given to programs which integrate at-risk children with the rest of the school population, which agree to limit class size and pupil-teacher ratios, which include parental involvement, which demonstrate community support, which cooperate with other community agencies, which provide appropriate guidance counseling services, and which use teachers with an early childhood endorsement. Grant programs shall contain an evaluation component that measures student outcomes.

Code of Iowa, Title VII, Chapter 256A, Section 256A.3, Subsection 5 (Iowa Code § 256A.3(5)).

Duties of council

The child development coordinating council shall:

...

3. At least biennially, develop an inventory of child development services provided to at-risk three-year- and four-year-old children in this state and identify the number of children receiving and not receiving these services, the types of programs under which the services are received, the degree to which each program meets the council's minimum guidelines for a comprehensive program, and the reasons children not receiving the services are not being served. The council is not required to conduct independent research in developing the inventory, but shall determine information needs necessary to provide a more complete inventory.

Code of Iowa, Title VII, Chapter 256D, Section 256D.1 (Iowa Code § 256D.1), as amd. la. Legis. Serv. 83d G.A., 1st. Sess., (H.F. 687) (apprv'd Apr. 9, 2009).

Iowa early intervention block grant program established-goals

1. An Iowa early intervention block grant program is established within the department of education. The program's goals for kindergarten through grade three are to provide the resources needed to reduce class sizes in basic skills instruction to the state goal of seventeen students for every one teacher; provide direction and resources for early intervention efforts by school districts to achieve a higher level of student success in the basic skills, especially reading skills; and increase communication and accountability regarding student performance. The Iowa early intervention block grant program shall consist of the following:

a. Class size management. School districts shall develop a class size management strategy to work toward, or to

maintain, class sizes in basic skills instruction for kindergarten through grade three that are at the state goal of seventeen students for every one teacher.

b. Improving instruction in the basics. The department of education shall identify diagnostic assessment tools that can be used to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills, to improve student achievement in kindergarten through grade three. The department, in collaboration with the area education agencies, school districts, and institutions with approved practitioner preparation programs, shall identify and serve as a clearinghouse on intensive, research-based strategies and programs for training teachers in both diagnosis and appropriate instruction interventions.

(1) A school district shall at a minimum biannually inform parents of their individual child's performance on the diagnostic assessments in kindergarten through grade three. If intervention is appropriate, the school district shall inform the parents of the actions the school district intends to take to improve the child's reading skills and provide the parents with strategies to enable the parents to improve their child's skills. The board of directors of each school district shall adopt a policy indicating the methods the school district will use to inform parents of their individual child's performance.

(2) The department shall also identify for school districts programs and materials by which parents may support classroom reading instruction.

2. A school district shall integrate its specific early intervention block grant program goals and activities into the comprehensive school improvement plan required under section 256.7, subsection 21, paragraph "a".

3. For purposes of this chapter, unless the context otherwise requires, "parent" means a biological or adoptive parent, a stepparent, or a legal guardian or custodian of a student.

Kansas

None.

Kentucky

Kentucky Revised Statutes, Chapter 158, Section 158.146 (Ky. Rev. Stat. § 158.146).

Establishment of strategy to address school dropout problem – Department to provide technical assistance, award grants, and disseminate information to school districts and school level personnel.

...

(4) The department shall award grants to local school districts for dropout prevention programs based upon available appropriations from the General Assembly and in compliance with administrative regulations promulgated by the Kentucky Board of Education for this purpose. Seventy-five percent (75%) of the available dropout funds shall be directed to services for at-risk elementary and middle school students, including, but not limited to, identification, counseling, home visitations, parental training, and other strategies to improve school attendance, school achievement, and to minimize at-risk factors. Twenty-five percent (25%) of the funds shall be directed to services for high school students identified as likely to drop out of school, including, but not limited to, counseling, tutoring, extra instructional support, alternative programming, and other appropriate strategies. Priority for grants shall be awarded to districts that average, over a three (3) year period, an annual dropout rate exceeding five percent (5%)....

Kentucky Revised Statutes, Chapter 158, Section 158.792 (Ky. Rev. Stat. § 158.792) (see also “Kentucky” in the Family Engagement in Early Childhood and Literacy Programs Section).

Definitions for KRS 158.792 and 164.0207
 – Reading diagnostic and intervention fund
 – Grants for reading intervention programs –
 Administrative regulations – Annual reports
 on use of grant funds and costs of intervention
 programs.

...

(3)(b) The board shall require that a grant applicant provide assurances that the following principles will be met if the applicant’s request for funding is approved:

1. A research-based comprehensive schoolwide reading program will be available;
2. Intervention services will supplement, not replace, regular classroom instruction;
3. Intervention services will be provided to struggling primary program readers within the school based upon ongoing assessment of their needs; and
4. A system for informing parents of struggling readers of the available family literacy services within the district will be established...

See Ky. Rev. Stat. § 157.3175 and § 158.844 in “Kentucky” of the Family Engagement Laws and Policies Section.

Louisiana

See La. Rev. Stat. § 17:406.6 in “Louisiana” of the Family Engagement Laws and Policies Section.

Maine

None.

Maryland

None.

Massachusetts

General Laws of Massachusetts, Chapter 69, Section 1L (Mass. Gen. Laws ch. 69, § 1L).

Summary: Under the “comprehensive interdisciplinary health education and human service discretionary grant program,” the Mass DOE may fund programs for (among other things) promotion of “effective parenting skills” – the program guidance also states “As the primary educators of their children, parents shall play a substantial role in the design, development and implementation” of such programs.

Comprehensive interdisciplinary health education and human service discretionary grant program; proposals; rejection; funds

Subject to appropriation, the board shall establish a comprehensive interdisciplinary health education and human service discretionary grant program. Funds for this program may be appropriated from the Health Protection Fund established by section two T of chapter twenty-nine. Comprehensive interdisciplinary health education and human service programs shall include, but not be limited to, planning and coordination activities, curriculum development, in-service training components for all school staff, in-service education, instruction, school counseling services, health service delivery, promotion

of knowledge of child development and appropriate care, effective parenting skills for parents and adolescents, and parent education services which will promote improved home based learning, the prevention of substance abuse, tobacco use, family violence, child abuse and neglect, teenage pregnancy and eating disorders, AIDS and suicide, and promote sound health practices including nutritional health and emotional development, improved school counseling services, early intervention services for high risk students, peer counseling and education, incentives for participation by students of both sexes, and increased coordination between schools, parents and existing community services, especially for those students most in need. As the primary educators of their children, parents shall play a substantial role in the design, development and implementation of programs and curriculum.

Instruction in health education shall include, but shall not be limited to, consumer health, ecology, community health, body structure and function safety, nutrition, fitness and body dynamics, dental health, emotional and character development, promotion of self-esteem skills, AIDS/HIV prevention education in accordance with policies or regulations of the board, and training in the administration of first aid, including cardiopulmonary resuscitation.

The board shall solicit proposals for comprehensive interdisciplinary health education and human service programs for students in grades kindergarten through twelve, inclusive. Applications shall include evidence of a district-wide needs assessment and planning processes, program objectives and activities, anticipated results, and evaluation plan, and proposed linkages with community health and human service agencies and existing school programs. Proposals which describe linkages with other health and human service agencies and existing programs under chapter one hundred and eighty-eight of the acts of nineteen hundred and eighty-five which provide matching funds from local, federal and private sources shall be given priority.

Each school committee shall appoint an advisory council consisting of parents, junior and senior high school students, teachers, school counseling professionals, health and home economic educators, health professionals, school administrators, and representatives of

community or regional health or social service agencies and representatives of local religious organizations.

Funds may be granted to a school district to provide for program coordinators, in-service training and program materials. It shall not be the primary focus of programs to finance various school-based clinics.

If the board rejects a proposal of a school committee under this section, then the board shall provide the respective school committee with a written explanation for rejection. The written explanation for rejection shall state the reasons for the rejection and suggest recommendations for resubmission.

Programs and services provided by this program shall supplement, not supplant, programs and services provided under chapters seventy-one A, seventy-one B, and seventy-four. At least fifty percent of said funds shall be allocated to programs serving low-income sites, as determined by the board. No more than ten percent of said funds shall be allocated for state administration of the program.

Notwithstanding any general or special law to the contrary, any grant funds distributed under this program shall be deposited with the treasurer of the city, town or regional school district and held in a separate account and shall be expended by the school committee without further appropriation.

The board, through the department, shall administer the discretionary grant program, provide technical assistance to school districts, including information about model programs and agency services, provide for program review and evaluation, and, in consultation with the members of the state advisory council, develop program guidelines for coordinated service delivery and shall establish standards against which programs may be judged for efficiency and effectiveness.

Michigan

Michigan Compiled Laws, Chapter 388,
Section 1632j (Mich. Comp. Laws § 388.1632j)
(Enacted 2003, last amended 2008).

Allocation of funds for programs for parents with young children

Sec. 32j. (1) From the appropriations in section 11, there is allocated an amount not to exceed \$5,000,000.00 for 2008-2009 for great parents, great start grants to intermediate districts to provide programs for parents with young children. The purpose of these programs is to encourage early mathematics and reading literacy, improve school readiness, reduce the need for special education services, and foster the maintenance of stable families by encouraging positive parenting skills.

(2) To qualify for funding under this section, a program shall provide services to all families with children age 5 or younger residing within the intermediate district who choose to participate, including at least all of the following services:

- (a) Providing parents with information on child development from birth to age 5.
- (b) Providing parents with methods to enhance parent-child interaction that promote social and emotional development and age-appropriate language, mathematics, and early reading skills for young children; including, but not limited to, encouraging parents to read to their preschool children at least 1/2 hour per day.
- (c) Providing parents with examples of learning opportunities to promote intellectual, physical, and social growth of young children, including the acquisition of age-appropriate language, mathematics, and early reading skills.

(d) Promoting access to needed community services through a community-school-home partnership.

(3) To receive a grant under this section, an intermediate district shall submit a plan to the department not later than October 15, 2008 in the form and manner prescribed by the department. The plan shall do all of the following in a manner prescribed by the department:

- (a) Provide a plan for the delivery of the program components described in subsection (2) that targets resources based on family need and provides for educators trained in child development to help parents understand their role in their child's developmental process, thereby promoting school readiness and mitigating the need for special education services.
- (b) Demonstrate an adequate collaboration of local entities involved in providing programs and services for preschool children and their parents and, where there is a great start collaborative, demonstrate that the planned services are part of the community's great start strategic plan.
- (c) Provide a projected budget for the program to be funded. The intermediate district shall provide at least a 20% local match from local public or private resources for the funds received under this section. Not more than 1/2 of this matching requirement, up to a total of 10% of the total project budget, may be satisfied through in-kind services provided by participating providers of programs or services. In addition, not more than 10% of the grant may be used for program administration.
- (4) Each intermediate district receiving a grant under this section shall agree to include a data collection system approved by the department. The data collection system shall provide a report by October 15 of each year on the number of children in families with income below 200% of the federal poverty level that received services under this program and the total number of children who received services under this program.
- (5) The department or superintendent, as applicable, shall do all of the following:

(a) The superintendent shall approve or disapprove the plans and notify the intermediate district of that decision not later than November 15, 2008. The amount allocated to each intermediate district shall be at least an amount equal to 100% of the intermediate district's 2007-2008 payment under this section.

(b) The department shall ensure that all programs funded under this section utilize the most current validated research-based methods and curriculum for providing the program components described in subsection (2).

(c) The department shall submit a report to the state budget director and the senate and house fiscal agencies summarizing the data collection reports described in subsection (4) by December 1 of each year.

(6) An intermediate district receiving funds under this section shall use the funds only for the program funded under this section. An intermediate district receiving funds under this section may carry over any unexpended funds received under this section into the next fiscal year and may expend those unused funds in the next fiscal year. A recipient of a grant shall return any unexpended grant funds to the department in the manner prescribed by the department not later than September 30 of the next fiscal year after the fiscal year in which the funds are received.

Minnesota

Minnesota Statutes Annotated, Title 126C, Section 15 (Minn. State. Ann. § 126C.15).

Basic skills revenue; compensatory education revenue

Subdivision 1. Use of revenue. The basic skills revenue under section 126C.10, subdivision 4, must be reserved and used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Any of the following may be provided to meet these learners' needs:

(11) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian...

Mississippi

Mississippi Code 1972 Annotated, Title 37, Chapter 3, Section 37-3-73 (Miss. Code Ann. § 37-3-73).

Awards for parents

The State Board of Education shall establish an awards program to reward parents for becoming involved in school improvement efforts. A process shall be established which shall include, but not be limited to, the designation of a parent of the year in every school district in the state and the designation of one (1) "Parent of the Year" statewide.

Missouri

Missouri Revised Statutes, Chapter 160, Section 530(2) (Mo. Rev. Stat. § 160.530(2)) (enacted 1993).

Eligibility for state aid, allocation of funds to professional development committee–statewide areas of critical need, funds–success leads to success grant program created, purpose–listing of expenditures.

2. Beginning with fiscal year 1994 and for all fiscal years thereafter, eighteen million dollars shall be distributed by the commissioner of education to address statewide areas of critical need for learning and development, provided that such disbursements are approved by the joint committee on education as provided in subsection 5 of this section, and as determined by rule and regulation of the state board of education with the advice of the commission established by section 160.510* and

the advisory council provided by subsection 1 of section 168.015, RSMo. The moneys described in this subsection may be distributed by the commissioner of education to colleges, universities, private associations, professional education associations, statewide associations organized for the benefit of members of boards of education, public elementary and secondary schools, and other associations and organizations that provide professional development opportunities for teachers, administrators, family literacy personnel and boards of education for the purpose of addressing statewide areas of critical need, provided that subdivisions (1), (2) and (3) of this subsection shall constitute priority uses for such moneys. "Statewide areas of critical need for learning and development" shall include:

- (1) Funding the operation of state management teams in districts with academically deficient schools and providing resources specified by the management team as needed in such districts;
- (2) Funding for grants to districts, upon application to the department of elementary and secondary education, for resources identified as necessary by the district, for those districts which are failing to achieve assessment standards;
- (3) Funding for family literacy programs;
- (4) Ensuring that all children, especially children at risk, children with special needs, and gifted students are successful in school;
- (5) Increasing parental involvement in the education of their children;
- (6) Providing information which will assist public school administrators and teachers in understanding the process of site-based decision making;
- (7) Implementing recommended curriculum frameworks as outlined in section 160.514;
- (8) Training in new assessment techniques for students;
- (9) Cooperating with law enforcement authorities to expand successful antidrug programs for students;

- (10) Strengthening existing curricula of local school districts to stress drug and alcohol prevention;
- (11) Implementing and promoting programs to combat gang activity in urban areas of the state;
- (12) Establishing family schools, whereby such schools adopt proven models of one-stop state services for children and families;
- (13) Expanding adult literacy services; and
- (14) Training of members of boards of education in the areas deemed important for the training of effective board members as determined by the state board of education.

Missouri Revised Statutes, Chapter 167, Sections 343(1) and (2) (Mo. Rev. Stat. §§ 167.343(1) and (2)) (enacted 1999) (see also "Missouri" in the Family Engagement in Early Childhood and Literacy Programs Section).

Reading assessment costs, competitive matching grant program – application – requirements – reimbursement of district's funds, when – allocation of grants.

167.343. 1. Beginning July 1, 2000, the department of elementary and secondary education shall provide a four-year competitive matching grant program at the district and building level to defray the cost of reading assessment, teacher and administrator training in the use of reading assessment and in early grade reading intervention strategies, provided that such intervention strategies give the classroom teacher options for selecting the method most appropriate for an individual student's needs. Grants may also be used to expand existing reading instruction improvement programs. Grants may also be used for explicit phonics instruction, in any district, consistent with the requirements for the pilot program established pursuant to section 168.430.

2. In its grant application the school district shall describe its current program, at the building level if applicable, of reading assessment and instruction, show a need for improved assessment and instructional methods, and

explain which assessment and reading instruction improvement program or programs it will implement under the grant and how it proposes to judge student progress. Additional priority shall be given to programs that include a parental involvement component.

Montana

None.

Nebraska

None.

Nevada

None.

New Hampshire

None.

New Jersey

New Jersey Statutes Annotated, Title 18A, Chapter 6, Section 33 (N.J. Stat. Ann. § 18A:6-33.1).

Grant program; innovative educational ideas and techniques

That the Commissioner of Education and the State Board of Education shall have the authority and responsibility under the provisions of this act to establish a grant program which would make funds available to preschool, elementary and secondary teachers interested in designing and implementing innovative educational ideas and techniques.

New Mexico

New Mexico Statutes 1978, Chapter 22, Article 8, Section 19.1 (N.M. Stat. § 22-8-19.1).

Summary: New Mexico funds preschool programs for zero- to five-year-old children in selected school districts (NMS § 22-8-19.1(A)). Each preschool program must have a strong parental involvement component (NMS § 22-8-19.1(C)).

New Mexico Statutes 1978, Chapter 22, Article 8, Section 11 (N.M. Stat. § 22-8-11).

Summary: The New Mexico Department of Education will not approve and certify the operating budget of any school district or charter school that fails to demonstrate that parental involvement in the budget process was solicited (NMS § 22-8-11(C)).

New York

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 3602-E (N.Y. Educ. Law § 3602-E).

Summary: The commissioner is authorized and directed to award grants to school districts to be used for school safety and violence prevention programs. All programs must include provisions for the involvement of teachers, parents, and school administrators in the development and implementation of the program.

In order to receive approval from the commissioner to implement a pre-kindergarten program in a district, applications and proposals must demonstrate that the program contains a number of components, including strong parental partnerships and involvement in the implementation of and participation in the plan.

North Carolina

None.

North Dakota

None.

Ohio

Page's Ohio Revised Annotated Code, Title 33, Chapter 3301, Section 3301.134 (Ohio Rev. Code Ann. § 3301.134).

Awards for innovative and exemplary parental involvement.

(A) In each fiscal year the department of education, in accordance with appropriations made by the general assembly, may issue awards of equal amounts up to fifteen thousand dollars to those fifty public schools that are determined by the department to have implemented in the immediately preceding fiscal year innovative and exemplary parental involvement programs that have enhanced parental involvement in such schools according to criteria established by the department...

Oklahoma

None.

Oregon

Oregon Revised Statutes, Volume 9, Chapter 343, Section 343.404 (Or. Rev. Stat. § 30-343.404) (enacted 1963 and subsequently amended).

Summary: Funds appropriated for the development of talented and gifted programs in public schools may be spent on, among other things, "training and assistance for parents of . . . talented and gifted children in meeting the educational needs of their children" (ORS 30-343.404(2)(d)).

Oregon Revised Statutes, Volume 9, Chapter 329, Sections 329.156 and 329.159 (Or. Rev. Stat. § 30-329.156) (enacted 2001 and amended 2005) and 30-329.159 (Or. Rev. Stat. § 30-329.159) (enacted 2001).

Summary: Oregon provides funding for community learning centers, which shall, among other things, "[i]nvolve parents in the care and education of their children" (ORS 30-329.156(4)(b)). An evaluation of such community learning centers may consider, among other things, levels of parent involvement (ORS 30-329.159(1)(c)).

Pennsylvania

Purdon's Pennsylvania Consolidated Statutes Annotated, Title 3, Chapter 25, Sections 2502 and 2504 (3 Pa. Const. Stat. Ann. §§ 2502 and 2504).

Summary: This Act's objectives is to inform school-aged children about good eating habits. Under this Act, the General Assembly ordered the state to institute a program that integrated nutrition education into the curriculum of primary and secondary education institutions, and that provides for parent involvement in education activities. Also, under the Act, grants are awarded to schools implementing a program that would provide healthy food at the school, nutrition and agriculture education in the classroom, and "[t]he inclusion of parents, caregivers, and community groups in educational activities."

Purdon's Pennsylvania Consolidated Statutes Annotated, Title 24, Chapter 15, Section 1503-A (24 Pa. Const. Stat. Ann. § 15-1503-A).

Summary: Basic education grants shall be allocated to school districts and to area-vocational technical schools. Among other things, the grants shall be used to acquire software systems to assess individual student learning needs and automate teachers' administrative responsibilities and track individual student progress through assessments and reports to teachers and parents.

Purdon's Pennsylvania Consolidated Statutes Annotated, Title 3, Chapter 25, Section 2595 (3 Pa. Const. Stat. Ann. § 25-2595).

Summary: The Secretary of Education may award performance incentives to reward significant educational improvements in schools. If a school is awarded incentive funds, it may apply those funds to only certain, specified uses, including initiatives which involve parents and families in schools.

Rhode Island

General Laws of Rhode Island, Title 16, Chapter 16-5, Section 16-5-31 (R.I. Gen. Laws § 16-5-31).

Summary: Rhode Island provides schools with an educational improvement block grant that may be used for, among other purposes, “[p]roviding parent education programs including the provision of resource materials on home learning activities, private and group educational guidance, individual and group learning experiences for the parent and child, and other activities that enable the parent to improve learning in the home” (RIGL § 16-5-31(b)(2)).

General Laws of Rhode Island, Title 16, Chapter 16-5, Section 16-5-32 (R.I. Gen. Laws § 16-5-32).

Summary: Rhode Island provides schools with access to the Elementary and Secondary Education Excellence Fund. Of the \$3,000,000 in the fund, \$100,000 must be used “to establish training programs for parents, with special emphasis on parents of preschool children, and to make competitive grant award to local school districts for exemplary parent involvement programs” (RIGL § 16-5-32(a)(2)).

South Carolina

Code of Laws of South Carolina 1976 Annotated, Title 59, Chapter 28, Section 130(2) (S.C. Code § 59-28-130(2)).

Parental involvement plans; recognition of improvement; establishing criteria for staff training

The State Board of Education shall:

- (1) require school and district long-range improvement plans required in Section 59-139-10 to include parental involvement goals, objectives, and an evaluation component;
- (2) recognize districts and schools where parental involvement significantly increases beyond stated goals and objectives; and
- (3) establish criteria for staff training on school initiatives and activities shown by research to increase parental involvement in their children's education.

Code of Laws of South Carolina 1979 Annotated, Title 59, Chapter 28, Section 160(5) (S.C. Code § 59-28-160(5)).

Local school board of trustees activities

Each local school board of trustees shall:

- (1) consider joining national organizations which promote and provide technical assistance on various proven parental involvement frameworks and models;
- (2) incorporate, where possible, proven parental involvement practices into existing policies and efforts;
- (3) adopt policies that emphasize the importance, strive to increase and clearly define expectations for effective parental involvement practices in the district schools;
- (4) provide for all faculty and staff, no later than the 2002-2003 school year, parental involvement orientation and training through staff development with an emphasis on unique school and district needs and after that, on an

ongoing basis as indicated by results of evaluations of district and school parental involvement practices and as required by the State Board of Education;

(5) provide incentives and formal recognition for schools that significantly increase parental involvement as defined by the State Board of Education;

(6) require an annual briefing on district and school parental involvement programs including findings from state and local evaluations on the success of the district and schools' efforts; and

(7) include parental involvement expectations as part of the superintendent's evaluation.

South Dakota

None.

Tennessee

Tennessee Code Annotated, Title 49, Chapter 1, Sections 206, 221(a)(1)(F) and 502 (Tenn. Code Ann. §§ 49-1-206, 49-1-221(a)(1)(F) and 49-1-502), Chapter 2, Section 49-2-115 (Tenn. Code Ann. § 49-2-115), and Chapter 6, Sections 808(a), 1027 and 1401(a)(3) (Tenn. Code Ann. §§ 49-6-805(a), 49-6-1027 and 49-6-1401(a)(3)).

Summary: LEAs must develop policy encouraging communications with parents about internet safety (**id.** § 49-1-221(a)(1)(F)). LEAs may establish and operate “family resource centers” located in/near schools to parent training, counseling, etc. (**id.** § 49-2-115). LEAs may implement a program to fight obesity – if implemented, child's health report card must be shared with parent (**id.** § 49-6-1401(a)(3)). LEAs may implement programs to fight gangs by educating children and parents (**id.** § 49-6-1027). LEA must make district- and building-level safety plans, and hold at least one public hearing involving parents prior to adoption (**id.** § 49-6-808(a)). Also, the departments of education and human services must

develop a joint program of technical services, training opportunities, consultations, etc. for teen parents to reduce dropout rate (**id.** §§ 49-1-206, 49-1-502).

Texas

Vernon's Texas Statutes and Codes Annotated, Texas Education Code Annotated, Title 2, Chapter 7, Section 7.024 (Tex. Educ. Code Ann. § 7.024) (enacted 1995, amended 1999), as amd. Tex. Sess. Law Ch. 1328 (H.B. 3646) (Jun. 19, 2009).

(a) The investment capital fund consists of money appropriated for purposes of the fund. The agency shall administer the fund. The purposes of this fund are to assist eligible public schools to implement practices and procedures consistent with deregulation and school restructuring in order to improve student achievement and to help schools identify and train parents and community leaders who will hold the school and the school district accountable for achieving high academic standards.

(b) The commissioner may make grants from the fund to eligible schools.

(c) A school is eligible to apply for a grant if the school has demonstrated a commitment to campus deregulation and to restructuring educational practices and conditions at the school by entering into a partnership with: ... (2) parents of students at the school; ...

(d) A grant from the fund shall be made directly to the school and may be used for the training and development of school staff, parents, and community leaders in order that they understand and implement the academic standards and practices necessary for high academic achievement, appropriate strategies to deregulate and restructure the school in order to improve student achievement, and effective strategies to organize parents and community leaders into a large, nonpartisan constituency that will hold the school and the school district accountable for achieving high academic standards. The

grant may be used to implement strategies developed by the partners that are designed to enrich or extend student learning experiences outside of the regular school day.

(e) The commissioner may make a grant of up to \$50,000 each academic year to an eligible school. Campus administration personnel of a school that receives a grant under this section are accountable to the commissioner of education and must demonstrate: (1) the responsible use of the grant to achieve campus deregulation and restructuring to improve academic performance; (2) a comprehensive plan to engage in ongoing development and training of teachers, parents, and community leaders to: (A) understand academic standards; (B) develop effective strategies to improve academic performance; and (C) organize a large constituency of parents and community leaders to hold the school and school district accountable to achieve high academic standards; (3) ongoing progress in achieving higher academic performance; and (4) ongoing progress in identifying, training, and organizing parents and community leaders who are holding the school and the school district accountable for achieving high academic standards.

Utah

None.

Vermont

Vermont Statutes Annotated, Title 16 of the Vermont Code, Education, §4014 (Vt. Stat. Ann. tit. 16, § 4014).

Early education

(a) Grants. The commissioner may grant funds for voluntary early education programs. The funds may be used for personnel costs, training of parents and staff, materials and educational equipment, and other costs related to early education programs.

(b) The commissioner shall solicit proposals for early education programs from community organizations

serving young children. Community organizations include school districts, other public agencies, including Head Start programs and private agencies, including child care programs and parent-child centers.

(c) The commissioner also shall investigate to determine those areas which are not served by early education programs and whose children are in greatest need of such services. In those areas the commissioner shall provide assistance in preparing proposals for grants. In conducting the investigation, the commissioner shall collect and analyze demographic factors which are likely to predict unusual community needs for early education services. The commissioner shall distribute the results of the analysis to all interested persons.

(d) The commissioner shall evaluate proposals based on the following criteria:

(1) The program will serve additional children with special needs, such as those who are economically disadvantaged, those who have limited English language skills, those with handicapping conditions or those who have suffered from or are at risk of, abuse or neglect.

(2) The program will rely on early screening of children's development to determine need.

(3) The program will provide experiential learning activities which are developmentally appropriate for three and four-year olds. Such activities may be provided in home or group settings or a combination of the two.

(4) The program will include active parental involvement in program design and in making decisions about services.

(5) The program has been cooperatively developed by community and school organizations that serve young children in a town or group of towns.

(6) There is a demonstrated need for the program.

(7) The program considers the transportation needs of children and parents.

(8) The program enables children with handicapping conditions to be served in settings with their nonhandicapped peers.

(9) The program includes voluntary training for parents.

(e) The commissioner shall give preference to programs to be offered in parts of the state which do not have early education services at the time of the application.

(f) Grant proposals shall be submitted to the commissioner. Grants shall be for one year but may be renewed. No grant may exceed \$30,000.00. The commissioner may, in his or her discretion, set other terms of the grant.

Virginia

West's Annotated Code of Virginia, Title 22.1, Chapter 13, Sections 22.1-199.1, 22.1-209.1:6 and 22.1-212.2:3 (Va. Code Ann. §§ 22.1-199.1, 22.1-209.1:6 and 22.1-212.2:3) (Enacted 1999) (see also "Virginia" in the Family Engagement Targeting Children and Youth in At-Risk Situations Section).

Summary: In order to: promote parental and family involvement in children's education; found a partnership between families and schools...there is hereby established, with such funds as may be appropriated for this purpose, a Superintendents' Districts grants program, to be known as the Family Involvement in Technology (FIT) program.

The FIT program shall include...measurable goals and objectives...the establishment, if feasible, of an interactive network between the school administration, the relevant teachers, and the relevant students' homes; better integration of educational technology into the school curriculum; activities to promote awareness of the project, increase access to educational technology in schools having large populations of disadvantaged children, and continually assess the school-community needs; collaboration with available public and private resources, including any educational technology corporation; and improved communications between parents,

teachers, and administrators which are designed to improve students' academic achievement...

Washington

Revised Code of Washington, Title 392, Chapter 164, Section 260 (Wash. Rev. Code § 392-164-260).

Additionally the funding for magnet schools can also have a parent involvement component as described in **392-330-040**:

The public policy goals of the magnet school projects are to:

- (1) Reduce, eliminate, continue to assist in preventing racial imbalance or prevent minority group isolation within the period of the grant award or allocation period either in the magnet school or in a feeder school, as appropriate;
- (2) Preclude increases in the minority enrollment, at the magnet school or at any feeder school, above the district-wide percentage of minority students at the grade levels corresponding to those served by that magnet school;
- (3) Foster interaction among students of different social, economic, ethnic and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools;
- (4) Address the educational needs of the students who will be enrolled in the magnet schools;
- (5) Encourage greater parental teacher and community involvement and decision making;
- (6) Evaluate the effectiveness of the magnet school pilot project and whether funding should be continued, expanded or discontinued.

West Virginia

West Virginia Code, Chapter 18, Article 2, Section 18-2-29 (W. Va. Code § 18-2-29).

Competitive Grant Program for selected schools and school districts

The state board shall establish no later than the school year one thousand nine hundred eighty-nine–ninety, a competitive grant program whereby schools may be awarded grants to implement exemplary and innovative programs designed to improve instruction.

Applications for awarding competitive grants which include one or more of the following considerations shall be given priority: (a) Whether local community resources have been committed to work in partnership with the school to implement the program, (b) whether the program involves extending the school year, (c) whether the program is for remediation, (d) whether the proposal will implement an early childhood program pursuant to section eighteen-c, article five of this chapter, (e) whether the proposal will implement a beginning teacher assistance program, (f) whether the school has probationary or non-approval accreditation status, and, (g) how the program will be evaluated based on measurable performance criteria such as: Student achievement gain; student attendance; teacher attendance; parent participation; reduction in the amount of paperwork required of teachers; and any other factor promoting the attainment of full accreditation for the school or the school district.

The state board shall promulgate rules which ensure that the school or school district utilizes these funds appropriately. The state board shall encourage the donation of funds from private and other sources to augment state funding for the program.

Wisconsin

Wisconsin Statutes, Chapter 115, Section 115.45 (Wis. Stat. § 115.45).

Summary: Wisconsin offers grants, for preschool to grade 5 programs, to schools that, among other requirements: (1) establish a council composed of teachers, parents of pupils enrolled in the school district, school board members and community leaders to monitor and make recommendations to the school board concerning the school's educational programs; and (2) develop plans to encourage and increase parental involvement in efforts to improve the quality of education.

Annually, each school receiving funds under the grants must report to the state superintendent, among other things, the number and content of parental involvement activities and the number of parents attending each activity.

Wisconsin Statutes, Chapter 118, Section 118.43 (Wis. Stat. § 118.43).

Summary: The school board of any school district in which a school in the previous school year had an enrollment that was “at least 50% low–income” is eligible to enter into an achievement guarantee contract with the state and to receive state aid. Each achievement guarantee contract shall include a description of the school's performance objectives for the academic achievement of the pupils enrolled in the school and the means that will be used to evaluate success in attaining the objectives. Performance objectives shall include methods by which the school involves pupils, parents or guardians of pupils and other school district residents in decisions affecting the school.

Wyoming

None.

Labor Laws that Support Parental Participation in School Activities

Background

State law can facilitate family engagement by protecting employees with school-age children from being terminated or otherwise penalized for attending parent-teacher conferences or other important school meetings. Such statutory protections may apply to employees of both the public and private sector. These policies are especially important during times of economic uncertainty, for those in low-income brackets, and for those who work in hourly, rather than salaried, positions. Many parents simply cannot afford to take time off from work—especially when doing so may jeopardize their employment. At the same time, minor academic or behavioral issues can become serious problems when families fail to attend parent-teacher conferences or otherwise communicate meaningfully with educators.

Several state laws offer broad protections to employees with school-age children by requiring employers to grant employees time off to attend the school functions of their children. Some state laws only protect public employees wanting to attend school functions; others protect employees from both the private and public sector. Certain states specifically prohibit employers from terminating any employees for attending a school conference on behalf of his or her child. In contrast, some state legislatures are silent on the matter, providing no statutory protections of any sort. Below is an analysis of select state statutes relevant to this matter.

Key Facts

- Only sixteen states jurisdictions offer statutory protections for employees with children in school to enable them to take leave from work in order to attend school functions. The following jurisdictions offer some form of employee protections for attending

school conferences: AL, CA, CO, DC, FL, HI, IL, LA, MN, NV, NC, OK, SC, TX, UT and VT.

- Thirty-five states lack labor laws that support family engagement in public schools are: AK, AZ, AR, CT, DE, GA, ID, IN, IA, KS, KY, ME, MD, MA, MI, MS, MO, MT, NE, NH, NJ, NM, NY, ND, OH, OR, PA, RI, SD, TN, VA, WA, WV, WI and WY.
- At least two states cover only employees of the public sector, whereas most other states with relevant laws cover both public and private sector employees: HI and TX.
- At least two states bar employers from terminating employees who attend school conferences under specific conditions: CA and NV.

Analysis

State legislators may encourage and enable families to attend school meetings on behalf of their children by enacting clear protections for employees with children enrolled in school. In fact, some states have already done so. However, the variation found among state laws warrants consideration.

Specificity and Flexibility of Labor Law Structure

A noteworthy variation found among the jurisdictions is the level of specificity set forth by statute. Overall, the state laws on this topic range from highly specific mandates to vague guidelines for employers. Of these states that offer legal protections, the majority require employers to grant employees leave time in order to attend school meetings on behalf of their children. While many jurisdictions require employers to grant leave to all employees, several others only encourage this practice. Some specify the precise number of hours allowable per an enumerated timeframe, such as each semester. Other jurisdictions require a specific amount of advance notice (such as seven days or 24 hours) in order for employees to qualify for leave time. For example, **the District of Columbia** has a relatively flexible leave policy. D.C.

employees who are parents are guaranteed 24 hours to participate in school conferences or events on behalf of their children during each 12-month period. The law also stipulates that employees must provide advance notice to the employer, except in the case of unforeseeable circumstances. In contrast, **Illinois** law sets forth highly specific guidelines regarding the circumstances under which employees may exercise their right to leave time. The specifics include the amount of time an employee may use both during the school year and on any given day. The law further stipulates the amount of notice required from employees, which must be done in writing seven days in advance, among other requirements.

Florida law is anomalous in that it limits employee protections to situations in which there is a court order mandating the parents to attend their child's school for truancy purposes. The statute contains strong language and criminal penalties for employers who violate it. Specifically, the law prohibits employers from terminating employees who attend school with their child pursuant to a court order. Employers who violate it can be charged with a misdemeanor of the second degree.

Several states have created a flexible policy governing the granting of time off to employees that enables families to participate in activities that support their children's academic achievement. For example, **Vermont** law entitles employees up to four hours per 30-day period, limiting such leave to 24 hours every 12 months. The permissible activities under Vermont law include participation in all school activities directly related to the academics of the employee's child.

Minnesota's employers are required to grant up to 16 hours per 12-month period for employees to attend school-related activities, provided that the activities cannot reasonably be scheduled during the employee's non-work hours. This statute obligates the employee to both provide advance notice to the employer in a reasonable manner and avoid disrupting the workplace. However, Minnesota law also permits flexibility in handling compensation issues by allowing employees to access any accrued paid leave.

Employer-focused Incentives and Encouragement

South Carolina takes a novel approach to promoting both family engagement and family literacy in public schools. The law provides for tax credits to employers in the private sector for granting their employees time to become involved in their children's education. The South Carolina law offers these tax credits to employers as an incentive to grant employees release time – without loss of pay—so as not to deter families from participating due to economic necessity. Also, the law encourages employers to create policies that promote literacy and more general involvement in their children's education among employees who are parents. This law does not provide legal protections to employees whose employers do not avail themselves of the tax credits. Therefore, such employees are without legal protections should they wish to take leave to attend academic events on behalf of their children.

At least four state legislatures have created broad statements of policy that encourage, rather than mandate, employers to grant employees time off to attend school conferences. These states include Alabama, Louisiana, Oklahoma, and Utah. **Alabama** law encourages the private and public sectors to grant families administrative leave to participate in their children's education. **Louisiana's** law sets forth a similar approach toward employers. **Utah's** statutory language puts forth clear expectations for all employers to support families' participation in their children's education. **Oklahoma** law encourages private employers to grant employees time off once per semester.

Protecting Families from Termination

Two jurisdictions explicitly prohibit employers from terminating employees who attend school functions on behalf of their children. **Nevada's** law renders it unlawful for employers to either terminate or threaten to terminate parents for attending meetings requested by school administrators. **California** law bars employers from terminating employees for attending school-related activities, subject to certain limitations. The law allows employees up to 40 hours per year to participate in their children's education, with a maximum of 8 hours per

month. However, the California statute only applies to employers with at least 25 employees.

Several states require that employers grant employees time off to attend school-related events on behalf of their children (these include Illinois, Minnesota, and North Carolina). The **North Carolina** code places the burden on employers to grant each employee with school-age children four hours of time off per year. Interestingly, instead of limiting permissible leave time to attend conferences mandated by school administrators, the North Carolina law covers time off for more general parental involvement in the child's school. This law also requires district school boards to collaborate with local businesses to encourage employers to grant leave to employees for school functions.

Hawaii and Texas extend such protections only to state employees. Presumably, employees of the private sector are excluded from these protections. **Hawaii's** law provides a maximum of two hours of paid leave, two times per year for each child. The law specifies that paid leave may be used for attending parent-teacher conferences and, for preschool aged children, parent-caregiver conferences. Under **Texas** law, state employees are entitled to use up to eight hours of sick leave in order to attend parent-teacher conferences.

Illinois has a multi-faceted and highly specific set of laws relating to this issue. The Illinois legislature has created a statutory framework that strongly directs school districts to involve families in the education of their children. Illinois law creates a right for all employees with children in school by mandating that employers grant up to eight hours of leave per school year. Interestingly, the law also addresses situations in which families cannot attend school conferences due to work conflicts. The law requires school districts to schedule meetings during non-business hours for non-emergency situations. School administrators are also mandated to allot parents with work conflicts a time during the school year to attend school functions. Furthermore, the legislature mandates educators to provide written verification for employees to submit to employers.

Noteworthy Statutes

The **Minnesota** legislature requires employers to allow up to 16 hours per 12-month period for employees to participate in school-related activities, only if the activities cannot reasonably be scheduled during the employee's personal time. This law requires the employee to give advance notice to the employer in a reasonable manner and avoid disrupting the workplace. Importantly, Minnesota law also permits flexibility in handling wage and financial compensation issues by allowing employees to access any accrued paid leave.

Interestingly, **South Carolina** is the only state to offer tax credits as a means to increase family literacy and family engagement in public schools. Through the use of tax credits, the law provides incentives to private sector employers to grant leave time to their employees with children in school so as to enable their participation in the school. Specifically, the law encourages employers to facilitate employee participation in their children's education, without jeopardizing their income. The law further encourages employers to create policies that promote literacy among employees who are parents and more general involvement in their child's education. This law is limited in that it does not provide legal protections to employees whose employers do not avail themselves of the tax credits.

Nevada provides clear and strong protections to employees with children attending school. This law prohibits employers from either terminating or threatening to terminate parents for attending meetings on behalf of their children when requested by school administrators.

Illinois has a multi-faceted and highly specific set of laws relating to this issue. Illinois law creates a right for all employees with children in school by mandating that employers grant up to eight hours of leave per school year. Of note, the law requires school districts to schedule meetings during non-business hours for non-emergency situations. Furthermore, educators are required to grant parents with work conflicts a time during the academic year for participation in school functions. The law also obligates educators to provide written verification for employees to submit to employers.

Recommendations

- Create legal protections for working families with school-age children to attend important school functions.
- Ensure laws are broad enough to apply in multiple situations. In addition to allowing parents to leave work for court orders and serious disciplinary conferences, employers should also allow parents adequate time off to attend parent-teacher conferences and other school-based events.
- Eliminate inflexible timeframes for notification to employers so that families can attend emergency meetings at school without the threat of termination or penalty.
- Create tax credits and other incentives for employers to grant employees release time to attend school events.
- Amend statutory protections to extend beyond state employees to include employees in the private sector.
- Require that schools provide written proof for employees to submit to employers, if needed or desired by the employee/parent.
- Require school districts to establish drop-in hours and schedule non-emergency school meetings during hours outside of families' work schedules.

List of Statutes by State

Alabama

Alabama Laws, Page No. 159, 1994
(1994 Ala. Laws page no. 159).

The business community and governmental agencies are encouraged to give administrative leave to parents for the purpose of parent-teacher conferences and involvement in other educational experiences of the child (ALA. ACTS 159 (1994)).

Alaska

None.

Arizona

None.

Arkansas

None.

California

California Labor Code, Section 230.8
(Cal. Lab. Code § 230.8) (enacted 1989).

Summary: Employers with at least 25 employees cannot fire or in any way discriminate against an employee for taking off up to 40 hours each year to participate in school-related activities, subject to a limitation of eight hours in any calendar month. Employees must give reasonable notice to their employers and may be required to provide proof of attendance. Employees must utilize existing vacation, personal leave, or compensatory time off, unless otherwise provided for by a collective bargaining agreement. An employee also may utilize time off without

pay for this purpose. Employees discharged, threatened with discharge, demoted, suspended or in any other manner discriminated against for taking time off to participate in school activities is entitled to reinstatement and reimbursement for lost wages and work benefits.

(a)(1) No employer who employs 25 or more employees working at the same location shall discharge or in any way discriminate against an employee who is a parent, guardian, or grandparent having custody, of one or more children in kindergarten or grades 1 to 12, inclusive, or attending a licensed child day care facility, for taking off up to 40 hours each year, not exceeding eight hours in any calendar month of the year, to participate in activities of the school or licensed child day care facility of any of his or her children, if the employee, prior to taking the time off, gives reasonable notice to the employer of the planned absence of the employee.

(2) If both parents of a child are employed by the same employer at the same worksite, the entitlement under paragraph (1) of a planned absence as to that child applies, at any one time, only to the parent who first gives notice to the employer, such that the other parent may take a planned absence simultaneously as to that same child under the conditions described in paragraph (1) only if he or she obtains the employer's approval for the requested time off.

(b)(1) The employee shall utilize existing vacation, personal leave, or compensatory time off for purposes of the planned absence authorized by this section, unless otherwise provided by a collective bargaining agreement entered into before January 1, 1995, and in effect on that date. An employee also may utilize time off without pay for this purpose, to the extent made available by his or her employer. The entitlement of any employee under this section shall not be diminished by any collective bargaining agreement term or condition that is agreed to on or after January 1, 1995.

(2) Notwithstanding paragraph (1), in the event that all permanent, full-time employees of an employer are accorded vacation during the same period of time in the

calendar year, an employee of that employer may not utilize that accrued vacation benefit at any other time for purposes of the planned absence authorized by this section.

(c) The employee, if requested by the employer, shall provide documentation from the school or licensed child day care facility as proof that he or she participated in school or licensed child day care facility activities on a specific date and at a particular time. For purposes of this subdivision, “documentation” means whatever written verification of parental participation the school or licensed child day care facility deems appropriate and reasonable.

(d) Any employee who is discharged, threatened with discharge, demoted, suspended, or in any other manner discriminated against in terms and conditions of employment by his or her employer because the employee has taken time off to participate in school or licensed child day care facility activities as described in this section shall be entitled to reinstatement and reimbursement for lost wages and work benefits caused by the acts of the employer. Any employer who willfully refuses to rehire, promote, or otherwise restore an employee or former employee who has been determined to be eligible for rehiring or promotion by a grievance procedure, arbitration, or hearing authorized by law shall be subject to a civil penalty in an amount equal to three times the amount of the employee’s lost wages and work benefits.

Colorado

Parental Involvement in K-12 Education Act, 2009 Session Laws of Colorado, Chapter 340, Page No. 1788 (to be codified at Colorado Revised Statutes, Title 8, Article 13.3).

Employees of Colorado businesses with 10 or more employees may take up to 18 hours of unpaid leave per academic year, to attend their children’s parent-teacher conferences and other academic activities. The employer may require that the leave be taken in three-hour increments and that the employee provide written verification to the employer from the school or school district. Employees must provide written notice to their employer

not less than one calendar week in advance, and as soon as possible in the case of emergency situations. Employees may substitute accrued, paid vacation leave, sick leave, personal leave or other paid leave for unpaid leave provided for under the law.

8-13.3-103.

Connecticut

None.

Delaware

None.

District of Columbia

District of Columbia Official Code, Title 32, Section 32-1202 (D.C. Code § 32-1202) (enacted 1994).

Amount of leave; denial; form; notice

(a) Except as provided in this section, an employee who is a parent shall be entitled to a total of 24 hours leave during any 12 month period to attend or participate in a school-related event for his or her child.

...

(e) An employee shall notify the employer of the desire for leave to attend a school-related event or to celebrate the District of Columbia Emancipation Day at least 10 calendar days in advance, unless, in the case of a school event, the need to attend the school-related event cannot be reasonably foreseen.

Florida

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1003, Section 1003.27 (Fla. Stat. 1003.27) (enacted 2003 in present form; prior Section 232.19).

If, pursuant to truancy procedures, a court orders a parent to attend school with a student to ensure attendance, then “[i]t shall be unlawful to terminate any employee solely because he or she is attending school with his or her child pursuant to a court order.” Further, “[a]n employer who terminates any employee solely because he or she is attending school with a student pursuant to court order commits a misdemeanor of the second degree.

Court procedure and penalties

The court procedure and penalties for the enforcement of the provisions of this part, relating to compulsory school attendance, shall be as follows:

...

(7) Penalties.—The penalties for refusing or failing to comply with this chapter shall be as follows:

(a) The parent.—

...

3. In addition to any other punishment, the court shall order a parent who has violated this section to send the minor student to school, and may also order the parent to participate in an approved parent training class, attend school with the student unless this would cause undue hardship, perform community service hours at the school, or participate in counseling or other services, as appropriate. If a parent is ordered to attend school with a student, the school shall provide for programming to educate the parent and student on the importance of school attendance. It shall be unlawful to terminate any employee solely because he or she is attending school with his or her child pursuant to a court order.

...

(c) The employer.—

1. An employer who fails to notify the district school superintendent when he or she ceases to employ a student commits a misdemeanor of the second degree, punishable as provided in or.

2. An employer who terminates any employee solely because he or she is attending school with a student pursuant to court order commits a misdemeanor of the second degree, punishable as provided in or.

Georgia

None.

Hawaii

Hawaii Revised Statutes, Volume 2, Chapter 78, Section 78-31 (Haw. Rev. Stat. § 78-31) (enacted 2003 and amended 2004).

Paid Leave

Employees shall be eligible for up to two hours of paid leave during normal business hours to attend either:

(1) A mutually-scheduled parent-teacher conference for the employee’s child attending a public or private school in grades kindergarten through twelve; or

(2) A mutually-scheduled parent-caregiver conference for a preschool-aged child attending a licensed group child care center, as defined under section 346-151; provided that the time-off shall not be credited against vacation or sick leave benefits, if any; and provided further that the provision of paid leave shall not adversely interfere with the operations of the work unit nor require the applicable agency to incur additional human resources or overtime costs.

The employee shall take no more than two mutually-scheduled conferences, per child, in a single calendar year. Travel time shall be included as part of the two hours permitted for each conference.

Idaho

None.

Illinois

Illinois Compiled Statutes, Chapter 820,
Section 147/15 (820 Ill. Comp. Stat. 147/15).

School conference and activity leave

Sec. 15. School conference and activity leave.

(a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child if the conference or classroom activities cannot be scheduled during nonwork hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.

(b) Nothing in this Act requires that the leave be paid.

(c) For regularly scheduled, nonemergency visitations, schools shall make time available for visitation during both regular school hours and evening hours.

Illinois Compiled Statutes, Chapter 820,
Section 147/30 (820 Ill. Comp. Stat. 147/30).

Verification

Sec. 30. Verification. Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the Department of Labor shall suggest a standard form of documentation of school visitation to schools for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

See also Sections 105 Ill. Comp. Stat. 5/10-22.18d and 820 Ill. Comp. Stat. 147/5 in "Illinois" of the Family Engagement Laws and Policies Section.

Indiana

None.

Iowa

None.

Kansas

None.

Kentucky

None.

Louisiana

Louisiana Revised Statutes, Title 23,
Section 1015.2 (La. Rev. Stat. § 23:1015.2)
(Enacted 1993).

School and day care conference and activities leave

A. An employer may grant an employee leave from work of up to a total of sixteen hours during any twelve-month period to attend, observe, or participate in conferences or classroom activities related to the employee's dependent children for whom he is the legal guardian that are conducted at the child's school or day care center, if the conferences or classroom activities cannot reasonably be scheduled during the nonwork hours of the employee. An employee who wishes to request leave shall provide reasonable notice to the employer prior to the leave and make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the employer.

B. An employer is not required to pay an employee for any time taken as leave. However, an employee shall be permitted to substitute any accrued vacation time or other appropriate paid leave for any leave taken pursuant to school and day care conference and activities leave.

Maine

None.

Maryland

None.

Massachusetts

None.

Michigan

None.

Minnesota

Minnesota Statutes Annotated, Title 181,
Section 9412 (Minn. State. Ann. § 181.9412).

School conference and activities leave

Subdivision 1. Definition. For purposes of this section, "employee" does not include the requirement of section 181.940, subdivision 2, clause (1).

Subd. 1a. Foster child. For the purpose of this section, "child" includes a foster child.

Subd. 2. Leave of 16 hours. An employer must grant an employee leave of up to a total of 16 hours during any 12-month period to attend school conferences or school-related activities related to the employee's child, provided the conferences or school-related activities cannot be scheduled during nonwork hours. If the employee's child receives child care services as defined in section 119B.011, subdivision 7, or attends a prekindergarten regular or special education program, the employee may use the leave time provided in this section to attend a conference or activity related to the employee's child, or to observe and monitor the services or program, provided the conference, activity, or observation cannot be scheduled during nonwork hours. When the leave cannot be scheduled during nonwork hours and the need for the leave is foreseeable, the employee must provide reasonable prior notice of the leave and make a reasonable effort to schedule the leave so as not to disrupt unduly the operations of the employer.

Subd. 3. No pay required; substitute of paid leave. Nothing in this section requires that the leave be paid; except that an employee may substitute any accrued paid vacation leave or other appropriate paid leave for any part of the leave under this section.

Mississippi

None.

Missouri

None.

Montana

None.

Nebraska

None.

Nevada

Nevada Revised Statutes, Title 34, Chapter 392, Section 920 (Nev. Rev. Stat. § 392.920) (enacted 1989), as amd. by 2009 Nev. Laws Ch. 292 (A.B. 243) (May 28, 2009).

Terminating or threatening to terminate employment of parent, guardian or custodian of child for appearance or notification concerning child; penalty; civil remedy

1. It is unlawful for an employer or his agent to:

(a) Terminate or demote, suspend or otherwise discriminate against the employment of a person who, as the parent, guardian or custodian of a child:

(1) Appears at a conference requested by an administrator of the school attended by the child; or

(2) Is notified during his work by a school employee of an emergency regarding the child; or

(3) Takes leave pursuant to section 1 of this act if the employer is subject to the requirements of that section; or

(b) Assert to the person that his appearance or prospective appearance at such a conference or the receipt of such a notification during his work or leave taken pursuant to section 1 of this act will result in the termination of his employment or a demotion, suspension or other discrimination in the terms and conditions of his employment.

2. Any person who violates the provisions of subsection 1 is guilty of a misdemeanor.

3. A person who is discharged from employment or who is demoted, suspended or otherwise discriminated against in violation of subsection 1 may file a claim or complaint with the Labor Commissioner. *The employer shall provide the person who is discharged from employment or who is demoted, suspended or otherwise discriminated against with all the forms necessary to request such a claim or complaint. If the Labor Commissioner determines that the claim or complaint is valid and enforceable, the Labor Commissioner shall provide notice and opportunity for a hearing pursuant to NRS 607.205 to 607.215, inclusive.*

4. *If the Labor Commissioner issues a written decision in favor of the employee, the Labor Commissioner may award in addition to any remedies and penalties provided in chapters 607 and 608 of NRS:*

- (a) Wages and benefits lost as a result of the violation;
- (b) An order of reinstatement without loss of position, seniority or benefits; and
- (c) Damages equal to the amount of the lost wages and benefits.

New Hampshire

None.

New Jersey

None.

New Mexico

None.

New York

None.

North Carolina

General Statutes of North Carolina, Chapter 95, Article 3, Section 28.3 (N.C. Gen. Stat. § 95-28.3) (enacted 1993 and amended 1997).

Summary: The General Assembly believes “that parent involvement is an essential component of school success and positive school outcomes.” Therefore, employers are required to grant four hours of leave per year to every employee who is a parent of a school-aged child to attend or otherwise be involved at the child’s school (NCGS § 95-28.3(a)).

General Statutes of North Carolina, Chapter 115C, Article 5, Section 47(34) (N.C. Gen. Stat. § 115C-47(34)) (enacted 1955 and subsequently amended).

Summary: Local boards of education must “work with local business leaders to encourage employers to provide parents with time to attend conferences with their children’s teachers.”

North Dakota

None.

Ohio

None.

Oklahoma

Oklahoma Statutes, Title 70, Section 70-10-105.2 (Okla. Stat. tit. 70, §70-10-105.2) (enacted 1989).

Summary: Oklahoma encourages private employers to give employees with children time off to attend parent-teacher conferences at least once each semester (OS §70-10-105.2(C)).

Oregon

None.

Pennsylvania

None.

Rhode Island

None.

South Carolina

Code of Laws of South Carolina 1979 Annotated, Title 59, Chapter 28, Section 190 (4)-(5) (S.C. Code § 59-28-190(4)-(5)).

Education Oversight Committee survey to determine effectiveness of efforts to increase parent involvement

The Education Oversight Committee shall survey parents to determine if state and local efforts are effective in increasing parental involvement. This information shall be used in the public awareness campaign required by the Education Accountability Act to promote the importance of parental involvement. The campaign shall include:

- (1) advice for parents on how to help their children be successful in school and the importance of nurturing their children’s skills and abilities;
- (2) requests to employers, state agencies, entities, community groups, nonprofit organizations, and faith communities that work with children and families to distribute and display parent advice and other pertinent parent information;
- (3) promotion of the benefits of increased productivity, loyalty, and sense of community which result from parent-friendly workplace policies;

(4) ideas and encouragement to employers to adopt parent-friendly workplace policies and to provide information on the importance of parents to a child's academic success;

(5) recognition of businesses and employers where parent-friendly policies have been adopted; and

(6) recognition of agencies and faith communities that have supported and increased parental involvement.

**Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 28, Section 220
(S.C. Code § 59-28-220).**

Development of employer tax credit incentives for paid parent-employee release time

The Education Oversight Committee, in cooperation with representatives of the Department of Commerce, the Department of Revenue, and the South Carolina Chamber of Commerce, shall develop recommendations for employer tax credits as incentives to:

(1) provide parent-employee release time for parent-teacher conferences or attendance at their children's academic-related events without loss of pay; and

(2) develop workplace policies which enable parents to improve their literacy, assist their children with academics, and become more involved in their child's education as a result of employers working with local school officials.

Recommendations shall be reported to the Senate Finance and Education Committees, House Ways and Means Committee, and the House Education and Public Works Committee no later than January 1, 2001.

South Dakota

None.

Tennessee

None.

Texas

Vernon's Texas Statutes and Codes Annotated, Texas Government Code Annotated, Title 6, Chapter 661, Section 661.206 (1) (Tex. Gov't. Code Ann. § 661.206) (enacted 1997, renumbered 1999, amended 2003).

Summary: Texas mandates that state agencies/employers allow parents to attend parent-teacher conferences. State employees may use up to eight hours of sick leave each fiscal year to attend parent-teacher conferences for their children in grades K-12. An employee must give reasonable advance notice to their employer (**Tex. Gov. Code Ann. § 661.206) (enacted 1997, renumbered 1999, amended 2003).**

Utah

Utah Code Annotated, Title 53A, Chapter 1a, Section 105(2)(c) (Utah Code Ann. § 53A-1a-105(2)(c) (12)(amended in 2000).

Parental participation in educational process – Employer support

...

(2) It is, therefore, the policy of the state to:

...

(c) expect employers to recognize the need for parents and members of the community to participate in the public education system in order to help students achieve and maintain excellence...

Vermont

Vermont Statutes Annotated, Title 21 of the Vermont Code, Labor, §472a(a)(1) (Vt. Stat. Ann. tit. 21, § 472a(a)(1)).

Short-term family leave

(a) In addition to the leave provided in section 472 of this title, an employee shall be entitled to take unpaid leave not to exceed four hours in any 30-day period and not to exceed 24 hours in any 12-month period. An employer may require that leave be taken in a minimum of two-hour segments and may be taken for any of the following purposes:

(1) To participate in preschool or school activities directly related to the academic educational advancement of the employee's child, stepchild, foster child or ward who lives with the employee, such as a parent-teacher conference...

Virginia

None.

Washington

None.

West Virginia

None.

Wisconsin

None.

Wyoming

None.

Family Engagement in Early Childhood Education and Literacy Programs

Background

Children's early experiences significantly shape their later academic success, intellectual growth, and self-esteem. All too often, parents lack access to affordable, high-quality early childhood education programs. Children who receive high-quality early education are less likely to be held back a grade, need special education, and be involved in the criminal justice or welfare system.⁸ They are more likely to graduate from high school and earn higher incomes as adults. Early childhood education can be especially beneficial for low-income children—those children most at risk for school failure and least likely to have access to high-quality programs.⁹

Furthermore, family engagement in early education and literacy will produce greater results for young students throughout their entire educational careers.¹⁰ It is essential to begin as early as possible to create a family of learners—where the family is actively engaged in the student's education and, ideally, learning along with the child. States are sure to reap long-term benefits from investing early in children's education and supporting school readiness and the literacy development of young children and their families. Below is an analysis of state laws that directly address family engagement in early childhood education initiatives.

Key Facts

- Twenty-seven jurisdictions have statutes that promote family engagement in early childhood programs: AZ, CA, CO, CT, DC, FL, HI, IL, IN, IA, KY, LA, MA, MI, MN, MS, MO, NE, NY, NC, OK, OR, SC, TN, TX, UT and VT.

- Twenty-four states lack legislation related to early childhood family engagement: AL, AK, AR, DE, GA, ID, KS, ME, MD, MT, NV, NH, NJ, NM, ND, OH, PA, RI, SD, VA, WA, WV, WI and WY.
- At least six states have early literacy programs that emphasize family engagement: CO, CT, HI, IA, MN and TX.
- At least five states have statutes that focus on building the capacity of families to support early learning: AZ, FL, LA, IA and NE.

Analysis

A surprisingly low number of states have legislation directly focused on early childhood education, literacy, and family engagement. Some states mandate, in broad terms, the establishment of early childhood education and literacy programs. Some emphasize promoting early literacy among students, whereas others focus reading initiatives on both the student and the family.

Targeting Underserved Communities

Certain jurisdictions include a focus on families that lack literacy skills and promote collaborative learning among family and child. The **Louisiana** legislature, for example, authorized a demonstration program for family literacy. This law mandates the State Board of Education to identify and evaluate community-based family literacy programs, with a focus on families with children in the pre-kindergarten age range. The law specifies that eligible families are those with a care-giving parent or guardian who lacks a high school diploma. Program components must include adult literacy and vocational skills to assist families in supporting their children, as well as early childhood development instruction.

Some policymakers focus early literacy initiatives in low-income or economically distressed communities. **Arizona** law mandates the establishment of family literacy projects in low-income communities in order to increase the literacy levels of both young children and their parents.

⁸Schweinhart, L.J. (2002, June). How the High-Scope Perry Preschool Study Grew: A Researcher's Tale. Phi Delta Kappa Center for Evaluation, Development, and Research (No. 32). ⁹C. Snow, M. Burns, and P. Griffin, Eds. (1998). Preventing Reading Difficulties in Young Children. National Research Council. National Academy Press, Washington, DC. ¹⁰Ibid.

In order to qualify for the program, a parent must have a three or four-year-old child, English language deficits, and/or lack a high school education.

Improving Family Literacy

Many state legislatures have chosen to implement comprehensive family literacy initiatives. The **Hawaiian** legislature mandates the State Education Agency (SEA) to collaborate with families to create a ‘quality early education plan.’ These plans must include methods to both engage and educate parents on how to better support the development and education of young children. Each school must also make available to families, early education resources for use at home. Another Hawaiian early education program, titled ‘Keiki’s First Steps,’ has several purposes, including the improvement of family interaction with young children to foster learning. The state has also made available grants to implement the program for those schools that qualify by demonstrating family engagement, among other criteria.

Some jurisdictions focus on school readiness in early literacy initiatives. **Minnesota** law allows for school readiness programs for children ranging between three years old and kindergarten age. The purpose of this program is to ensure that children enter kindergarten prepared and to involve their families in both the planning and designing of interventions. **Iowa** law also provides for a family support program geared toward families with children, ranging from those still in gestation through five years of age. The purpose is to support families with information about early childhood development, including the physical, mental, and emotional needs of a young child. The law also authorizes schools to contract with other districts and nonprofit agencies to provide these services. **Colorado’s** approach requires individual literacy plans for students in the first, second, or third grade who have fallen behind in reading skills. The law also requires families to implement a reading program in the home environment.

Several states encourage a parental support component to early literacy initiatives. Texas law requires highly specific interventions for children lacking literacy skills that involve both educators and the family. The Texas legislature has created the “**Texas Reading Initia-**

tive (TRI),” which outlines a graduated series of interventions to ensure that all students are reading by the end of the third grade. Beginning in kindergarten, the law requires the identification of all students at risk of reading difficulties and the notification of their parents. Such students are to participate in a series of assessments and, if necessary, an accelerated instruction program in reading, to occur in classroom settings of no more than ten students. The law mandates that parents are involved in the interventions, and provides supports to families through reading guides and literacy-building activities for use at home. Interestingly, the TRI program requires a hotline for families to access further information about reading and literacy development.

The **Connecticut** legislature has put forth a broad statutory framework to improve reading skills among students in kindergarten through third grade. The law requires local school boards to develop three-year plans to address early literacy as well as clear processes for assisting families with the reading skills development of their children. The law provides for grants for early reading programs, which must include parental involvement and home reading components. The law further requires the establishment of standards for school readiness programs, and authorizes grants for the development and implementation of best practices, provided funding is available. Under Connecticut law, priority school districts must administer reading evaluations to students twice a year. Schools must notify and work with the families of students displaying reading difficulties and develop ‘personal reading plans’ for implementation at school and home.

Building Family Capacity to support Early Learning

In recognizing family support as essential to early childhood development, the **Nebraska** legislature mandates the establishment of ‘Early Childhood Training Centers.’ The centers offer training to early childhood educators on methods for supporting young children and their families. Such methods include activities for early childhood education and development that involve the family and the creation of parent education centers located in

local communities. The State Department of Education is required to develop a series of educational materials for families about early childhood development, titled 'Learning Begins at Birth.' Nebraska law further authorizes the establishment of learning centers at the school district level to promote literacy among students and their families.

Iowa law establishes the 'Child Development Coordinating Council' to award grants supporting child development services for three and four year old children at risk of academic failure. **Florida** law mandates the State Department of Education to establish an office focused on reading. The 'Just Read, Florida! Office,' is charged with providing families with approaches to help children improve their reading skills. Additionally, Florida law requires specific initiatives for addressing reading deficiencies among public school students between kindergarten and 3rd grade, some of which focus on greater family involvement and participation in developing an intervention plan.

Noteworthy Statutes

The **Texas** legislature has undertaken a significant legislative approach to improving early literacy. The law establishes the 'Texas Reading Initiative,' which provides highly specific, clear requirements for educators to ensure students are able to read by the end of third grade. It includes mandates for interventions and regular assessments, beginning in kindergarten, that involve both the family and educators for children who lack literacy skills. Any children displaying the need for reading enrichment are placed in an accelerated reading instruction program, in a classroom setting of no more than ten students. The law further directs parents to become involved in the interventions and provides families with tools such as reading guides and literacy-building activities for use at home. Of note, the TRI program requires a hotline for families to access further information about reading and literacy development.

Connecticut also has a highly comprehensive set of laws governing school readiness programs, including best practices to improve the reading skills among students between kindergarten and third grade. The law man-

dates local school boards to develop three-year plans to address early literacy. The plans must also help families to support reading skills development of their children. The law also creates grants for early reading programs, which must include parental involvement and home reading components. The law requires the establishment of standards for school readiness programs, and authorizes grants for the development and implementation of best practices, provided funding is available. Schools must notify and work with the families of students with reading deficiencies and develop 'personal reading plans' for implementation at school and home.

Nebraska law mandates parent education centers in local communities, through the establishment of 'Early Childhood Training Centers.' The centers offer training to early childhood educators on methods for supporting young children and their families. These may include activities for early childhood education and development that involve the family as well as the creation of parent education centers in local communities. Nebraska law authorizes the establishment of learning centers at the school district level to promote literacy among both students and their families.

Finally, **Louisiana** law authorizes a community-based family literacy demonstration project. The legislature mandates the State Board of Education identify and evaluate community-based family literacy programs, with a focus on families with preschool age children. It specifically includes as eligible those parents or caregivers who lack a high school diploma. Program components must include adult literacy and vocational skills as well as early childhood development instruction to assist families in supporting their children.

Recommendations

- Enact legislation that establishes a comprehensive, community-based early childhood education and family literacy continuum of services that meets the needs of families.
- Ensure laws provide clear, researched-based mechanisms for interventions, regular evaluation, and measurable outcomes in improved school readiness and family literacy.

- Fund the development, evaluation, and replication of pilot programs in early childhood education and family literacy.
- Enact legislation that requires early childhood education and family literacy programs to reach out to parents and adults from underserved or underrepresented communities.

2. Has a three year old or four year old child.

3. Lacks sufficient mastery of basic educational or basic English language skills needed to function effectively in society or lacks a high school diploma or its equivalent.

Arkansas

None.

California

California Education Code, Section 8238.1 (Cal. Educ. Code § 8283.1) (enacted 2006).

As a condition of receipt of funds pursuant to Section 8238.4, a participating program shall coordinate the provision of all of the following:

(a) Parenting education for parents and legal guardians of children in participating classrooms to support the development by their children of literacy skills. Parenting education shall include, but not be limited to, instruction in all of the following:

(1) Providing support for the educational growth and success of their children.

(2) Improving the parent-school communications and parental understanding of school structures and expectations.

(3) Becoming active partners with teachers in the education of their children.

(b) Referrals, as necessary, to providers of instruction in adult education and English as a second language in order to improve the academic skills of parents and legal guardians of children in participating classrooms.

List of Statutes by State

Alabama

None.

Alaska

None.

Arizona

Arizona Revised Statutes, Title 15, Article 9, Section 15-191.01 (Ariz. Rev. Stat. § 15-191.01) (see also “Arizona” in the Family Engagement for Non-English as First Language Families).

Family literacy program.

This program is established in the state board of education through the division of early childhood education programs to increase the basic academic and literacy skills of “eligible parents” and their preschool children. The statute requires the state board of education to establish family literacy projects as part of the overall program at locations where there is a high incidence of economic and educational disadvantage as determined by the state board of education in consultation with the department of economic security and, as appropriate, other state agencies.

For purposes of § 15-191.01, “eligible parent” means a parent who meets the following two requirements:

Colorado

Colorado Revised Statutes, Title 22, Article 7, Section 504 (Colo. Rev. Stat. § 22-7-504).

Summary: If a first, second, or third grade student is below their required reading level, the student's teacher and parents must form an individual literacy plan. The parents must agree to implement a home reading program.

Pupil assessments – individual literacy plans

(1) The state board shall determine the satisfactory reading readiness level for kindergarten pupils and literacy and reading comprehension levels for pupils in first, second, and third grades. No later than December 1, 1997, the state board shall, after consultation with the state standards and assessments development and implementation council created in section 22-7-404, approve and identify to each school district instruments for assessing the reading readiness of each pupil in kindergarten and the literacy and reading comprehension level of each pupil in first, second, or third grade. The state board shall promulgate rules to permit exceptions to the retention of pupils in third grade pursuant to paragraph (a) of subsection (5) of this section in cases that have special circumstances.

(2) Using the assessment instruments approved and identified by the state board pursuant to subsection (1) of this section, and beginning no later than the 1998-99 school year, each school district shall annually assess the reading readiness or literacy and reading comprehension level of each pupil enrolled in kindergarten or first, second, or third grade. The assessment may be done in conjunction with assessments of the pupil's performance on the reading content standard pursuant to part 4 of this article.

(3) If a pupil's reading readiness or literacy and reading comprehension, as measured by the assessment, is below the level established by the state board for pupils at that grade, the pupil's parents or legal guardian and teacher and the school administration shall formulate an indi-

vidual literacy plan for the pupil or, if the pupil is eligible, enroll the pupil in an intensive literacy program funded through the read-to-achieve program pursuant to part 9 of this article. For compliance with this section, a literacy plan may be incorporated into the individual education plan for special education students. The plan shall include, but need not be limited to, the following:

(a) Sufficient in-school instructional time for the development of the pupil's reading readiness or literacy and reading comprehension skills;

(b) An agreement by the pupil's parents or legal guardian to implement a home reading program to support and coordinate with the school; and

(c) If necessary, placement of the pupil in a summer reading tutorial program.

(4) The school district shall reassess each pupil's progress in the individual literacy plan or the intensive literacy program each semester. The pupil's individual literacy plan or the pupil's enrollment in the intensive literacy program, whichever is applicable, shall continue until the pupil is reading at or above grade level.

(5)(a) In no case shall a school district permit a pupil to pass from the third grade to the fourth grade for reading classes unless the pupil is assessed as reading at or above the reading comprehension level established by the state board. Any pupil who participates in an intensive literacy program between third and fourth grade shall be assessed in reading at the completion of that program and may be allowed to pass for reading classes from the third grade to the fourth grade only if he or she is reading at or above the reading comprehension level for third grade established by the state board.

(b) Paragraph (a) of this subsection (5) does not apply to children with disabilities, as defined in section 22-20-103(5), when the disability is a substantial cause for a pupil's inability to read and comprehend at grade level.

(c) Notwithstanding the provisions of paragraph (a) of this subsection (5), a school district may allow a pupil to pass from the third grade to the fourth grade under rules

promulgated by the state board pursuant to subsection (1) of this section.

(6) The resource bank, created pursuant to section 22-7-406(5), shall include in its model programs of instruction reading readiness, literacy, and reading comprehension programs collected from school districts and organizations in the state and throughout the nation that have been proven to be successful. A school district may request technical assistance from the state board and the department of education in selecting and adapting a literacy program in the resource bank for use in the school district.

Connecticut

General Statutes of Connecticut, Chapter 164, Section 10-16q(a) (Conn. Gen. Stat. § 10-16q(a)) (enacted 1997 and subsequently amended).

Summary: Connecticut's "school readiness programs" are full-time programs for preschool-aged children, designed to "provide a developmentally appropriate learning experience" (see GSC § 10-16p(a)(1)). A school readiness program must include parent involvement, parenting education and outreach (GSC § 10-16q(a)(2)).

School readiness program requirements.
Per child cost limitation. Sliding fee scale.
Waiver from schedule requirements.

(a) Each school readiness program shall include: (1) A plan for collaboration with other community programs and services, including public libraries, and for coordination of resources in order to facilitate full-day and year-round child care and education programs for children of working parents and parents in education or training programs; (2) parent involvement, parenting education and outreach; (3) (A) record-keeping policies that require documentation of the name and address of each child's doctor, primary care provider and health insurance company and information on whether the child is immunized and has had health screens pursuant to the federal Early and Periodic Screening, Diagnostic and

Treatment Services Program under 42 USC 1396d, and (B) referrals for health services, including referrals for appropriate immunizations and screenings; (4) a plan for the incorporation of appropriate preliteracy practices and teacher training in such practices; (5) nutrition services; (6) referrals to family literacy programs that incorporate adult basic education and provide for the promotion of literacy through access to public library services; (7) admission policies that promote enrollment of children from different racial, ethnic and economic backgrounds and from other communities; (8) a plan of transition for participating children from the school readiness program to kindergarten and provide for the transfer of records from the program to the kindergarten program; (9) a plan for professional development for staff, including, but not limited to, training (A) in pre-literacy skills development, and (B) designed to assure respect for racial and ethnic diversity; (10) a sliding fee scale for families participating in the program pursuant to section 17b-749d; and (11) an annual evaluation of the effectiveness of the program. On and after July 1, 2000, school readiness programs shall use the assessment measures developed pursuant to section 10-16s in conducting their annual evaluations.

General Statutes of Connecticut, Chapter 170, Sections 10-221h(6) (Conn. Gen. Stat. § 10-221(h)(6)) (enacted 1994).

On or before September 1, 1999, each local and regional board of education shall develop and implement a three-year plan to improve the reading skills of students in grades kindergarten to three, inclusive. The plan shall be designed to allow all students to attain reading competency. The plan shall include: ... (6) a process for involving parents in addressing the reading problems of their children, including a requirement to provide information to parents on strategies that can be used at home to improve the child's language development prereading or reading skills and referrals to family literacy programs, as appropriate, that incorporate adult basic education and provide for the promotion of literacy through access to public library services....

General Statutes of Connecticut, Chapter 172, Section 10-265f (Conn. Gen. Stat. § 10-265f) (enacted 1998 and subsequently amended).

Summary: Connecticut provides grants for intensive early intervention reading programs. Proposals for such programs must “provide for parental involvement and ensure that parents have access to information on strategies that may be used at home to improve prereading or reading skills” (GSC § 10-265f(d)(6)).

Early reading success grant program

(a) The Commissioner of Education shall establish, within available appropriations, an early reading success grant program to assist local and regional boards of education for priority school districts and school districts in which priority elementary schools are located in: (1) Establishing full-day kindergarten programs; (2) reducing class size in grades kindergarten to three, inclusive, to not more than eighteen students; and (3) establishing intensive early intervention reading programs, including after-school and summer programs, for students identified as being at risk of failing to learn to read by the end of first grade and students in grades one to three, inclusive, who are reading below grade level. Eligibility for grants pursuant to this section shall be determined for a five-year period based on a school district’s designation as a priority school district or as a school district in which a priority elementary school is located for the initial year of application. In order to receive a grant, an eligible board of education shall submit a plan for the expenditure of grant funds, in accordance with this section, to the Department of Education, at such time and in such manner as the commissioner prescribes. An eligible school district may receive a grant for one or more purposes pursuant to subdivisions (1) to (3), inclusive, of this subsection, provided at least fifty per cent of any grant funds received by such school district are used for programs pursuant to subdivision (3) of this subsection. If the commissioner determines the school district is addressing the issue of early reading intervention sufficiently, the commissioner may allow the school district to set aside a smaller percentage of the funds received pursuant to this section for such programs.

...

(d) In the case of proposals for intensive early intervention reading programs including after-school and summer programs, the plan shall: (1) Incorporate the competencies required for early reading success, critical indicators for teacher intervention and the components of a high quality early reading success curriculum in accordance with the findings of the Early Reading Success Panel delineated in section 10-221i; (2) provide for a period of time each day of individualized or small group instruction for each student; (3) provide for monitoring of programs and students and follow-up in subsequent grades, documentation of continuous classroom observation of students’ reading behaviors and establishment of performance indicators aligned with the state-wide mastery examinations under chapter 163c, measures of efficacy of programs developed by the department pursuant to subsection (i) of this section, the findings of the Early Reading Success Panel pursuant to section 10-221j and other methodologies for assessing reading competencies established by the department pursuant to section 10-221i; (4) include a professional development component for teachers in grades kindergarten to three, inclusive, that emphasizes the teaching of reading and reading readiness and assessment of reading competency based on the findings of the Early Reading Success Panel pursuant to section 10-221j; (5) provide for on-site teacher training and coaching in the implementation of research-based reading instruction delineated in section 10-221i; (6) provide for parental involvement and ensure that parents have access to information on strategies that may be used at home to improve prereading or reading skills; (7) provide for data collection and program evaluation; and (8) include any additional information the commissioner deems relevant. Each school district that receives grant funds under this section shall annually report to the Department of Education on the district’s progress toward reducing the achievement gap in reading, including data on student progress in reading and how such data have been used to guide professional development and the coaching process.

General Statutes of Connecticut, Chapter 172, Section 10-265g (Conn. Gen. Stat. § 10-265g) (enacted 1998 and subsequently amended).

Summary: In priority school districts, the reading level of students in grades one to three, inclusive, must be evaluated twice a year. If a student is determined to be seriously deficient in reading following an evaluation, the school must notify the parent of the student and develop and implement a personal reading plan for the student (**GSC § 10-265g(b)**). The personal reading plan must, among other things, be given to the parent of the student and include recommendations for reading strategies that the parent can use at home (**GSC § 10-265g(c)(3)**).

Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.

(a) Each local and regional board of education for a priority school district shall offer a summer reading program, as described in subsection (d) of section 10-265f, to children enrolled in kindergarten in the schools under its jurisdiction who are determined by their teachers to need additional reading and reading readiness instruction.

(b) For each school year commencing on or after July 1, 2006, each local and regional board of education for a priority school district shall require the schools under its jurisdiction to evaluate the reading level of students enrolled in grades one to three, inclusive, in the middle of the school year and at the end of the school year. A student shall be determined to be substantially deficient in reading based on measures established by the State Board of Education. Each school shall provide a reading program for such students that incorporates the competencies required for early reading success and effective reading instruction as delineated in section 10-221i. If a student is determined to be substantially deficient in reading based on a middle of the school year or end of the school year evaluation, the school shall notify the parents or guardian of the student of such result and the school shall develop and implement a personal reading plan for such student.

(c) The personal reading plan shall include additional instruction, within available appropriations, such as tutoring, an after school, school vacation, or weekend program or a summer reading program as described in subsection (d) of section 10-265f. Personal reading plans pursuant to this section shall be (1) reviewed and revised as appropriate after each evaluation or state-wide examination, as appropriate, (2) discussed with the provider of the additional instruction, and (3) given to the parent or guardian of the student, in accordance with the provisions concerning notice to parents or legal guardians pursuant to section 10-15b, and include recommendations for reading strategies that the parent or guardian can use at home. For purposes of providing additional instruction, boards of education for priority school districts shall give preference first to elementary schools and then to middle schools, with the highest number of students who are substantially deficient in reading.

(d) Promotion of students with personal reading plans from first, second or third grade shall be based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. If a decision is made to promote a student who is substantially deficient in reading from first, second or third grade, the school principal shall provide written justification for such promotion to the superintendent of schools.

(e) A personal reading plan that incorporates the competencies required for early reading success and effective reading instruction as delineated in section 10-221i shall be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory grade level proficiency, as determined by a reading evaluation pursuant to this subsection or a state-wide examination pursuant to section 10-14n.

(f) Subject to the provisions of this subsection and within available appropriations, each local and regional board of education for a priority school district shall require for the 2006-2007 school year, and each school year thereafter, students in grades one to three, inclusive, who, based on an end-of-the year evaluation pursuant to subsection (b) of this section, are determined to be substantially deficient in reading, to attend school the summer following such

evaluation. The superintendent of schools may exempt an individual student from such requirement, upon the recommendation of the school principal, based on the student's progress with the student's personal reading plan. If a student does not receive such an exemption, has been offered the opportunity to attend a summer school program and fails to attend summer school, the local or regional board of education shall not promote the student to the next grade.

(g) The superintendent of schools shall report to the Commissioner of Education the information such superintendent receives pursuant to subsection (d) of this section regarding the number of students who are substantially deficient in reading and are promoted from first, second or third grade to the next grade. The State Board of Education shall prepare and publish a report containing such information.

General Statutes of Connecticut, Chapter 164, Section 10-16p (Conn. Gen. Stat. § 10-16p) (enacted 1997 and subsequently amended).

Summary: The Department of Education must establish standards for school readiness programs, which standards may include, among other things, guidelines for parental involvement (§ 10-16p(b)). If funds appropriated for a grant program to help children attend school readiness programs are not expended, the Commission of Education may use the funds for, among other things, "developing and implementing best practices for parents in supporting preschool and kindergarten student learning" (§ 10-16p(e)(2)).

Definitions. Lead agency for school readiness; standards. Grant programs.

...

(b) The Department of Education shall be the lead agency for school readiness. For purposes of this section and section 10-16u, school readiness program providers eligible for funding from the Department of Education shall include local and regional boards of education, regional educational service centers, family resource centers and

providers of child day care centers, as defined in section 19a-77, Head Start programs, preschool programs and other programs that meet such standards established by the Commissioner of Education. The department shall establish standards for school readiness programs. The standards may include, but need not be limited to, guidelines for staff-child interactions, curriculum content, including preliteracy development, lesson plans, parent involvement, staff qualifications and training, transition to school and administration. The department shall develop age-appropriate developmental skills and goals for children attending such programs. The commissioner, in consultation with the Commissioners of Higher Education and Social Services and other appropriate entities, shall develop a continuing education training program for the staff of school readiness programs. For purposes of this section, prior to July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (1) A credential issued by an organization approved by the Commissioner of Education and nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; (2) an associate's degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; (3) a four-year degree with nine credits or more, and on and after July 1, 2005, twelve credits or more, in early childhood education or child development from such an institution; or (4) certification pursuant to section 10-145b with an endorsement in early childhood education or special education, and on and after July 1, 2015, "staff qualifications" means there is in each classroom an individual who has at least the following: (A) A bachelor's degree in early childhood education or childhood development, or in a related field approved by the Commissioner of Education from an institution of higher education accredited by the Board of Governors of Higher Education or regionally accredited; or (B) certification pursuant to section 10-145b with an endorsement in early childhood education or special education.

(e) (1) For the fiscal year ending June 30, 2009, priority school districts and former priority school districts shall receive grants based on the sum of the products obtained by (A) multiplying the district's number of contracted slots on March 30, 2008, by the per child cost pursuant to subdivision (2) of subsection (b) of section 10-16q, except that such per child cost shall be reduced for slots that are less than year-round, and (B) multiplying the number of additional slots the districts have requested for the fiscal year ending June 30, 2009, by the per child cost pursuant to subdivision (2) of subsection (b) of said section 10-16q, except such per child cost shall be reduced for slots that are less than year-round. If said sum exceeds the available appropriation, such number of requested additional slots shall be reduced, as determined by the Commissioner of Education, to stay within the available appropriation.

(2) If funds appropriated for the purposes of subsection (c) of this section are not expended, the Commissioner of Education may use such unexpended funds to support local school readiness programs. The commissioner may use such funds for purposes including, but not limited to, (A) assisting local school readiness programs in meeting and maintaining accreditation requirements, (B) providing training in implementing the preschool assessment and curriculum frameworks, including training to enhance literacy teaching skills, (C) developing a state-wide pre-school curriculum, (D) developing student assessments for students in grades kindergarten to two, inclusive, (E) developing and implementing best practices for parents in supporting preschool and kindergarten student learning, (F) developing and implementing strategies for children to transition from preschool to kindergarten, (G) providing for professional development, including assisting in career ladder advancement, for school readiness staff, and (H) providing supplemental grants to other towns that are eligible for grants pursuant to subsection (c) of this section....

Delaware

None. However, 14 Del. C. §3001 discusses the early childhood education program and Head Start performance standards for providers, including provisions for parental involvement.

District of Columbia

District of Columbia Official Code, Title 38, Section 38-272.01 (D.C. Code § 38-272.01) (enacted 2008).

Establishing High Quality Standards

(a) Within 120 days of July 18, 2008, OSSE shall establish high-quality content standards and program requirements, which have been approved by the State Board of Education, that all pre-K programs are required to meet by September 1, 2014.

(b) The program requirements shall include:

...

(8) A plan to foster parental support and involvement....

Florida

See Fla. Stat. 411.01. in "Florida" of the Family Engagement Targeting Children and Youth in At-Risk Situations Section.

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1001, Section 1001.215 (Fla Stat. 1001.215) (enacted 2006).

Just Read, Florida! Office.

There is created in the Department of Education the Just Read, Florida! Office. The office shall be fully accountable to the Commissioner of Education and shall:

(4) Provide parents with information and strategies for assisting their children in reading in the content area.

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1002, Section 1002.20(11) (Fla. Stat. 1002.20(11)) (enacted 2003).

K-12 student and parent rights.

Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

“(11) STUDENTS WITH READING DEFICIENCIES.—Each elementary school shall regularly assess the reading ability of each K-3 student. The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a progress monitoring plan ... and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.”

Florida Statutes, K-20 Education Code,
Title XLVIII, Chapter 1008, Section 1008.25
(Fla. Stat. 1008.25) (enacted 2003 in present
form; prior section 232.245).

Summary: This statute requires that students reading abilities be assessed in grades K through 3 and for any student that exhibits a substantial deficiency the parents must be notified and be provided strategies for the parents to use in helping their child succeed in reading proficiency.

Public school student progression; remedial instruction; reporting requirements

(1) Intent.—It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

...

(3) Allocation of resources.—District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:

(a) Students who are deficient in reading by the end of grade 3.

(b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2)(b).

(4) Assessment and remediation.—

(a) Each student must participate in the statewide assessment tests required by Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction as described in paragraph (b).

(b) The school in which the student is enrolled must develop, in consultation with the student's parent, and must implement a progress monitoring plan. A progress monitoring plan is intended to provide the school district and the school flexibility in meeting the academic needs of the student and to reduce paperwork. A student who is not meeting the school district or state requirements for proficiency in reading and math shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students; or
3. An individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having

a deficiency in reading, the K-12 comprehensive reading plan required by shall include instructional and support services to be provided to meet the desired levels of performance. District school boards may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

(c) Upon subsequent evaluation, if the documented deficiency has not been remediated, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

(5) Reading deficiency and parental notification.–

(a) It is the ultimate goal of the Legislature that every student read at or above grade level. Any student who exhibits a substantial deficiency in reading, based upon locally determined or statewide assessments conducted in kindergarten or grade 1, grade 2, or grade 3, or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency must be reassessed by locally determined assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

(b) Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained.

(c) The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies for parents to use in helping their child succeed in reading proficiency.
6. That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
- ...
- (7) Successful progression for retained readers.–
- ...
- (b) Beginning with the 2004-2005 school year, each school district shall:
- ...
3. Provide written notification to the parent of any student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b). The notification must comply with

the provisions of and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

...

6. In addition to required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options:

a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school.

b. A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading.

c. A mentor or tutor with specialized reading training.

...

(8) Annual report.–

(a) In addition to the requirements in paragraph (5)(b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district school board must report to the parent the student’s results on each statewide assessment test. The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

...

(c) The Department of Education shall establish a uniform format for school districts to report the information required in paragraph (b). The format shall be developed with input from district school boards and shall be provided not later than 90 days prior to the annual due date. The department shall annually compile the information required in subparagraphs (b)2., 3., and 4., along with state-level summary information, and report such information to the Governor, the President of the Senate, and the Speaker of the House of Representatives....

Georgia

None.

Hawaii

Hawaii Revised Statutes, Volume 5, Chapter 302A, Section 302A-410 (Haw. Rev. Stat § 302A-410 (repealed by Haw. Laws 2008, 1st. Sp. Sess., Ch. 14 § 4 (eff. July 1, 2008)).

Quality Early Education Plan: The Hawaii department of education must work with, among others, parents to develop a quality early education plan. The plan must include “[m]ethods and materials designed to involve and educate parents . . . in the education and development of their young children” (**HRS §302A-410(c), (c)(2))**). Each school must provide early education resources for in-home use to enable parents to provide early education at home (**HRS §302A-410(d)**).

Hawaii Revised Statutes, Volume 5, Chapter 302L, Section 302L-2 (Haw. Rev. Stat. § 302L-2) (enacted 2008) (see also “Hawaii” in the Family Engagement for Non-English as First Language Families Section).

Early learning system; keiki first steps

There is established an early learning system, to be known as keiki first steps, that shall ensure a spectrum of high-quality early learning opportunities for children throughout the State, from birth until the time they enter kindergarten, with priority given to underserved or at-risk children. The early learning system shall be developed and administered by the early learning council to the extent permissible by law. The early learning system shall:

(1) Be widely accessible and voluntary for both those served and program and service providers;

(2) Be a cohesive, comprehensive, and sustainable system in which:

(A) All existing early learning programs and services, whether publicly- or privately-run, which consist of a

variety of early learning approaches, service deliveries, and settings, including center-based programs, family child care programs, family-child interaction learning programs, and home-based instruction programs designed to promote early learning, are coordinated, improved, and expanded;

(B) Public and private resources are maximized; and

(C) The use of public facilities for either publicly- or privately-run early learning programs is maximized;

(3) Provide high-quality early learning experiences with:

(A) Standards-based content and curriculum, and accountability; and

(B) Sufficient numbers of well-qualified educators and administrators who are fairly compensated and have access to continuing professional development;

(4) Offer opportunities for family and community engagement and parent education and support; and

(5) Be sensitive to family choice and cultural diversity.

Hawaii Revised Statutes, Volume 5, Chapter 302L, 302L-4(b)(8) (Haw. Rev. Stat. § 302L-4(b)(8)) (enacted 2008) (see also “Hawaii” in the Family Engagement for Non-English as First Language Families Section).

Keiki first steps grant program; establishment

(a) There is established, as part of the early learning system, the keiki first steps grant program, to be developed by the council and administered by the department of human services. The program shall increase early learning opportunities that meet high standards of quality through the awarding of grants to publicly- or privately-run:

(1) Center-based programs for three- and four-year-old children; and

(2) Family child care programs, family-child interaction learning programs, and other early learning programs and services regardless of the age of children served.

(b) Eligibility criteria for grants. The department of human services may award grants for the keiki first steps grant program based on criteria that shall be developed by the council. The criteria shall include the requirement that early learning programs and services meet certain standards of quality, including:

(1) The implementation of evidence-based and culturally responsive models of service delivery;

(2) The use of evidence-based curricula and methods;

(3) Minimum scheduling requirements, as follows:

(A) For center-based programs: providing services for a full school day and full school year;

(B) For family child care programs: providing services for three hours daily for a full school year;

(C) For family-child interaction learning programs operating in classroom-like settings: providing early learning activities at least twice a week for a full school year, and for a minimum of three hours each day; and

(D) For home-based instruction programs: providing early learning activities for no fewer than thirty weeks within a school year;

(4) Staff-to-child ratios and group size that meet or exceed nationally recommended standards;

(5) The employment of teachers and administrators who meet the qualifications required by the council;

(6) The incorporation of preschool content standards or other early learning guidelines;

(7) The implementation of health and developmental screenings for children;

(8) Opportunities for parent or family engagement and parent education and support; and

(9) Activities for monitoring and data collection to evaluate early learning programs and services and inform best practices.

(c) Training; technical assistance; monitoring. The department of human services may offer technical support to, and shall be responsible for monitoring to ensure the accountability of programs and services within the keiki first steps grant program, according to the standards developed by the council.

Idaho

None.

Illinois

Illinois Compiled Statutes, Chapter 325, Section 30-8 (325 Ill. Comp. Stat. 30/8).

Literacy program.

Sec. 8. Literacy Program. As part of the project, family literacy programs shall be provided for the purpose of addressing the family's need for educational, vocational, and parenting training. The family literacy program shall focus on learning sessions for preschool-aged children and their parents. The children shall receive preschool education while their parents receive education focusing on parenting skills; traditional subjects as reading, language, mathematics, and vocational training.

Illinois Compiled Statutes, Chapter 15, Section 322/15 (15 Ill. Comp. Stat. 322/15).

Grants

Sec. 15. Grants.

(a) The Secretary of State, in consultation with the Literacy Advisory Board created by Section 7.2 of the State Library Act [15 ILCS 320/7.2], is authorized to award grants that develop, expand, or support adult literacy programs in Illinois through community programs administered by education agencies, libraries, volunteer or

community-based organizations, or a coalition of any of those groups.

...

(c) The Secretary of State is authorized to make family literacy grants that will assist in breaking the intergenerational cycle of illiteracy. The grants must involve an adult literacy component and an entity working with children at risk of school failure. Programs will focus on parents or guardians and children involved in reciprocal learning and teaching. In addition to other grants authorized in this subsection, the Secretary of State may make family literacy grants, upon his or her approval of application from entities, for innovative programming in the area of parent and child learning activities. The Secretary of State shall establish criteria for awarding the grants by rule. The Secretary of State may expend appropriations statewide for direct purchases of equipment and services that support families learning together.

Indiana

Indiana Code, Title 20, Article 20, Chapter 35 (Ind. Code 20-20-35-4) (enacted 2007).

Eligibility and selection of providers

Sec. 4. (a) To be eligible for selection as a pilot program grant recipient, an eligible provider must do the following:

(1) Apply to the department for a grant, on forms provided by the department, and include a detailed description of the eligible provider's proposed prekindergarten program. The description must include at least the following information:

(A) An estimate of the number of students likely to participate.

(B) A description of the prekindergarten curriculum that will be instituted by the eligible provider. The prekindergarten curriculum must be consistent with the Foundations to the Indiana Academic Standards for Young Children (or successor standards adopted by the department of education).

(C) A description of how the curriculum of the proposed prekindergarten program aligns with existing programs and standards for students in kindergarten through grade 3.

(D) An estimate of the cost of implementing the prekindergarten program.

(2) Demonstrate a commitment by teachers, parents, and school administrators toward carrying out the proposed prekindergarten program.

(3) Comply with any other requirements set forth by the department.

(b) Subject to section 6 of this chapter, after review of the applications submitted under this section, the department shall do the following:

(1) Select the eligible providers that will participate in the pilot program.

(2) Provide grants to the eligible providers selected to participate in the pilot program.

(c) The education roundtable shall provide recommendations to the department concerning the criteria to be used by the department in selecting the eligible providers that will participate in the pilot program.

(d) The criteria to be used by the department in selecting the eligible providers that will participate in the pilot program must do the following:

(1) Include at least an evaluation of the following:

(A) The information submitted by the eligible provider under subsection (a).

(B) The coordination of the proposed prekindergarten program with local health services and social services.

(2) Take into consideration the requirements of section 6 of this chapter.

Iowa

Code of Iowa, Title VII, Chapter 256A,
Section 256A.4 (Iowa Code § 256A.4).

Family support programs

1. The board of directors of each school district may develop and offer a program which provides outreach and incentives for the voluntary participation of expectant parents and parents of children in the period of life from birth through age five, who reside within district boundaries, in educational family support experiences designed to assist parents in learning about the physical, mental, and emotional development of their children. A board may contract with another school district or public or private nonprofit agency for provision of the approved program or program site.

A family support program shall meet multicultural gender fair guidelines. The program shall encourage parents to be aware of practices that may affect equitable development of children. The program shall include parents in the planning, implementation, and evaluation of the program. A program shall be designed to meet the needs of the residents of the participating district and may use unique approaches to provide for those needs. The goals of a family support program shall include, but are not limited to, the following:

a. Family involvement as a key component of school improvement with an emphasis on communication and active family participation in family support programming.

b. Family participation in the planning and decision-making process for the program and encouragement of long-term parental involvement in their children's education.

c. Meeting the educational and developmental needs of expectant parents and parents of young children.

d. Developmentally appropriate activities for children that include those skills necessary for adaptation to both the home and school environments.

2. The department of education shall develop guidelines for family support programs. Program components may include, but are not limited to, all of the following:

- a. Instruction, techniques, and materials designed to educate parents about the physical, mental, character, and emotional development of children.
- b. Instruction, techniques, and materials designed to enhance the skills of parents in assisting in their children's learning and development.
- c. Assistance to parents about learning experiences for both children and parents.
- d. Activities, such as developmental screenings, designed to detect children's physical, mental, emotional, or behavioral problems that may cause learning problems and referrals to appropriate agencies, authorities, or service providers.
- e. Activities and materials designed to encourage parents' and children's self-esteem and to enhance parenting skills and both parents' and children's appreciation of the benefits of education.
- f. Information on related community resources, programs, or activities.
- g. Role modeling and mentoring techniques for families of children who meet one or more of the criteria established for the definition of at-risk children by the child development coordinating council.

3. Family support programs shall be provided by family support program educators who have completed a minimum of thirty clock hours of an approved family support preservice or in-service training program and meet one of the following requirements:

- a. The family support program educator is licensed in elementary education, early childhood education, early childhood special education, home economics, or consumer and homemaking education, or is licensed or certified in occupational child care services and has demonstrated an ability to work with young children and their parents.

- b. The family support program educator has achieved child development associate recognition in early childhood education, has completed programming in child development and nursing, and has demonstrated an ability to work with young children and their parents.

- c. The family support program educator has completed sixty college credit hours and possesses two years of experience in a program working with young children and their parents.

- d. The family support program educator possesses five years of experience in a program working with young children and their parents.

4. Each district shall maintain a separate account within the district budget for moneys allocated for family support programs. A district may receive moneys from state and federal sources, and may solicit funds from private sources, for deposit into the account.

5. A district shall coordinate a family support program with district special education and vocational education programs and with any related services or programs provided by other state, federal, or private nonprofit agencies.

Kansas

None. However, Kansas Code, Chapter 72, Article 11, Section 72-3604 (Kan. State §72-3604) requires the development of optional parent early education programs.

Kentucky

Kentucky Revised Statutes, Chapter 158, Section 158.360 (Ky. Rev. Stat. § 158.360).

Family literacy services.

(1) The Kentucky Adult Education Program shall provide technical assistance to providers to develop family literacy services. The technical assistance shall be evaluated on a regular basis by contracted evaluators outside the program.

(2) The services shall:

- (a) Provide parents with instruction in basic academic skills, life skills which include parenting skills, and employability skills;
- (b) Provide the children with developmentally appropriate educational activities;
- (c) Provide planned high-quality educational experiences requiring interaction between parents and their children;
- (d) Be of sufficient intensity and duration to help move families to self-sufficiency and break the cycle of under education and poverty; and
- (e) Be designed to reduce duplication with other educational providers to ensure high quality and efficient services.

See also Ky. Rev. Stat. § 158.792 in “Kentucky” of the State Grant and Award Programs for Family Engagement Section.

Louisiana

Louisiana Revised Statutes, Title 17, Section 407 (La. Rev. Stat. § 17:407.2) (enacted 1992) (see also “Louisiana in the Family Engagement Targeting Children and Youth in At-Risk Situations Section).

Louisiana Early Childhood Opportunity Program

The department shall establish the Louisiana Early Childhood Opportunity Program to assist in the development and funding of appropriate early childhood programs for educationally at-risk children ages three to five years. Beginning with the 1992-1993 school year, the department, with the approval of its governing authority, shall award grants or contracts to qualified early childhood programs, including but not limited to Head Start, HIPPIY, Parents as Teachers (PAT), and programs for developmentally disabled and educationally or environmentally at-risk youngsters, selected by the department

in accordance with specified programmatic standards and guidelines to be established by the department with the approval of its governing authority.

Louisiana Revised Statutes, Title 17, Section 14.1 (La. Rev. Stat. § 17:14.1) (enacted 1991).

Family literacy demonstration program.

A. In addition to the powers and duties established by R.S. 17:7, the State Board of Elementary and Secondary Education shall formulate, pilot the use of, and evaluate a family literacy demonstration program to identify effective models of community-based family literacy efforts that provide programs of instruction for preschool children and their parents. The program shall be designed to serve children who will be eligible to enter public school kindergarten pursuant to R.S. 17:151.3 in the following year and who have a parent or other person responsible for the child’s school attendance who does not possess a high school diploma or its equivalent as well as the parents or other persons responsible for such children.

B. The family literacy demonstration program shall include the following:

(1) At least ten demonstration projects at locations determined by criteria established by the State Board of Elementary and Secondary Education in consultation with the office of literacy, the Department of Social Services, and representatives, as selected by the board, from the private sector. There shall be at least one demonstration project in each congressional district of the state, but no more than two such projects in any one congressional district. To the extent possible, each demonstration project shall involve the local public school system, social service providers, other local public and private literacy providers, and other governmental agencies in a cooperative and coordinated effort to plan, fund, and operate the project.

(2) External evaluation of individual demonstration projects to determine effectiveness and impact on program participants in improving family literacy.

C. A demonstration project shall have not less than fifteen nor more than twenty adult participants in addition to the children of such participants and shall have the following components:

(1) Identification and recruitment of eligible participants, including screening and other age and developmentally appropriate activities that are designed to prepare persons for successful program participation.

(2) Instructional programs that promote adult basic academic and vocational skills, that equip parents or other responsible persons to provide the needed support for the education of their children, and that prepare children for successful entry into kindergarten and elementary education programs. Parents or other persons responsible for a child's school attendance that are participating in the program shall be instructed, as needed, in parenting skills, adult education, and vocational skills. Children participating in the program shall receive instruction in developmentally appropriate early childhood education programs approved by the State Board of Elementary and Secondary Education. Parents or other persons responsible for a child's school attendance and their children also shall participate together in structured activities applying skills learned individually in other program activities.

(3) Transportation for program participants.

(4) Food services for program participants.

(5) Other components as determined by the State Board of Elementary and Secondary Education in consultation with the office of literacy, the Department of Social Services, and representatives, as determined by the board, from the private sector.

D. The State Board of Elementary and Secondary Education shall adopt rules necessary to implement the program provided by this Section.

E. The program may be expanded beyond the demonstration program provided in this Section upon appropriation of funds therefor. The State Board of Elementary and Secondary Education shall present a plan to the governor and the legislature for any such expanded program prior to the appropriation of funds therefor.

F. The provisions of this Section shall be implemented only to the extent funds are provided for this purpose from public or private sources.

Louisiana Revised Statutes, Title 17, Section 256 (La. Rev. Stat. § 17:256) (enacted 1991).

Parents as Teachers Grant Program.

A. The Parents as Teachers Grant Program is hereby established as a program within the Department of Education. The statewide grant program shall be coordinated through parish and city school boards. The Department of Education, in cooperation with parish and city school boards, shall establish programs to train parents as teachers.

B. The program shall address the educational needs of targeted parents of children three years of age or less, and shall contain the following elements:

(1) The use of qualified educators who are professionally trained in child development and parenting.

(2) The provision by participating school systems of a course of instruction in child development and parenting, on a voluntary enrollment basis, to targeted parents of children from infancy through age three, especially in their homes and in appropriate community settings, in a cost-effective, accessible, and convenient manner. That course of instruction shall include all of the following:

(a) Timely and practical information and guidance on development in language, cognitive, and social skills.

(b) Instruction in the effective use of community parenting resources, including developmental and medical screening and, as needed, early intervention for children through the first three years of life, contingent on the availability of resources and the level of voluntary parental participation.

(c) Monthly visits to the home of each participating parent, as part of that course of instruction by one or more of the qualified educators administering the course.

(d) Services shall be a priority for and targeted to parents below the age of twenty.

Maine

None.

Maryland

None. However, Maryland Annotated Code, Education, Title 5, Section 217 (MD. Code Ann. Educ. § 5-217) provides some suggestions for parental involvement.

Massachusetts

General Laws of Massachusetts, Chapter 15D, Section 2 (Mass. Gen. Laws ch. 15D, § 2).

Early education and care department; duties

There shall be in the executive office of education a department of early education and care, in this chapter called the department, which shall be the state agency responsible for compliance with early education and care services...The department shall be the state education agency for the purposes of early education and care services under federal law...The department shall...

(r) collect and disseminate information to assist parents in nurturing their children's development and education. This information shall be made widely available in written form and accessible through the department's website, in English and other commonly spoken languages in the commonwealth;

(s) plan for and address the unique needs of families with infants and toddlers, including providing parent education, early literacy services and meaningful opportunities for families not enrolled in early education and care to support their children's development.

Michigan

Michigan Compiled Laws, Chapter 388, Section 1632b (Mich. Comp. Laws § 388.1632b) (enacted 2006).

Allocation of funds for grants for creation of great start community or other community purposes identified by early childhood investment corporation

...

(3) In order to receive funding, each intermediate district applicant shall agree to convene local great start collaboratives to address the availability of the 6 components of a great start system in its communities: physical health, social-emotional health, family supports, basic needs, economic stability and safety, and parenting education and early education and care, to ensure that every child in the community is ready for kindergarten...

Minnesota

Minnesota Statutes Annotated, Title 124D, Section 15 (Minn. State. Ann. § 124D.15), as amd. Minn. Sess. Law Ch. 96 (H.F. 2) (May 16, 2009).

School readiness programs

Subdivision 1. Establishment; purpose. A district or a group of districts may establish a school readiness program for children age three to kindergarten entrance. The purpose of a school readiness program is to prepare children to enter kindergarten.

...

Subd. 3. Program requirements. A school readiness program provider must:

...

(5) involve parents in program planning and decision making;...

Proposed legislation: 2009 Minn. H.F. 2088 (Apr. 23, 2009) does not currently contemplate any change to Subd. 3.

Minnesota Statutes Annotated, title 124D, Section 13 (Minn. State. Ann. § 124D.13)

Subdivision 1. Establishment; purpose. A district that provides a community education program under sections 124D.18 and 124D.19 may establish an early childhood family education program. Two or more districts, each of which provides a community education program, may cooperate to jointly provide an early childhood family education program. The purpose of the early childhood family education program is to provide parenting education to support children's learning and development.

Subd. 2. Program requirements. (a) Early childhood family education programs are programs for children in the period of life from birth to kindergarten, for the parents and other relatives of these children, and for expectant parents. To the extent that funds are insufficient to provide programs for all children, early childhood family education programs should emphasize programming for a child from birth to age three and encourage parents and other relatives to involve four- and five-year-old children in school readiness programs, and other public and nonpublic early learning programs. A district may not limit participation to school district residents. Early childhood family education programs must provide:

- (1) programs to educate parents and other relatives about the physical, mental, and emotional development of children and to enhance the skills of parents and other relatives in providing for their children's learning and development;
- (2) structured learning activities requiring interaction between children and their parents or relatives;
- (3) structured learning activities for children that promote children's development and positive interaction with peers, which are held while parents or relatives attend parent education classes;
- (4) information on related community resources;
- (5) information, materials, and activities that support the safety of children, including prevention of child abuse and neglect; and

(6) a community outreach plan to ensure participation by families who reflect the racial, cultural, and economic diversity of the school district.

The programs must include learning experiences for children, parents, and other relatives that promote children's early literacy skills. The program must not include activities for children that do not require substantial involvement of the children's parents or other relatives. The program must be reviewed periodically to assure the instruction and materials are not racially, culturally, or sexually biased. The programs must encourage parents to be aware of practices that may affect equitable development of children.

(b) For the purposes of this section, "relative" or "relatives" means noncustodial grandparents or other persons related to a child by blood, marriage, adoption, or foster placement, excluding parents.....

Mississippi

Mississippi Code 1972 Annotated, Title 37, Chapter 3, Section 37-21-51 (Miss. Code Ann. § 37-21-51).

"Early Learning Collaborative Act of 2007"; grant applications and administration

...

(2) To ensure that all children have access to quality early childhood education and development services, the Legislature finds and declares the following:

- (a) Parents have the primary duty to educate their young preschool children;
- (b) The State of Mississippi can assist and educate parents in their role as the primary caregivers and educators of young preschool children; and
- (c) There is a need to explore innovative approaches and strategies for aiding parents and families in the education and development of young preschool children.

Missouri

Missouri Revised Statutes, Chapter 161, Section 213 (Mo. Rev. Stat. § 161.213) (enacted 2006).

High-quality early childhood education standards required—rulemaking authority.

161.213. 1. The department of elementary and secondary education shall develop standards for high-quality early childhood education no later than June 30, 2007. The standards shall be applicable to all public school pre-kindergarten programs that receive Title I or Missouri preschool project funds.

2. Such standards shall include, but not be limited to, the following principles:

- (1) Access for all children whose parents or guardians choose to participate;
 - (2) Focus on cognitive, language, physical, and social/emotional development;
 - (3) Assessment of needs of children and their families;
 - (4) Highly qualified and properly certified teachers; and
 - (5) Delivery of comprehensive services supported by strong and accessible technical assistance and professional development.
3. In developing such standards, the department shall involve representatives of the business community, parents as teachers, head start, early childhood start, early childhood special education, Missouri preschool project, first steps, Title I preschools, school district personnel, private providers, and faith-based providers.
4. Unless otherwise prohibited by federal law, public school districts shall not be prohibited from charging tuition and related charges for early childhood education programs.
5. Any rule or portion of a rule, as that term is defined in section 536.010, RSMo, that is created under the authority

delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536, RSMo, and, if applicable, section 536.028, RSMo. This section and chapter 536, RSMo, are non-severable and if any of the powers vested with the general assembly pursuant to chapter 536, RSMo, to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2006, shall be invalid and void.

See also Mo. Rev. Stat. § 167.343 in “Missouri” of the State Grant and Award Programs for Family Engagement Section.

Montana

None.

Nebraska

Revised Statutes of Nebraska, Chapter 79, Sections 79-1101-1103 (Neb. Rev. Stat. §§ 79-1101-1103) (enacted 1990 and subsequently amended), 79-1902 (Neb. Rev. Stat. § 79-1902) (enacted 2002 and amended 2006) and 79-2114 (Neb. Rev. Stat. § 79-2114) (enacted 2007).

Summary: NC §§ 79-1101 through 1103 The Nebraska Legislature finds and declares that “the key ingredient in an effective early childhood education program is a strong family development and support component because the role of the parent is of critical importance” (NC § 79-1101(1)(c)). The State Board of Education is then directed to set up Early Childhood Training Centers, which train people to provide “education and development activities for infants and young children and their parents” and to “support the development of parent education programs in local communities (NC § 79-1102).

A grant program supports early childhood education. To receive a grant, program proposals must include, among other things, “a strong family development and support component recognizing the central role of parents

in their children's development" and "well-defined language development and early literacy emphasis, including the involvement of parents in family literacy activities" (NC § 79-11-3(2)(k), (s)).

The State Department of Education also must develop a series of packets entitled "Learning Begins at Birth," with information on, among other things, how children learn. Packets are tailored to the needs of parents of infants, the parents of toddlers, and the parents of preschoolers (NC § 79-1902).

School districts may set up elementary learning centers that may include, among other things, "literacy centers for providing intensive assistance to elementary-age children and their parents to work on reading skills outside of the school day" (NC § 79-2114(b)).

Nevada

None.

New Hampshire

None.

New Jersey

None.

New Mexico

None.

New York

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 273 (N.Y. Educ. Law § 273).

Summary: The Commissioner for Education shall award annual grants for approved expenses for library-based family literacy programs for pre-school and school age children and their parents.

See also N.Y. Educ. Law § 612 in "New York" of the Family Engagement Targeting Children and Youth in At-Risk Situations Section.

North Carolina

General Statutes of North Carolina, Chapter 115C, Article 8B, Sections 27(b)(1a) (N.C. Gen. Stat. § 115C-105.27(b)(1a)) (enacted 1989 and subsequently amended).

Summary: School improvement plans must include a plan for preparing students to read at grade level by the time they enter grade school. As part of the plan, kindergarten and first grade teachers must notify parents if their child is not reading at grade level, and may include parents in a strategy to help students improve their reading (NCGS § 115C-105.27(b)(1a)).

General Statutes of North Carolina, Chapter 115C, Article 8, Section 81.2(a)-(b) (N.C. Gen. Stat. § 115C-81.2(a)-(b)) (enacted 1995 and amended 1997).

Summary: Parents of students must be actively involved in the development of a comprehensive plan to improve reading achievement in the public schools (NCGS § 115C-81.2(a)). Parents must also participate in the evaluation and revision of the standard course of study related to reading instruction (NCGS § 115C-81.2(b)).

North Dakota

None.

Ohio

None.

Oklahoma

Oklahoma Statutes, Title 70, Section 70-1210.508 (Okla. Stat. tit. 70, §70-1210.508C) (enacted 1997 and subsequently amended).

Summary: Each school must adopt, implement and annually update a district reading sufficiency plan that has input from, among others, parents (OS §70-1210.508C(F)(1)). A parent of a student not reading at grade level must also be involved in the development of a program of reading instruction for that student (OS §70-1210.508C(F)(2)). If a third-grade student is not reading at grade level as determined by reading assessments, a new program of reading instruction shall be developed, which may include a plan to retain the student in third grade. The parent of the student must be included in the retention consideration (OS §70-1210.508C(G)).

Oklahoma Statutes, Title 70, Section 70-1210.508(A)-(B) (Okla. Stat. tit. 70, §70-1210.508E(A)-(B) (enacted 1999 and subsequently amended).

Summary: A teacher who determines that a third-grade student is not reading at grade level must inform the parent of the child (OS §70-1210.508E(A)). The teacher, after consultation with the parent, may recommend that promotion to fourth grade be contingent upon participation in and successful completion of a program to acquire the required reading competencies (OS §70-1210.508E(B)).

Oregon

Oregon Revised Statutes, Volume 9, Chapter 329, Section 329.834(3)(d)(D) (Or. Rev. Stat. § 30-329.834(3)(d)(D)) (enacted 2001).

Summary: One of the goals of this initiative is to enable administrators and teachers to collect, interpret and use data about how students learn to read to “[p]rovide structured interaction with parents” (ORS 30-329.834(3)(d)

(D)). The initiative also involves the University of Oregon to support, among others, parents in helping their children learn to read (ORS 30-329.834(3)(e)).

Pennsylvania

None.

Rhode Island

None.

South Carolina

Code of Laws of South Carolina 1979 Annotated, Title 59, Chapter 1, Section 450 (S.C. Code § 59-1-450) (see also “South Carolina” in the Family Engagement Targeting Children and Youth in At-Risk Situations Section).

Parent education programs

The State Board of Education, through the Department of Education and in consultation with the Education Oversight Committee, shall promulgate regulations for establishing parenting/family literacy programs to support parents in their role as the principal teachers of their preschool children. The programs must provide parent education to parents and guardians who have children ages birth through five years and who choose to participate in the programs and must include intensive and special efforts to recruit parents or guardians whose children are at risk for school failure. The program or programs also should include developmental screening for children and offer parents of children from birth through five years opportunities to improve their education if the parents do not possess a high school diploma or equivalent certificate.

The State Board of Education, through the Department of Education and after consultation with the Education Oversight Committee, shall promulgate regulations to implement parenting/family literacy programs in all school districts or consortia of school districts. Pri-

ority must be given to serving those parents whose children are considered at risk for school failure according to criteria established by the State Board of Education. From funds appropriated for the programs, an adequate number of those parenting programs funded under the Target 2000 Act shall receive priority in funding for fiscal years 1993-94 and 1994-95 and must be funded at no less than the level received in fiscal year 1992-93 contingent upon their agreeing to provide technical assistance to other districts and schools planning and implementing parenting/family literacy programs in concert with the Department of Education's technical assistance process required in this chapter. Only those projects whose evaluations show them to be most effective may be selected based on criteria developed by the State Department of Education in consultation with the Education Oversight Committee.

Beginning in fiscal year 1995-96 for districts with Target 2000 Act parenting programs and in fiscal year 1993-94 for all other school districts and district consortia, funding must be allocated to districts and consortia serving more than two thousand pupils on a base amount of not less than forty thousand dollars with any additional appropriation to be distributed based on the number of free and reduced-price lunch-eligible students in grades one through three in a district or consortium relative to the total free and reduced-price lunch-eligible students in grades one through three in the State. The programs developed in each district and consortium may draw upon lessons learned from parenting programs funded under this section.

The State Board of Education, through the Department of Education, in developing the regulations for this program shall consult with representatives of the Department of Health and Environmental Control, Department of Social Services, the South Carolina State Library, and Health and Human Services Finance Commission, and with adult education and early childhood specialists. In developing the regulations, the State Board and State Department of Education shall consider the guidelines developed for the Target 2000 Act parenting programs and any available evaluation data.

By December, 1993, the chairman of the Human Services Coordinating Council shall convene a committee

consisting of supervisors of programs dealing with early childhood and parenting from the Department of Education, Department of Health and Environmental Control, the Department of Social Services, the South Carolina State Library, and the Health and Human Services Finance Commission; at least one representative from each of these agencies who administer these programs at the county and district level; and adult education and early childhood specialists. The Executive Director of the Finance Commission shall chair this committee. By July 1, 1994, this committee shall report to the Education Oversight Committee and the Joint Committee on Children ways to better coordinate programs for parenting and literacy and recommend changes to each agency's state regulations or provisions of law which would better promote coordination of programs. The Department of Health and Environmental Control, the Department of Social Services, and the Health and Human Services Finance Commission shall direct their employees at the county and district levels to cooperate with school district officials in establishing parenting/family literacy programs.

**Code of Laws of South Carolina 1979
Annotated, Title 59, Chapter 139, Section
10(A) and (C) (S.C. Code § 59-139-10(A), (C)).**

Early childhood development initiative

(A) The State Board of Education, through the Department of Education and in consultation with the Education Oversight Committee, shall develop and implement regulations requiring that beginning in school year 1993-94 and by school year 1994-95, each school district, in coordination with its schools, and each school in the district shall design a comprehensive, long-range plan with annual updates to carry out the purposes of this chapter. To that end, the plans shall:

(1) establish an early childhood initiative which integrates the planning and direction of the half-day program for four-year-olds established in Section 59-5-65, the parenting program established in Section 59-1-450, the early childhood assistance program established in Section 59-139-20, school practices in kindergarten through grade

three, and any other federal, state, or district programs for preschool children in the district in order to better focus on the needs of this student population;

(2) develop an academic assistance initiative to support students with academic difficulties in grades four through twelve so they are able to progress academically and move through school with their peers; and

(3) provide staff training, upon appropriation of funds by the General Assembly for this purpose, to prepare and train teachers and administrators in the teaching techniques and strategies needed to implement the district and school plan.

(C) The design for the early child development initiative must include:

(1) the formation and implementation of the parenting/family literacy component which addresses, but is not limited to, collaboration in each district with health and human service agencies, and adult education programs, as well as the other components of the early child development initiative;

(2) the development and implementation of a developmentally appropriate curriculum from early childhood education through grade three. Options available to districts and schools in designing the early childhood assistance component include:

(a) expanded kindergarten day;

(b) reduction in kindergarten pupil-teacher ratio;

(c) floating teachers in grades one through three assigned to work with students with academic difficulties;

(d) multiage grouping for four and five-year-olds;

(e) multiage grouping in the primary grades;

(f) extended day and/or weekend programs, or summer programs;

(g) additional slots in the half-day program for four-year-olds, and programs for three-year-olds; and

(h) alternatives to the listed options; and

(3) the establishment of activities for assisting children and their parents with the transitions between the various levels of schooling and phases of education...

Code of Laws of South Carolina 1979 Annotated, Title 59, Chapter 152, Section 30 (S.C. Code § 59-152-30).

Goals

The goals for South Carolina First Steps to School Readiness are to:

(1) provide parents with access to the support they might seek and want to strengthen their families and to promote the optimal development of their preschool children;

(2) increase comprehensive services so children have reduced risk for major physical, developmental, and learning problems;

(3) promote high quality preschool programs that provide a healthy environment that will promote normal growth and development;

(4) provide services so all children receive the protection, nutrition, and health care needed to thrive in the early years of life so they arrive at school ready to learn; and

(5) mobilize communities to focus efforts on providing enhanced services to support families and their young children so as to enable every child to reach school healthy and ready to learn.

South Dakota

None.

Tennessee

Summary: There is a statewide voluntary pre-K grant program.¹¹ There is also a special program called “Even Start” that focuses on improving literacy of both children and parents in families at or below the federal poverty guidelines.¹²

Texas

Vernon’s Texas Statutes and Codes Annotated, Texas Educ. Code Annotated, Title 2, Chapter 28, Sections 28.006(g) and 28.0211(c), (d) (Tex. Educ. Code Ann. §§ 28.006(g) and 28.0211(c), (d)) (enacted 1999, amended 2007).

Summary: The goal of the Texas Reading Initiative (TRI) is to enable all students to read at grade level or higher by the end of the 3rd grade and continue to read at grade level or higher throughout their schooling. TRI stresses parental involvement and distributes a parent’s guide on reading, which includes activities parents can use at home to help their children learn to read. TRI established a hotline for parents to call for more reading information.

A school district shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form, content, and timing of that program. The admission, review, and dismissal committee of a student who participates in a district’s special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on a reading instrument under this section shall determine the manner in which the student will participate in an accelerated reading instruction program under this subsection. (Tex. Educ. Code Ann. § 28.006(g)) (enacted 1997, amended 1999, 2006 & 2007)

Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or the principal’s designee, the student’s parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee. An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher. In addition to providing accelerated instruction to a student under Subsection (c), the district shall notify the student’s parent or guardian of: (1) the student’s failure to perform satisfactorily on the assessment instrument; (2) the accelerated instruction program to which the student is assigned; and (3) the possibility that the student might be retained at the same grade level for the next school year. (Tex. Educ. Code Ann. § 28.0211(c), (d)) (enacted 1999, amended 2007)

Utah

See Utah Code Ann. §§ 53A-1-606.5(3)(a) and 3(d)(ii)(D) in “Utah” of the Family Engagement Laws and Policies Section.

¹¹ See <http://www.tennessee.gov/governor/prek>. ¹² See <http://www.tennessee.gov/education/evenstart/index.shtml>.

Vermont

Vermont Statutes Annotated, Title 16 of the Vermont Code, Education, §2903(c) (Vt. Stat. Ann. tit. 16, § 2903(c)), as amd. Vt. Laws No. 44 (H.F. 427) (2009) (see also “Vermont” in the Family Engagement for Non-English as First Language Families Section).

Preventing early school failure; reading instruction

...

(c) Reading instruction. A public school that offers instruction in grades one, two, or three shall provide highly effective, research-based reading instruction to all student. In addition, a school shall provide:

(1) Supplemental reading instruction to any enrolled student in grade four whose reading proficiency falls below third grade reading expectations, as defined under subdivision 164(9) of this title.

(2) Supplemental reading instruction to any enrolled student in grades 5-12 whose reading proficiency creates a barrier to the student’s success in school.

(3) Support and information to parents and legal guardians.

Virginia

None.

Washington

None.

West Virginia

None.

Wisconsin

None.

Wyoming

None.

Family Engagement Targeting Children and Youth in High-Risk Situations

Background

Well-designed family engagement policies unite families and schools in a partnership on behalf of students who are at risk of academic failure. A partnership between these students' families and schools may create a network of support for students that increases their likelihood of academic success. Often when a student is struggling in school, the family is struggling as well. Not only do strong school-home partnerships allow schools to provide guidance and support to families, but they also create opportunities for families to provide insight to educators and implement home and school-based interventions to help students thrive in school. Meaningful family engagement is essential to closing the achievement gap and reducing chronic absenteeism, truancy, and drop-out rates.¹³ Below is an analysis of select state laws intended to accomplish this important task, that are again limited to those that directly address family engagement.

Key Facts

- Thirty-one states have programming that targets youth at risk of academic failure: AL, CA, CO, DE, FL, HI, ID, IL, IN, KS, KY, LA, ME, MI, MO, NE, NV, NM, NY, NC, OK, OR, RI, SC, SD, TX, UT, VT, VA, WI and WY.
- Twenty jurisdictions lack specific legislation regarding students at risk of academic failure: AK, AZ, AR, CT, DC, GA, IA, MD, MA, MN, MS, MT, NH, NJ, ND, OH, PA, TN, WA and WV.

- At least two states mandate interagency collaboration to meet the needs of students at risk of academic failure: DE and UT.

Analysis

The majority of states have laws that provide for programming focused on youth who are at risk of academic failure. Few states, however, have adopted legislation that ensures assistance or supports to those students in high-risk situations, beginning in early childhood and continuing through high school graduation. Importantly, a minimal number of states focus on family engagement, and more specifically, family-focused interventions.

Interagency Collaboration to support Youth who in High-Risk Situations

At least two states create interagency support agreements to help students at risk of academic failure. The **Delaware** legislature established the 'Family Services Cabinet Council' (Council) to administer programming for youth in high-risk situations. The Council must work in partnership with the SEA and the Department of Services for Children, Youth, and their Families. Together, they are tasked with providing supports and services to vulnerable students. The law further mandates that the Council issue funding to local school districts in conjunction with the services to promote integrated programming that includes family and community engagement. Delaware law also specifically requires school districts to develop an integrated plan to resolve challenges faced by youth in high-risk situations.

The **Utah** legislature enacted the 'Families, Agencies, and Communities Together for Children and Youth At Risk Act.' This law mandates that agencies collaborate with each other, families, and community organizations on behalf children and youth in high-risk situations. Along with parents and community-based organizations, the following agencies are mandated to participate: the Department of Human Services, the State Office of

¹³ Ferguson, C., Ramos, M., Rudo, Z., and Wood, L. (June 16, 2008). The School Family Connection: Looking at the Larger Picture: a Review of Current Literature. National Center for Family and Community Connections with Schools. SEDL. p. 2.

Education, the Department of Health, the Office of the Court Administrator, and the Department of Workforce Services. They are required to collaborate to create and implement an integrated system of support for both children and families who are in high-risk situations. In addition to the agency agreements, the law requires the active involvement of the family of youth served by the programs. It further requires research on effective delivery systems and the collection of data to establish a statewide system.

Early Childhood-Focused and Academic Approaches to Success

Several states identify and target youth at risk of academic failure by focusing on students who fail to reach reading benchmarks by the third grade, with less focus on these students as they grow older. For example, **Vermont** identifies and addresses these students through an assessment of their early reading skills. This state's law requires reading skills instruction for students who fail reading proficiency tests and the provision of support information to family members. **Florida** law authorizes school readiness programs and early learning coalitions to reach children in high-risk situations in early childhood. This law also creates the 'Agency of Workforce Innovation' to collaborate with the early learning coalitions and provide training and other opportunities for families to become involved in the education of their children.

Under **Illinois** law, grants are available to local school districts to establish programs serving infants, toddlers, and their families in high-risk situations. **Virginia** provides grants to fund early intervention programs for preschool and kindergarten age children, which broadly require parental participation as one of the services. **Indiana** law mandates pilot programs that focus on students in high-risk situations, especially early childhood parental involvement, preschool, and latch key programs.

Certain jurisdictions focus primarily on academic interventions. Both North Carolina and Texas, for example, require personal education plans for youth who are at risk of academic failure. Under **North Carolina** law, parents must be included in both the implementation and review of their child's personal education plan.

If a student is placed in an alternative learning program, the law requires schools to encourage families to share information about their child's needs. The **Texas** legislature mandates 'Personal Graduation Plans' for all middle and high school students at risk of not graduating from high school. Family engagement is required in the development of the education plans, which the school district requires once a student fails to meet an assessment benchmark or is identified in need of a plan by the school district.

New Mexico law provides for family engagement along with academic interventions if a student falls below certain academic proficiency benchmarks. This law requires schools to notify parents of the student's academic challenges and hold meetings to develop intervention strategies to help the student improve his or her performance. **Vermont** law mandates the availability of special services, including parental involvement, for students at risk of academic failure. This state's students are identified as at risk of academic failure upon exhibiting a discrepancy between their academic performance and results on intelligence tests. In contrast, **California** law requires schools to notify families if their children are on the verge of being retained. The law also provides parents with an opportunity to discuss the possibility of the student's retention with the educator(s) responsible for the decision.

Innovative Programming

Among the many variations of legislative approaches to students at risk of academic failure are programs and innovations dedicated to helping these youth succeed. For example, the **North Carolina** legislature authorizes schools to create innovative high school programs for students in high-risk situations. These programs may be cooperative ventures between high schools and colleges. Some of the program elements on which schools are directed to focus include family engagement, reliable counseling, and parent conferences.

New York law requires the establishment of a grant program to fund the provision of services to students who are at risk of dropping out of school. Grant applications are required to facilitate family engagement. Applicants are granted funding based on a number of factors, including

the proposed level of cooperation with school districts and community-based organizations. The grants are also assessed on whether they will ensure continuity of services to the students through their high school graduation. **Missouri** law provides for grants to assist students at risk of academic failure through the provision of support services. The statute further requires all those seeking funding to provide programs under this grant that include parents as counselors.

Under **Alabama** law, each school and school board must create programs to assist students who perform below grade level, prioritizing those students who are well below grade level. Of note is Alabama's unique authorization of funds for interventions in these circumstances. The law allows schools to allocate at least \$100 per student who is at risk of academic failure. These funds can be used for several purposes, including encouraging greater parental involvement. **Wisconsin** law requires local school boards to enroll students in danger of failing academically in a specialized program at the request of their families. Furthermore, if there are numerous programs available for which the student qualifies, the school board must defer to the parents' request.

The **Nebraska** legislature focuses on students in low-income communities. This state requires school districts with high concentrations of students living in poverty to develop plans to address family engagement. Specifically, the law directs schools to address low-income parents and create opportunities for their involvement at the school and district level. **South Carolina** mandates that a school or a school district that receives an academic performance rating of 'at-risk' hold a parent orientation class each year. Attendance by families of students enrolled in these schools is mandatory. In addition, family literacy programs in South Carolina are to include a focus on the families of children who are in high-risk situations.

School Discipline and Drop-Out Prevention

The **Colorado** legislature put forth a set of laws addressing students at risk of academic failure. The laws require school districts to provide support services to students who are at risk of being either suspended or ex-

pelled from school and to involve their families in their approach. The laws encourage schools to involve the families in order to re-engage the youth in school and prevent further disconnection. If expulsion is unavoidable, schools must provide support to those students. The legislature also recognizes that parental involvement is of critical importance to students who fail to thrive in the public education system.

Under **Nevada** law, if a student is removed from class, school administrators must convene a meeting with the family and the teacher who removed the student. Furthermore, schools are required to develop behavior plans before suspending or expelling a student who demonstrates a 'habitual disciplinary problem.' These behavior plans must be developed to provide interventions to help the student and allow for the parents to attend school with the student, attend family counseling, or implement other available alternatives. The **Virginia** legislature also funds pilot programs for elementary and middle school students who are having behavioral issues in school. Family involvement is included among the mandated approaches to resolving student misbehavior.

Under **Rhode Island** law, a program was established to prevent students from dropping out of school. The statute specifies interventions that include communicating with the family, particularly with respect to available afterschool programs and academic supports. **Michigan** requires schools to provide special assistance to students who are at risk of dropping out of school. At a minimum, assistance should involve meetings with the students, parents, and educators, as well as the provision of educational services. **Maine** law requires each school to establish a drop-out prevention committee, on which a parent must serve.

Several jurisdictions allow students who are failing in the traditional education system to become exempt from compulsory attendance. These include **Hawaii**, **Kansas**, **Wisconsin**, **Oklahoma**, **Maine**, and **Kentucky**. For example, Hawaii law allows students with repeated behavior or attendance problems to be released from mandatory attendance. These students and their families must create an alternative education plan that includes returning to school as an option. **Kansas** allows students

who are sixteen years or older to drop out of school after attending a counseling session along with the family in which long-term consequences are discussed.

In contrast, **Wisconsin** law explicitly provides an alternative pathway for students to achieve educational goals. Students sixteen years or older who are at risk of academic failure are permitted to attend a technical college instead of high school, as long as their families support their decision. Before such measures are allowed, the student, his or her family, and school administrators must enter a written agreement identifying the student's educational plan and the services which are to be provided. **Kentucky** law requires school districts to develop an educational plan for students who withdraw from school within three months of having dis-enrolled. The plan may include an alternative education or GED program. Should the student fail to re-enroll, schools are required to try at least once more to enroll the student during the next academic year immediately following the withdrawal.

Noteworthy Statutes

Utah's approach to assisting families in high-risk situations is striking. The legislature enacted the 'Families, Agencies, and Communities Together for Children and Youth At Risk Act,' which requires collaboration among state agencies, families, and community-based organizations. All are encouraged to work in *partnership* to build and implement comprehensive services and a system of support for both children and families who are in high-risk situations. Included in this initiative are parents, community-based organizations, and the Department of Human Services, the State Office of Education, the Department of Health, the Office of the Court Administrator, and the Department of Workforce Service. The law further requires the involvement of the family of youth served by the programs. Also included are assurances for research and data-collection on effectiveness and approaches to building a statewide system.

Interestingly, **Maine** law is unique in its requirement for each school to establish a 'dropout prevention committee.' Each such committee must include a student, a parent, educators and administrators. Remarkably, each committee must also include a student who has dropped out of school.

Colorado's approach to school discipline is note-

worthy. The Colorado legislature requires school districts to provide support services to students who are at risk of being either suspended or expelled from school. The law mandates these interventions involve their families in their approach. The law further encourages schools to involve the family of students at risk of suspension or expulsion so as to reduce the likelihood of these incidents. If expulsion is unavoidable, schools are encouraged to provide support to students who are expelled. The legislature also recognizes that parental involvement is of critical importance to students who fail to thrive in the public education system.

Wisconsin law requires schools to enroll student in an at-risk program, if requested by parents. It requires local school boards to enroll students at risk of academic failure in a specialized program at the request of their families. School boards must also defer to a family's request for a specific program if there are multiple programs available to youth in high-risk situations.

The **North Carolina** legislature authorizes the creation of innovative high school programs that target youth in high-risk situations. These programs may be collaboratively designed with colleges. In addition, these programs must focus on family involvement and provide support for families on academic decision-making and counseling to assist students at risk of academic failure.

Recommendations

- Establish a clear legislative definition of 'students at risk of academic failure' in order to identify students and trigger appropriate assistance and interventions to meet their needs.
- Enact legislation that requires family-focused, strength-based interventions and supports for students at risk of academic failure.
- Create legislation and appropriate funding for a continuum of services that addresses the needs of children and youth in high-risk situations, from early childhood through higher education and/or workforce development. Interventions for students should not end at early childhood, but instead extend into middle and high school to support families during critical academic and social transitions.

- Encourage legislation that calls for interagency collaboration among public agencies.
- Include provisions ensuring access to pathways to education and/or high-demand workforce development opportunities in all legislation that allows for students to become exempt from compulsory education.
- Provide funding and support for the development, monitoring, and evaluation of programs for youth in high-risk situations that have strong family engagement components.

List of Statutes by State

Alabama

Code of Alabama, 1975, Title 16, Chapter 6B, Section 16-6B-3(a) (Ala. Code § 16-6B-3) (see also “Alabama” in the State Grant and Award Programs for Family Engagement Section).

Summary: Each school and school board must develop assistance programs for students performing below state standards, with a priority placed on students performing one or more grades below state norms. Funds of at least \$100 per student may be expended for a variety of purposes, including programs encouraging the parental involvement of parents of at-risk students.

Assistance programs.

(a) Student strategy. The superintendent of the local board of education along with the staff of each school shall develop an assistance program at each school for at-risk students performing below the standards set by the State Board of Education. The standards shall include the results of the required assessment program adopted by the State Board of Education with emphasis on stu-

dents who are found to be at one or more grade levels below the prescribed norm. The local board of education shall budget at least one hundred dollars (\$100) per student so identified to be expended on tutorial assistance programs including, but not limited to, after-school, Saturday school, or summer school, or any combination of these programs. These funds may be budgeted from state or federal funds. However, federal funds already budgeted for at-risk students may not be counted toward the minimum one hundred dollars (\$100) requirement set aside to be expended for at-risk students as defined in this chapter. In addition, these funds may be expended for any of the following purposes:

- (1) Programs to encourage at-risk five-year olds to attend an approved preschool program.
- (2) Programs to identify at-risk students in the first grade.
- (3) Programs to ensure strict enforcement of truancy laws.
- (4) Programs to create alternative or disciplinary schools in which children who consistently exhibit behaviors or patterns of behaviors that interfere with the learning environment of other students would be placed and would be provided counseling and instruction in basic skills.
- (5) Programs to encourage parental involvement of parents of at-risk children.
- (6) Programs to encourage literacy of parents of at-risk children.

Alaska

None.

Arizona

None.

Arkansas

None.

California

California Education Code, Section 48070.5(e)
(Cal. Educ. Code § 48070.5(e)) (enacted 1998).

Promotion or retention of pupils; creation of policy

...

(e) The policy shall provide for parental notification when a pupil is identified as being at risk of retention. This notice shall be provided as early in the school year as practicable. The policy shall provide a pupil's parent or guardian the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the pupil...

Colorado

Colorado Revised Statutes, Title 22, Article 33,
Section 202 (Colo. Rev. Stat. § 22-33-202).

Summary: School districts shall provide students at risk of suspension or expulsion a plan to provide the student with support services in order to avoid suspension or expulsion. The school district shall work with the parents to provide the services.

Identification of at-risk students

(1) Each school district shall adopt policies to identify students who are at risk of suspension or expulsion from school. Students identified may include those who are truant, who have been or are likely to be declared habitually truant, or who are likely to be declared habitually disruptive. The school district shall provide students who are identified as at risk of suspension or expulsion with a plan to provide the necessary support services to help them avoid expulsion. The school district shall work with the student's parent or guardian in providing the services and may provide the services through agreements with appropriate local governmental agencies, appropriate state agencies, community-based orga-

nizations, and institutions of higher education entered into pursuant to section 22-33-204. The failure of the school district to identify a student for participation in an expulsion-prevention program or the failure of such program to remediate a student's behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures or used in any way as a defense in an expulsion proceeding.

(2) Each school district may provide educational services to students who are identified as at risk of suspension or expulsion from school. Any school district that provides educational services to students who are at risk of suspension or expulsion may apply for moneys through the expelled and at-risk student services grant program established in section 22-33-205 to assist in providing such educational services.

Colorado Revised Statutes, Title 22, Article 33,
Section 201 (Colo. Rev. Stat. § 22-33-201).

Summary: School districts should work with parents to help at risk students avoid expulsion, and to support students who are unable to avoid mandatory expulsion.

Legislative Declaration

The general assembly hereby finds that except when a student's behavior would cause imminent harm to others in the school or when an incident requires automatic expulsion as defined by state law or a school's conduct and discipline code, expulsion should be the last step taken after several attempts to deal with a student who has discipline problems. The general assembly further finds that school districts should work with the student's parent or guardian and with state agencies and community-based nonprofit organizations to develop alternatives to help students who are at risk of expulsion before expulsion becomes a necessary step and to support students who are unable to avoid mandatory expulsion.+

Colorado Revised Statutes, Title 22, Article 52, Section 101 (Colo. Rev. Stat. § 22-52-101).

Legislative Declaration

The general assembly hereby declares that the problem of children who do not succeed in the educational system is of grave concern. It is the intent of the general assembly that this article give these children a second chance by providing a variety of educational opportunities for such children, opportunities for educators to use their skills, talent, and creativity, and increased parental involvement in the education process.

Code of Colorado Regulations, Department of Education, Colorado State Board of Education, 1 CCR 301-30, "(RULES FOR THE) ADMINISTRATION OF THE SECOND CHANCE PILOT PROGRAM", Sub-Document 2252-R (1 CCR 301-30 Sub-Document 2252-R 2.03(5)).

2.03 Eligible schools and districts may apply to the Colorado Department of Education for participation in the Second Chance Program. The applications shall contain the following:

2.03 (5) A description of how parental involvement is attained.

Connecticut

None.

Delaware

Delaware Code, Title 14, Chapter 16, Section 1605A (14 Del. Code § 1605A) (Enacted 1995, amended 1997).

Prevention Component

The Family Services Cabinet Council (Council), with the Department of Education and the Department of Services for Children, Youth and Their Families acting as lead agencies, shall administer a program to offer prevention-related student support services (prevention services)

to students to prevent them from becoming discipline problems and from failing academically in our schools. Within the limits of appropriations made for this purpose, the Council shall provide rules and regulations for the award of prevention grants and the conduct of prevention programs authorized under this section, subject to the following limitations:

...

(1) The Council shall issue prevention funding to local school districts proposing to establish an integrated plan to deliver prevention services including, but not limited to...outreach programs to promote parental, family and community involvement in students' academic studies and in reducing and resolving school discipline problems....

District of Columbia

None.

Florida

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 411, Section 411.01 (Fla. Stat. 411.01) (enacted 1999).

Summary: This statute reflects "the intent of the Legislature that the programs be developmentally appropriate, research-based, involve parents as their child's first teacher, serve as preventive measures for children at risk of future school failure, enhance the educational readiness of eligible children, and support family education. Each school readiness program shall provide the elements necessary to prepare at-risk children for school, including health screening and referral and an appropriate educational program." This statute also creates the Agency for Workforce Innovation, which "shall work with the early learning coalitions to increase parents' training for and involvement in their children's pre-school education and to provide family literacy activities and programs."

School readiness programs; early learning coalitions

(1) Short title.—This section may be cited as the “ School Readiness Act.”

(2) Legislative intent.—

(a) The Legislature recognizes that school readiness programs increase children’s chances of achieving future educational success and becoming productive members of society. It is the intent of the Legislature that the programs be developmentally appropriate, research-based, involve parents as their child’s first teacher, serve as preventive measures for children at risk of future school failure, enhance the educational readiness of eligible children, and support family education. Each school readiness program shall provide the elements necessary to prepare at-risk children for school, including health screening and referral and an appropriate educational program.

...

(4) Agency for workforce innovation.—

(a) The Agency for Workforce Innovation shall administer school readiness programs at the state level and shall coordinate the early learning coalitions in providing school readiness services on a full-day, full-year, full-choice basis to the extent possible in order to enable parents to work and be financially self-sufficient.

(b) The Agency for Workforce Innovation shall:

1. Coordinate the birth-to-kindergarten services for children who are eligible under subsection (6) and the programmatic, administrative, and fiscal standards under this section for all public providers of school readiness programs.
2. Continue to provide unified leadership for school readiness through early learning coalitions.
3. Focus on improving the educational quality of all publicly funded school readiness programs.

(c) For purposes of administration of the federal Child Care and Development Fund, 45 C.F.R. parts 98 and 99, the Agency for Workforce Innovation may be designated

by the Governor as the lead agency and, if so designated, shall comply with the lead agency responsibilities under federal law.

(d) The Agency for Workforce Innovation shall:

1. Be responsible for the prudent use of all public and private funds in accordance with all legal and contractual requirements.
2. Provide final approval and periodic review of early learning coalitions and school readiness plans.
3. Provide leadership for the enhancement of school readiness in this state by aggressively establishing a unified approach to the state’s efforts toward enhancement of school readiness. In support of this effort, the Agency for Workforce Innovation may develop and implement specific strategies that address the state’s school readiness programs.
4. Safeguard the effective use of federal, state, local, and private resources to achieve the highest possible level of school readiness for the children in this state.
5. Provide technical assistance to early learning coalitions.
6. Assess gaps in service.
7. Provide technical assistance to counties that form a multicounty region served by an early learning coalition.
8. Develop and adopt performance standards and outcome measures for school readiness programs. The performance standards must address the age-appropriate progress of children in the development of the school readiness skills required under paragraph (j). The performance standards for children from birth to 3 years of age in school readiness programs must be integrated with the performance standards adopted by the Department of Education for children in the Voluntary Prekindergarten Education Program under .

(e) The Agency for Workforce Innovation may adopt rules under and to administer the provisions of law conferring duties upon the agency, including, but not limited to, rules governing the preparation and implemen-

tation of the school readiness system, the collection of data, the approval of early learning coalitions and school readiness plans, the provision of a method whereby an early learning coalition may serve two or more counties, the award of incentives to early learning coalitions, and the issuance of waivers.

(f) The Agency for Workforce Innovation shall have all powers necessary to administer this section, including, but not limited to, the power to receive and accept grants, loans, or advances of funds from any public or private agency and to receive and accept from any source contributions of money, property, labor, or any other thing of value, to be held, used, and applied for purposes of this section.

(g) Except as provided by law, the Agency for Workforce Innovation may not impose requirements on a child care or early childhood education provider that does not deliver services under a school readiness program or receive state or federal funds under this section.

(h) The Agency for Workforce Innovation shall have a budget for the school readiness system, which shall be financed through an annual appropriation made for purposes of this section in the General Appropriations Act.

(i) The Agency for Workforce Innovation shall coordinate the efforts toward school readiness in this state and provide independent policy analyses and recommendations to the Governor, the State Board of Education, and the Legislature.

(j) The Agency for Workforce Innovation shall require that each early learning coalition's school readiness program must, at a minimum, enhance the age-appropriate progress of each child in the development of the following school readiness skills:

1. Compliance with rules, limitations, and routines.
2. Ability to perform tasks.
3. Interactions with adults.
4. Interactions with peers.
5. Ability to cope with challenges.

6. Self-help skills.
7. Ability to express the child's needs.
8. Verbal communication skills.
9. Problem-solving skills.
10. Following of verbal directions.
11. Demonstration of curiosity, persistence, and exploratory behavior.
12. Interest in books and other printed materials.
13. Paying attention to stories.
14. Participation in art and music activities.
15. Ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

The Agency for Workforce Innovation shall also require that, before a child is enrolled in an early learning coalition's school readiness program, the coalition must ensure that information is obtained by the coalition or the school readiness provider regarding the child's immunizations, physical development, and other health requirements as necessary, including appropriate vision and hearing screening and examinations.

(k) The Agency for Workforce Innovation shall conduct studies and planning activities related to the overall improvement and effectiveness of the outcome measures adopted by the agency for school readiness programs.

(l) The Agency for Workforce Innovation shall monitor and evaluate the performance of each early learning coalition in administering the school readiness program, implementing the coalition's school readiness plan, and administering the Voluntary Prekindergarten Education Program. These monitoring and performance evaluations must include, at a minimum, onsite monitoring of each coalition's finances, management, operations, and programs.

(m) The Agency for Workforce Innovation shall identify best practices of early learning coalitions in order to improve the outcomes of school readiness programs.

(n) The Agency for Workforce Innovation shall submit an annual report of its activities conducted under this section to the Governor, the executive director of the Florida Healthy Kids Corporation, the President of the Senate, the Speaker of the House of Representatives, and the minority leaders of both houses of the Legislature. In addition, the Agency for Workforce Innovation's reports and recommendations shall be made available to the State Board of Education, the Florida Early Learning Advisory Council, other appropriate state agencies and entities, district school boards, central agencies, and county health departments. The annual report must provide an analysis of school readiness activities across the state, including the number of children who were served in the programs.

(o) The Agency for Workforce Innovation shall work with the early learning coalitions to increase parents' training for and involvement in their children's pre-school education and to provide family literacy activities and programs.

**Florida Statutes, K-20 Education Code,
Title XLVIII, Chapter 411, Section 411.226
(Fla. Stat. 411.226) (enacted 2002).**

Summary: This statute created a pilot program "to provide parents access to information, referral, and services to lessen the effects of learning disabilities in children from birth to age 9." The program is also designed to include collaboration with parents.

Learning Gateway

(1) Program goals.—The Legislature authorizes a 3-year demonstration program, to be called the Learning Gateway, the purpose of which is to provide parents access to information, referral, and services to lessen the effects of learning disabilities in children from birth to age 9. Parental consent shall be required for initial contact and referral for evaluation and services provided through the Learning Gateway. Each pilot program must design and test an integrated, community-based system to help parents identify learning problems and access early education and intervention services in order to minimize

or prevent learning disabilities. The Learning Gateway must be available to parents in the settings where they and their children live, work, seek care, or study. The goals of the Learning Gateway are to:

(a) Improve community awareness and education of parents and practitioners about the warning signs or precursors of learning problems and learning disabilities, including disorders or delayed development in language, attention, behavior, and social-emotional functioning, including dyslexia and attention deficit hyperactivity disorder, in children from birth through age 9.

(b) Improve access for children who are experiencing early learning problems and their families to appropriate programs, services, and supports through improved outreach and referral processes among providers.

(c) Improve developmental monitoring and the availability to parents of appropriate screening resources, with emphasis on children from birth through age 9 who are at high risk of having learning problems.

(d) Improve the availability to parents of appropriate education and intervention programs, services, and supports to address learning problems and learning disabilities.

(e) Identify gaps in the array of services and supports so that an appropriate child-centered and family-centered continuum of education and support would be readily available in each community.

(f) Improve accountability of the system through improved planning, integration, and collaboration among providers and through outcome measurement in collaboration with parents.

(2) Learning gateway steering committee.—

(a) To ensure that parents of children with potential learning problems and learning disabilities have access to the appropriate necessary services and supports, an 18-member steering committee is created. The steering committee is assigned to the Department of Education for administrative purposes.

(b) The duties of the Learning Gateway Steering Committee are to provide policy development, consultation,

oversight, and support for the implementation of three demonstration programs and to advise the agencies, the Legislature, and the Governor on statewide implementation of system components and issues and on strategies for continuing improvement to the system.

(c) The steering committee shall direct the administering agency of the Learning Gateway program to expend the funds appropriated for the steering committee's use to procure the products delineated in through contracts or other means. The steering committee and the Learning Gateway pilot programs will provide information and referral for services but will not provide direct services to parents or children.

(d) The steering committee must include parents, service providers, and representatives of the disciplines relevant to diagnosis of and intervention in early learning problems. The Governor shall appoint one member from the private sector who has expertise in communications, management or service provision, one member who has expertise in children's vision, one member who has expertise in learning disabilities, one member who has expertise in audiology, one member who is a parent of a child eligible for services by the Learning Gateway, and one provider of related diagnostic and intervention services. The President of the Senate shall appoint one member from the private sector who has expertise in communications, management or service provision, one member who has expertise in emergent literacy, one member who has expertise in pediatrics, one member who has expertise in brain development, one member who is a parent of a child eligible for services by the Learning Gateway, and one member who is a provider of related diagnostic and intervention services. The Speaker of the House of Representatives shall appoint one member from the private sector who has expertise in communications, management or service provision, one member who has expertise in environmental health and allergies, one member who has expertise in children's nutrition, one member who has expertise in family medicine, one parent of a child eligible for services by the Learning Gateway, and one member who is a school psychologist providing diagnostic and intervention services.

(e) To support and facilitate system improvements, the steering committee must consult with representatives from the Department of Education, the Department of Health, the Agency for Workforce Innovation, the Department of Children and Family Services, the Agency for Health Care Administration, the Department of Juvenile Justice, and the Department of Corrections and with the director of the Learning Development and Evaluation Center of Florida Agricultural and Mechanical University.

(f) Steering committee appointments must be made, and the committee must hold its first meeting, within 90 days after this act takes effect. Steering committee members shall be appointed to serve a term of 3 years. The Governor shall designate the chair of the steering committee.

(g) Steering committee members shall not receive compensation for their services, but may receive reimbursement for travel expenses incurred under .

(3) Learning gateway demonstration projects.–

(a) Within 90 days after its initial meeting, the Learning Gateway Steering Committee shall accept proposals from interagency consortia in Orange, Manatee, and St. Lucie counties which comprise public and private providers, community agencies, business representatives, and the local school board in each county to serve as demonstration sites for design and development of a system that addresses the requirements in . If there is no proposal from one of the designated counties, the steering committee may select another county to serve as a demonstration site by majority vote.

(b) The proposals for demonstration projects must provide a comprehensive and detailed description of the system of care. The description of the proposed system of care must clearly indicate the point of access for parents, integration of services, linkages of providers, and additional array of services required to address the needs of children and families.

(c) The demonstration projects should ensure that the system of care appropriately includes existing services to the fullest extent possible and should determine additional programs, services, and supports that would be necessary to implement the requirements of this act.

(d) The projects, in conjunction with the steering committee, shall determine what portion of the system can be funded using existing funds, demonstration funds provided by this act, and other available private and community funds.

(e) The demonstration projects shall recommend to the steering committee the linking or combining of some or all of the local planning bodies, including school readiness coalitions, Healthy Start coalitions, Part C advisory councils, Department of Children and Family Services community alliances, and other boards or councils that have a primary focus on services for children from birth to age 9, to the extent allowed by federal regulations, if such changes would improve coordination and reduce unnecessary duplication of effort.

(f) Demonstration projects shall use public and private partnerships, partnerships with faith-based organizations, and volunteers, as appropriate, to enhance accomplishment of the goals of the system.

(g) Addressing system components delineated in , each demonstration project proposal must include, at a minimum:

1. Protocols for requiring and receiving parental consent for Learning Gateway services.
2. A method for establishing communication with parents and coordination and planning processes within the community.
3. Action steps for making appropriate linkages to existing services within the community.
4. Procedures to determine gaps in services and identify appropriate providers.
5. A lead agency to serve as the system access point, or gateway.

(h) As authorized under the budget authority of the Department of Education, demonstration projects, representative of the diversity of the communities in this state, shall be established in Manatee, Orange, and St. Lucie counties as local Learning Gateway sites and shall be au-

thorized to hire staff, establish office space, and contract for administrative services as needed to implement the project within the budget designated by the Legislature.

(i) The steering committee must approve, deny, or conditionally approve a Learning Gateway proposal within 60 days after receipt of the proposal. If a proposal is conditionally approved, the steering committee must assist the Learning Gateway applicant to correct deficiencies in the proposal by December 1, 2002. Funds must be available to a pilot program 15 days after final approval of its proposal by the steering committee. Funds must be available to all pilot programs by January 1, 2003.

Georgia

None.

Hawaii

Hawaii Revised Statutes, Volume 5,
Chapter 302A, Section 302A-1132
(Haw. Rev. Stat § 302A-1132) (enacted 1996).

Summary: Students who have engaged in disruptive behavior or who have a truancy problem may be excused from compulsory attendance if the student, in consultation with, among others, the student's parent, develops an alternative educational plan, which must include a process to permit the student to resume school.

Attendance compulsory; exceptions

(a) Unless excluded from school or excepted from attendance, all children who will have arrived at the age of at least six years, and who will not have arrived at the age of eighteen years, by January 1 of any school year, shall attend either a public or private school for, and during, the school year, and any parent, guardian, or other person having the responsibility for, or care of, a child whose attendance at school is obligatory shall send the child to either a public or private school. Attendance at a public or private school shall not be compulsory in the following cases:

(1) Where the child is physically or mentally unable to attend school (deafness and blindness excepted), of which fact the certificate of a duly licensed physician shall be sufficient evidence;

(2) Where the child, who has reached the fifteenth anniversary of birth, is suitably employed and has been excused from school attendance by the superintendent or the superintendent's authorized representative, or by a family court judge;

(3) Where, upon investigation by the family court, it has been shown that for any other reason the child may properly remain away from school;

(4) Where the child has graduated from high school;

(5) Where the child is enrolled in an appropriate alternative educational program as approved by the superintendent or the superintendent's authorized representative in accordance with the plans and policies of the department, or notification of intent to home school has been submitted to the principal of the public school that the child would otherwise be required to attend in accordance with department rules adopted to achieve this result; or

(6) Where:

(A) The child has attained the age of sixteen years;

(B) The principal has determined that:

(i) The child has engaged in behavior which is disruptive to other students, teachers, or staff; or

(ii) The child's non-attendance is chronic and has become a significant factor that hinders the child's learning; and

(C) The principal of the child's school, and the child's teacher or counselor, in consultation with the child and the child's parent, guardian, or other adult having legal responsibility for or care of the child, develops an alternative educational plan for the child. The alternative educational plan shall include a process that shall permit the child to resume school.

The principal of the child's school shall file the plan made pursuant to subparagraph (C) with the child's school record. If the adult having legal responsibility for or care of the child disagrees with the plan, then the adult shall be responsible for obtaining appropriate educational services for the child.

(b) Any employer who employs a child who is excused from school attendance in accordance with subsection (a)(2) shall notify the child's school within three days upon termination of the child's employment.

Hawaii Revised Statutes, Volume 5, Chapter 302L, Section 302L-1 (Haw. Rev. Stat § 302L-1) (enacted 2008) (see also "Hawaii" in the Family Engagement for Non-English as First Language Families Section).

Definitions

As used in this chapter, unless the context otherwise requires:

"At-risk children" means children who, because of their home and community environment, are subject to language, cultural, economic, and other disadvantages that cause them to be at risk for school failure, including children:

(1) Who are eligible for special education services;

(2) Who are English as a second language learners;

(3) Who reside within a public school district, established under chapter 302A, that is in need of improvement based on the criteria of the federal No Child Left Behind Act of 2001 (Public Law 107-110), as amended; or

(4) Whose family income is no more than two hundred fifty per cent of the federal poverty level...

See Hawaii Revised Statutes, Volume 5, Chapter 302L, Section 302L-2 (Haw. Rev. Stat § 302L-2) (enacted 2008) in “Hawaii” of the Family Engagement in Early Childhood and Literacy Programs and of the Family Engagement for Non-English as First Language Families Section.

Idaho

Idaho Code Annotated, Title 33, Chapter 2, Section 210 (Idaho Code Ann. § 33-210).

Summary: IC § 33-210(1) states the intent of Idaho’s legislature “that parental involvement in all aspects of a child’s education in the public school system remain a priority. Substance abuse prevention programs and counseling for students attending public schools are no exception.” School districts and charter schools must notify parents when a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, and must also notify parents of the availability of counseling for students. If a student is reasonably suspected of using or being under the influence of alcohol or any controlled substance, the school must contact the student’s parent, regardless of any previous voluntary disclosure.

Students using or under the influence of alcohol or controlled substances

(1) It is legislative intent that parental involvement in all aspects of a child’s education in the public school system remain a priority. Substance abuse prevention programs and counseling for students attending public schools are no exception. Consequently, it is the duty of the board of trustees of each school district, including specially chartered school districts, and governing boards of charter schools, to adopt and implement policies specifying how personnel shall respond when a student discloses or is reasonably suspected of using or being under the influence of alcohol or any controlled substance defined by section 37-2732C, Idaho Code. Such policies shall include provisions

that anonymity will be provided to the student on a faculty “need to know” basis, when a student voluntarily discloses using or being under the influence of alcohol or any controlled substance while on school property or at a school function, except as deemed reasonably necessary to protect the health and safety of others. Notification of the disclosure and availability of counseling for students shall be provided to parents, the legal guardian or child’s custodian. However, once a student is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of section 37-2732C, Idaho Code, regardless of any previous voluntary disclosure, the school administrator or designee shall contact the student’s parent, legal guardian or custodian, and report the incident to law enforcement. The fact that a student has previously disclosed use of alcohol or a controlled substance shall not be deemed a factor in determining reasonable suspicion at a later date.

(2) In addition to policies adopted pursuant to this section, students may, at the discretion of the district board of trustees or governing board of a charter school, be subject to other disciplinary or safety policies, regardless whether the student voluntarily discloses or is reasonably suspected of using or being under the influence of alcohol or a controlled substance in violation of district or charter school policy or section 37-2732C, Idaho Code.

(3) The district board of trustees or the governing board of the charter school shall ensure that procedures are developed for contacting law enforcement and the student’s parents, legal guardian or custodian regarding a student reasonably suspected of using or being under the influence of alcohol or a controlled substance. District and charter school policies formulated to meet the provisions of section 37-2732C, Idaho Code, and this section shall be made available to each student, parent, guardian or custodian by August 31, 2002, and thereafter as provided by section 33-512(6), Idaho Code.

(4) Any school district employee or independent contractor of an educational institution who has a reasonable suspicion that a student is using or is under the influence of alcohol or a controlled substance and, acting upon that suspicion, reports that suspicion to a school admin-

istrator or initiates procedures adopted by the board of trustees or governing board of the charter school pursuant to this section, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any judicial proceeding resulting from such report. Any person who reports in bad faith or with malice shall not be protected by this section. Employees and independent contractors of educational institutions who intentionally harass a student through the misuse of the authority provided in this section shall not be immune from civil liability arising from the wrongful exercise of that authority and shall be guilty of a misdemeanor punishable by a fine not to exceed three hundred dollars (\$300).

(5) For the purposes of this section, the following definitions shall apply:

(a) “Reasonable suspicion” means an act of judgment by a school employee or independent contractor of an educational institution which leads to a reasonable and prudent belief that a student is in violation of school board or charter school governing board policy regarding alcohol or controlled substance use, or the “use” or “under the influence” provisions of section 37-2732C, Idaho Code. Said judgment shall be based on training in recognizing the signs and symptoms of alcohol and controlled substance use.

(b) “Intentionally harass” means a knowing and willful course of conduct directed at a specific student which seriously alarms, annoys, threatens or intimidates the student and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress.

(c) “Course of conduct” means a pattern or series of acts over a period of time, however short, evidencing a continuity of purpose. Constitutionally and statutorily protected activity is not included within the meaning of “course of conduct.”

Illinois

Illinois Compiled Statutes, Chapter 105,
Section 5/2-3.89 (105 Ill. Comp. Stat. 5/2-3.89).

Programs concerning services to at-risk children and their families

Sec. 2-3.89. Programs concerning services to at-risk children and their families.

(a) The State Board of Education may provide grants to eligible entities, as defined by the State Board of Education, to establish programs which offer coordinated services to at-risk infants and toddlers and their families. Each program shall include a parent education program relating to the development and nurturing of infants and toddlers and case management services to coordinate existing services available in the region served by the program. These services shall be provided through the implementation of an individual family service plan. Each program will have a community involvement component to provide coordination in the service system.

(b) The State Board of Education shall administer the programs through the grants to public school districts and other eligible entities. These grants must be used to supplement, not supplant, funds received from any other source. School districts and other eligible entities receiving grants pursuant to this Section shall conduct voluntary, intensive, research-based, and comprehensive prevention services, as defined by the State Board of Education, for expecting parents and families with children from birth to age 3 who are at-risk of academic failure. A public school district that receives a grant under this Section may subcontract with other eligible entities...

Indiana

Indiana Code, Title 20, Article 20, Chapter 28, Section 4 (Ind. Code § 20-20-28-4) (enacted 2005).

Establishment of pilot programs

Sec. 4. (a) The department shall establish pilot programs targeting at risk students in the following areas:

(1) Early childhood parental information programs.

(2) Latch key programs.

(3) Preschool programs.

(b) In establishing the pilot programs under this chapter, the department shall focus on implementing programs that enable the local school corporation and appropriate community agencies to cooperate with each other.

(c) The department shall address the following in establishing the programs:

(1) Screening for physical health problems that can inhibit school success.

(2) Screening for learning disabilities.

(3) Parental orientation and participation.

(d) In addition, the department shall employ an early childhood specialist and support staff personnel to identify and determine ways to coordinate the educational programs offered by local youth serving organizations.

Indiana Code, Title 20, Article 20, Chapter 30, Section 8 (Ind. Code § 20-20-30-8) (enacted 2005).

Establishment of pilot projects; purpose

Sec. 8. The department shall establish the anti-gang counseling pilot program to provide financial assistance to participating school corporations to establish pilot projects designed to do the following:

(1) Educate students and parents:

(A) of the extent to which criminal gang activity exists in the school corporation's community;

(B) on the negative societal impact that criminal gangs have on the community; and

(C) on methods to discourage participation in criminal gangs.

(2) Encourage the use of community resources not directly affiliated with the school corporation, including law enforcement officials, to participate in the particular pilot project.

(3) Enable the participating school corporations on a case by case basis and with the prior written approval of the student's parent to contract with community mental health centers to provide appropriate anti-gang counseling to a student identified by the student's school guidance counselor as being at risk of becoming a member of a criminal gang or at risk of engaging in criminal gang activity.

Indiana Code, Title 20, Article 32, Chapter 4 (Ind. Code § 20-32-4-1:8) (enacted 2005, amended 2005 and 2006).

Summary: Indiana has a college preparatory curriculum called the "Core 40," which students in the class of 2010-2011 and succeeding years must meet in order to graduate. A parent may request to exempt a student from the Core 40 requirement after meeting with the student's counselor to discuss the student's academic progress (Ind. Code § 20-32-4-7). If a student does not pass at least three courses in the Core 40, or if a student scores poorly on the graduation examination, the parent and the student's counselor must meet to discuss the student's academic progress and determine whether the student should continue in the Core 40 (Ind. Code § 20-32-4-8).

Ind. Code § 20-32-4-7

Exemption from core 40 curriculum

Sec. 7. Upon the request of a student's parent, the student may be exempted from the Core 40 curriculum requirement set forth in section 1 of this chapter and be required to complete the general curriculum to be eligible to graduate. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

- (1) continuing the general curriculum; or
- (2) completing the Core 40 curriculum.

Ind. Code § 20-32-4-8

Students failing core 40 courses; meeting with parents

Sec. 8. This section applies to a student who does not pass at least three (3) courses required under the Core 40 curriculum. Except as provided in section 10 of this chapter, the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by:

- (1) continuing in the Core 40 curriculum; or
- (2) completing the general curriculum.

Indiana Code, Title 20, Article 32, Chapter 5 (Ind. Code § 20-32-5-1:22) (enacted 2005, amended 2005 and 2006).

Summary: If a student does not receive a passing score on the Indiana Statewide Testing for Educational Progress (ISTEP) program test, the school must schedule a parent/teacher conference to discuss the student's test scores and the proposed remediation plan for the student (Ind. Code § 20-32-5-10). Test scores must be made available to parents and parents may request rescoring of tests and essays (Ind. Code § 20-32-5-9(a)).

Ind. Code § 20-32-5-9

Distribution of scores to student and student's parent; information available for inspection

Sec. 9. (a) After reports of student scores are returned to a school corporation, the school corporation shall promptly do the following:

- (1) Give each student and the student's parent the student's ISTEP program test scores.
- (2) Make available for inspection to each student and the student's parent the following:
 - (A) A copy of the essay questions and prompts used in assessing the student.
 - (B) A copy of the student's scored essays.
 - (C) A copy of the anchor papers and scoring rubrics used to score the student's essays.

A student's parent may request a rescoring of a student's responses to a test, including a student's essay.

- (b) A student's ISTEP program scores may not be disclosed to the public.

Ind. Code § 20-32-5-10**Parent/teacher conferences**

Sec. 10. After a school receives score reports, the school shall schedule a parent/teacher conference with the following:

- (1) A parent of a student who requests a parent/teacher conference on the scores of the student.
- (2) The parent of each student who does not receive a passing score on the test. The conference must include a discussion of:
 - (A) the student's test scores, including subscores on academic standards; and
 - (B) the proposed remediation plan for the student.

Iowa

None.

Kansas

Kansas Statutes, Chapter 72, Article 11, Section 72-1111 (Kan. Stat. § 72-1111 (enacted 1874 and subsequently amended)).

Compulsory school attendance; exemptions

(a) Subject to the other provisions of this section, every parent or person acting as parent in the state of Kansas, who has control over or charge of any child who has reached the age of seven years and is under the age of 18 years and has not attained a high school diploma or a general educational development (GED) credential, shall require such child to be regularly enrolled in and attend continuously each school year (1) a public school for the duration of the school term provided for in K.S.A. 72-1106, and amendments thereto, or (2) a private, denominational or parochial school taught by a competent instructor for a period of time which is substantially equivalent to the period of time public school is maintained in the school district in which the private, denom-

inational or parochial school is located. If the child is 16 or 17 years of age, the parent or person acting as parent, by written consent, or the court, pursuant to a court order, may allow the child to be exempt from the compulsory attendance requirements of this section.

(b) If the child is 16 or 17 years of age, the child shall be exempt from the compulsory attendance requirements of this section if: (1) The child is regularly enrolled in and attending a program recognized by the local board of education as an approved alternative educational program; (2) the child and the parent or person acting as parent attend a final counseling session conducted by the school during which a disclaimer to encourage the child to remain in school or to pursue educational alternatives is presented to and signed by the child and the parent or person acting as parent. The disclaimer shall include information regarding the academic skills that the child has not yet achieved, the difference in future earning power between a high school graduate and a high school drop out, and a listing of educational alternatives that are available for the child; or (3) the child is regularly enrolled in a school as required by subsection (a) and is concurrently enrolled in a postsecondary educational institution, as defined by K.S.A. 74-3201b, and amendments thereto. The provisions of this clause (3) shall be applicable to children from and after July 1, 1997 and shall relate back to such date.

(c) Any child who is under the age of seven years, but who is enrolled in school, is subject to the compulsory attendance requirements of this section. Any such child may be withdrawn from enrollment in school at any time by a parent or person acting as parent of the child and thereupon the child shall be exempt from the compulsory attendance requirements of this section until the child reaches the age of seven years or is re-enrolled in school.

(d) Any child who is determined to be an exceptional child, except for an exceptional child who is determined to be a gifted child, under the provisions of the special education for exceptional children act is subject to the compulsory attendance requirements of such act and is exempt from the compulsory attendance requirements of this section.

(e) Any child who has been admitted to, and is attending, the Kansas academy of mathematics and science, as provided in K.S.A. 72-9711 et seq., and amendments thereto, is exempt from the compulsory attendance requirements of this section.

(f) No child attending public school in this state shall be required to participate in any activity which is contrary to the religious teachings of the child if a written statement signed by one of the parents or a person acting as parent of the child is filed with the proper authorities of the school attended requesting that the child not be required to participate in such activities and stating the reason for the request.

(g) When a recognized church or religious denomination that objects to a regular public high school education provides, offers and teaches, either individually or in cooperation with another recognized church or religious denomination, a regularly supervised program of instruction, which is approved by the state board of education, for children of compulsory school attendance age who have successfully completed the eighth grade, participation in such a program of instruction by any such children whose parents or persons acting as parents are members of the sponsoring church or religious denomination shall be regarded as acceptable school attendance within the meaning of this act. Approval of such programs shall be granted by the state board of education, for two-year periods, upon application from recognized churches and religious denominations, under the following conditions:

(1) Each participating child shall be engaged, during each day on which attendance is legally required in the public schools in the school district in which the child resides, in at least five hours of learning activities appropriate to the adult occupation that the child is likely to assume in later years;

(2) acceptable learning activities, for the purposes of this subsection, shall include parent (or person acting as parent) supervised projects in agriculture and homemaking, work-study programs in cooperation with local business and industry, and correspondence courses from schools accredited by the national home study council, recognized

by the United States office of education as the competent accrediting agency for private home study schools;

(3) at least 15 hours per week of classroom work under the supervision of an instructor shall be provided, at which time students shall be required to file written reports of the learning activities they have pursued since the time of the last class meeting, indicating the length of time spent on each one, and the instructor shall examine and evaluate such reports, approve plans for further learning activities, and provide necessary assignments and instruction;

(4) regular attendance reports shall be filed as required by law, and students shall be reported as absent for each school day on which they have not completed the prescribed minimum of five hours of learning activities;

(5) the instructor shall keep complete records concerning instruction provided, assignments made, and work pursued by the students, and these records shall be filed on the first day of each month with the state board of education and the board of education of the school district in which the child resides;

(6) the instructor shall be capable of performing competently the functions entrusted thereto; and

(7) in applying for approval under this subsection a recognized church or religious denomination shall certify its objection to a regular public high school education and shall specify, in such detail as the state board of education may reasonably require, the program of instruction that it intends to provide and no such program shall be approved unless it fully complies with standards therefor which shall be specified by the state board of education. If the sponsors of an instructional program approved under this subsection fail to comply at any time with the provisions of this subsection, the state board of education shall rescind, after a written warning has been served and a period of three weeks allowed for compliance, approval of the programs, even though the two-year approval period has not elapsed, and thereupon children attending such program shall be admitted to a high school of the school district.

(h) As used in this section:

(1) “Parent” and “person acting as parent” have the meanings respectively ascribed thereto in K.S.A. 72-1046, and amendments thereto.

(2) “Regularly enrolled” means enrolled in five or more hours of instruction each school day. For the purposes of subsection (b)(3), hours of instruction received at a postsecondary educational institution shall be counted.

Kentucky

Kentucky Revised Statutes, Chapter 159, Section 159.010 (Ky. Rev. Stat. § 159.010).

159.010. Parent or custodian to send child to school – Age limits for compulsory attendance – Notification and counseling prior to withdrawal – Encouragement to reenroll after withdrawal.

(1) Except as provided in **KRS 159.030**, each parent, guardian, or other person residing in the state and having in custody or charge any child who has entered the primary school program or any child between the ages of six (6) and sixteen (16) shall send the child to a regular public day school for the full term that the public school of the district in which the child resides is in session or to the public school that the board of education of the district makes provision for the child to attend. A child’s age is between six (6) and sixteen (16) when the child has reached his sixth birthday and has not passed his sixteenth birthday.

(2) An unmarried child between the ages of sixteen (16) and eighteen (18) who wishes to terminate his public or nonpublic education prior to graduating from high school shall do so only after a conference with the principal or his designee, and the principal shall request a conference with the parent, guardian, or other custodian. Written notification of withdrawal must be received from his parent, guardian, or other person residing in the state and having custody or charge of him. The parent(s) and child shall be required to attend a one (1)

hour counseling session with a school counselor on potential problems of nongraduates.

(3) A child’s age is between sixteen (16) and eighteen (18) when the child has reached his sixteenth birthday and has not passed his eighteenth birthday. Written permission for withdrawal shall not be required after the child’s eighteenth birthday. Every child actually resident in this state is subject to the laws relating to compulsory attendance, and neither he nor the person in charge of him shall be excused from the operation of those laws or the penalties under them on the ground that the child’s residence is seasonable or that his parent is a resident of another state.

(4) Each school district shall contact each student between the ages of sixteen (16) and eighteen (18) who has voluntarily withdrawn from school within three (3) months of the date of withdrawal to encourage the student to reenroll in a regular program, alternative program, or GED preparation program. In the event the student does not reenroll at that time, the school district shall make at least one (1) more attempt to reenroll the student before the beginning of the school year following the school year in which the student terminated his or her enrollment.

Louisiana

Louisiana Revised Statutes, Title 17, Section 416 (La. Rev. Stat. § 17:416) (Enacted 2001).

Discipline of pupils; suspension; expulsion

Rehabilitation and counseling programs may include programs to enhance parenting skills.

Louisiana Revised Statutes, Title 17,
Section 416.17 (La. Rev. Stat. § 17:416.17)
(Enacted 2001).

**Youth development and assistance programs;
legislative findings and purpose; school authority
for programs for elementary students**

A. (1) The legislature finds that early identification and intervention of aggressive, antisocial, or delinquent behaviors are critical components in recognizing and preventing chronic juvenile delinquency in later years.

(2) The legislature further finds that school-based preventive interventions for violent or aggressive behavior in youth are recognized as beneficial to the overall developmental success of students.

(3) The legislature recognizes that the introduction of violence prevention strategies in the early elementary grades may reduce the incidence of delinquent behaviors in the later grades, especially when such programs include parental involvement in the prevention and intervention strategies.

(4) The purpose of this Section is to authorize elementary schools to develop prevention and intervention strategies to address disruptions and violence in schools to create safe school environments in which teachers can teach and students can learn and which increase student and family connectedness to the school.

B. A school may, upon approval of its governing authority, develop and offer youth development and assistance programs that employ violence prevention and intervention initiatives for students in kindergarten and the elementary grades. Such programs shall provide for early identification of and support for students who are at risk before their behavior escalates into aggression or disruption, disciplinary problems, or juvenile delinquency.

C. (1) A youth development and assistance program may consist of age- or grade-appropriate alternative classrooms during school or special intervention or prevention programs before, after, or during the school day.

(2) Such programs may include but shall not be limited to the following components:

(a) Provision of services for students including behavioral training and intervention techniques that promote cooperation and enhance interpersonal and conflict resolution skills, peer mediation, anger management, bullying prevention, life skills training, mentoring, counseling, and tutoring programs that improve academic achievement.

(b)(i) Provision of services which support the parents of students identified with behavioral needs that may need intervention or support. Such parent services may include literacy services or parental training.

(ii) Required participation of any parent of a student so identified in such intervention at the school or other designated facility.

(c) Collaboration with community-based organizations, including but not limited to youth services, civic, social services, mental health, volunteer services, and juvenile justice agencies.

D. The provisions of this Section shall be implemented upon the approval of each city, parish, or other local public school board of any program submitted by a school and the availability of funds to a school for such purpose.

See also La. Rev. Stat. § 17:407 in “Louisiana” of the Family Engagement in Early Childhood and Literacy Program Section.

Maine

Maine Revised Statutes, Title 20-A, Chapter 211,
Section 5001-A(2) (Me. Rev. Stat. tit. 20-A,
§ 5001-A(2)) (enacted 1983 and amended
2003), as amd. 2009 Me. Sess. Law Ch. 330
(S.P. 531) (L.D. 1446) (Jun. 9, 2009)

Compulsory attendance

...

2. Exceptions. Attendance at school shall not be required of the following:

A. A person who graduates from high school before that person's 17th birthday;

B. A person who has:

(1) Reached the age of 15 years or completed the 9th grade;

(2) Permission to leave school from that person's parent;

(3) Been approved by the principal for a suitable program of work and study or training;

(4) Permission to leave school from the school board or its designee; and

(5) Agreed in writing with that person's parent and the school board or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the commissioner; or

C. Repealed. Laws 2003, c. 688, § H-2.

D. A person who has matriculated and is attending an accredited, post-secondary, degree-granting institution as a full-time student. An exception to attendance in public school under this paragraph must be approved by the commissioner; or

E. A person enrolled in an online learning program or course.

Maine Revised Statutes, Title 20-A, Chapter 211, Section 5103(2) (Me. Rev. Stat. tit. 20-A, § 5103(2)) (enacted 1989).

Definitions

...

2. Membership. The dropout prevention committee shall be composed of the following members:

A. A member of the school board selected by that board;

B. A school administrator selected by the superintendent;

C. A teacher and a school counselor selected by the school administrative unit's teacher organization;

D. A parent selected by the unit's organized parent group, or, if no organized parent group exists, by the school board;

E. A school attendance coordinator from the district selected by the superintendent;

F. A high school student selected by the dropout prevention committee members selected in paragraphs A to E;

G. A dropout selected by the dropout prevention committee members selected in paragraphs A to E; and

H. A community resident of the district selected by the dropout prevention committee members selected in paragraphs A to E.

A dropout prevention committee may increase its membership by majority vote.

Maine Revised Statutes, Title 20-A, Chapter 211, Section 5161(6) (Me. Rev. Stat. tit. 20-A, § 5161(6)) (enacted 2007).

...

6. School work recognition plan. "School work recognition plan" means a written plan initiated upon the interim placement of a student who experiences education disruption that outlines how the student will accomplish and demonstrate work for completion or credit to meet that student's goals for demonstrated achievement of learning results as an elementary or secondary student and any other diploma requirements applicable to secondary school students. The school work recognition plan for high school juniors and seniors 16 to 20 years of age must include a determination as to how and when the decision will be made as to whether the student has met the requirements for a local high school diploma or be recommended for a statewide review team meeting to discuss the Department of Education diploma. For those students who have not met local requirements, informa-

tion must be provided to the student and to the parent or guardian of the student regarding the process to access the Department of Education diploma...

Maine Revised Statutes, Title 20-A, Chapter 211, Section 5162 (Me. Rev. Stat. tit. 20-A, § 5162) (enacted 2007).

School work recognition plan

Students who experience education disruption must have a school work recognition plan initiated upon the interim placement of the student. The school work recognition plan must be developed or updated by the student, the parent or guardian, the sending and receiving schools and others such as juvenile community corrections officers and community case managers no later than 10 school days after the interim placement of the student. This plan may be developed through alternate forms of meeting such as e-mail or teleconferencing. If an existing plan such as an individualized education plan or a transition plan as defined in rules adopted by the department or a 504 plan as defined in 34 Code of Federal Regulations, Part 104 addresses school completion, a school work recognition plan is not required.

Individual educational materials such as curricula and assignments must be made available to the interim placement as soon as possible but no later than 5 school days after the interim placement of the student; otherwise, an academic programming waiver must be signed by the sending school in which the sending school agrees to accept the academic programming implemented at the interim placement and to document on the student's transcript the credits earned by the student at the receiving school.

For every student who experiences education disruption, receiving school professional staff must be assigned to ensure the complete transfer of all records, grades and credits and all academic material, including an academic programming waiver, if applicable, from the sending school to the receiving school no later than 5 school days after the student enrolls in the receiving school.

Maine Revised Statutes, Title 20-A, Chapter 223, Section 6606 (Me. Rev. Stat. tit. 20-A, § 6606) (enacted 1989).

Participation in substance abuse services

In compliance with written school policy adopted by a school board, the school board may require that a student who has been determined to be in violation of school rules governing substance abuse or alcohol or drug possession participate in a substance abuse assessment, education or support group service offered by the school. The school board shall provide for notice to the parents or legal guardian of a student required to participate in such services. If the school board elects to do so, it may request a parent or legal guardian to participate in the services.

Maryland

None.

Massachusetts

None.

Michigan

Michigan Compiled Laws, Chapter 380, Section 1282 (Mich. Comp. Laws § 380.1282) (enacted 1976, last amended 1997).

Grades, schools, and departments; course of study; special assistance to students with reading disorders or difficulty on standardized tests

Sec. 1282.(2) The board of a school district shall provide a core academic curriculum, learning processes, special assistance particularly for students with reading disorders or who have demonstrated marked difficulty in achieving success on standardized tests...This special assistance may include at least 1 meeting attended by at least the pupil and a member of the school district's staff or a local or intermediate school district consultant who is knowledgeable in the measurement and evaluation of pupils. The school district may provide the meeting as a group meeting for pupils in similar circumstances. If the pupil is a minor, the school district shall invite and encourage the pupil's parent, legal guardian, or person in loco parentis to attend the meeting and shall mail a notice of the meeting to the pupil's parent, legal guardian, or person in loco parentis... In addition, the school district may provide for subsequent meetings with the pupil conducted by a counselor or teacher designated by the pupil's principal, and shall invite and encourage the pupil's parent, legal guardian, or person in loco parentis to attend the subsequent meetings. The school district may provide special programs for the pupil or develop a program using the educational programs regularly provided by the school district.

Minnesota

None.

Mississippi

None.

Missouri

Missouri Revised Statutes, Chapter 167, Section 280 (Mo. Rev. Stat. § 167.280) (enacted 1990).

Summary: The state board of education will award funds for the purpose of providing support services to pupils enrolled in public and nonpublic schools who are identified as having a high risk of dropping out of school. All applications for funds are required to include the following program elements: A program for encouraging the use of volunteers and promoting parent involvement as counselors in the programs.

Support services for students at high risk— application, elements – priority applications, elements – use of funds – allowable costs

1. Within the amounts appropriated therefor, the state board of education shall award funds for the purpose of providing support services to pupils enrolled in public and nonpublic schools who are identified as having a high risk of dropping out of school. Such awards shall be made on a competitive basis to public institutions of higher education or consortia of public institutions in cooperation with school districts and not-for-profit community-based organizations. In areas of the state where public institutions of higher education are unable to provide appropriate services to high school pupils, the state board may award funds to not-for-profit community-based organizations in cooperation with school districts.

2. All applications for funds shall include the following program elements:

(1) A program for identifying pupils who are at risk of dropping out of school as measured by academic performance, attendance, discipline problems, and other factors affecting school performance including, but not limited to, teenage pregnancy or parenting, residence in a homeless shelter or other temporary living arrangement, substance abuse, child abuse or neglect, or limited English proficiency;

(2) A program for encouraging the use of volunteers and promoting parent involvement as counselors in programs;

(3) A program to provide for continuity of services throughout a pupil's progression through secondary school.

3. In awarding such funds, the state board shall give priority to applications that:

(1) Provide services to pupils identified according to criteria established by the state board of education as in need of assistance;

(2) Replicate model programs of proven effectiveness which the state board of education has identified and has made available to applicants;

(3) Demonstrate a high level of institutional commitment to programs in fields of counseling, including education, social work, psychology and sociology, and the extent to which such institutions shall involve faculty members and graduate or professional students from such degree programs;

(4) Demonstrate a high level of commitment to provide services and ensure continuity of services until such pupils graduate from high school or receive a high school equivalency diploma.

4. In awarding funds the state board of education may consider any matching funds that the public institutions of higher education, the not-for-profit community-based organizations, and the school districts may contribute, which may include gifts or bequests from private sources, federal financial aid, or local revenues generated for this purpose.

5. Services for nonpublic school pupils shall be provided at sites other than sectarian nonpublic schools.

6. Funds available under this section shall be used for compensatory and support services to pupils who are identified by the schools as being at risk of dropping out of school. Such services to be provided under this section may include skills assessment, tutoring, academic and personal counseling, family counseling and home visits, and staff development activities for personnel with direct responsibility for such pupils.

7. Allowable costs under this program may include, but need not be limited to, salaries of personnel including graduate student stipends, transportation costs for pupils and program personnel, instructional materials, reimbursement to school districts for release time granted to employees while participating in the planning and development activities funded pursuant to this section, training of program personnel, and costs related directly to administration of the program.

8. The state board of education shall promulgate all rules and regulations for the implementation of this section.

Montana

None.

Nebraska

Revised Statutes of Nebraska, Chapter 79, Section 79-1013 (Neb. Rev. Stat. § 79-1013) (enacted 2007 and amended 2008).

Poverty plan; submission required; when; review; approval; elements required; appeal

(1) On or before October 10 of each year, each school district designating a maximum poverty allowance greater than zero dollars shall submit a poverty plan for the next school fiscal year to the department and to the learning community coordinating council of any learning community of which the school district is a member. On or before the immediately following December 1, (a) the department shall approve or disapprove such plan for school districts that are not members of a learning community based on the inclusion of the elements required pursuant to this section and (b) the learning community coordinating council and, as to the applicable portions thereof, each achievement subcouncil, shall approve or disapprove such plan for school districts that are members of such learning community based on the inclusion of such elements. On or before the immediately following December 5, each learning community coordinating council shall certify to the department the approval or disapproval of the poverty plan for each member school district.

(2) In order to be approved pursuant to this section, a poverty plan shall include an explanation of how the school district will address the following issues for such school fiscal year:

...

(c) Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from other diverse backgrounds;

(d) Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from other diverse backgrounds; ...

Nevada

Nevada Revised Statutes, Title 34, Chapter 392, Section 4655 (Nev. Rev. Stat. § 392.4655) (enacted 1997, amended 1999).

Summary: Before a school deems a pupil a habitual disciplinary problem and suspends or expels the pupil, the school may develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation, a voluntary agreement by: the parent or legal guardian to attend school with his child; the pupil and his parent or legal guardian to attend counseling, programs or services available in the school district or community; the pupil and his parent or legal guardian that the pupil will attend summer school, intersession school or school on Saturday, if any of those alternatives are offered by the school district.

See also Nev. Rev. Stat. § 385.349 in “Nevada” of the Family Engagement Laws and Policies Section.

New Hampshire

None.

New Jersey

None.

New Mexico

New Mexico Statutes 1978, Chapter 22, Article 2C, Section 6 (N.M. Stat. § 22-2C-6).

Summary: Schools must notify a parent if the parent’s child is not academically proficient in accordance with statewide standards for achievement. The parent and teacher then hold a conference to discuss specific academic deficiencies and remediation strategies, and develop a written intervention plan to help the student overcome academic deficiencies (NMS § 22-2C-6(E)). At the end of grades one through seven, if the student is not academically proficient after completion of the prescribed remediation program, the student may be promoted to the next grade only if the parent refuses to allow the student to be held back and the parent agrees that the “student assistance team” (which includes the parent) will develop an academic improvement plan designed to address specific academic deficiencies (NMS § 22-2C-6(F)(3)(b), (J)(3)(d)).

New York

McKinney's Consolidated Laws of New York Annotated, New York Mental Hygiene Law, Section 41.49 (N.Y. Mental Hyg. Law § 41.49).

Summary: Within amounts appropriated, the office of mental health is authorized and directed to establish and conduct a special program to provide grants to public or private not-for-profit organizations, or public or private schools in order to educate the general population, and in particular parents, teachers, clergy, health and mental health professionals and adolescents of the positive actions that can be taken to identify and treat adolescents who are at high risk for suicide.

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 612 (N.Y. Educ. Law § 612) (see also "New York" in the Family Engagement in Early Childhood and Literacy Programs Section).

Summary: The Commissioner for Education shall award grants for the purpose of providing support services to students who are identified as having a high risk of dropping out of school. All grant applications shall contain program elements that encourage the use of volunteers and that facilitate parental involvement where possible. The Commissioner reviews grant applications and may give priority to districts applying for grants for a variety of reasons including a demonstrated high level of institutional commitment to programs in fields relevant to counseling and mentoring, districts that replicate model programs of demonstrated effectiveness, districts in rural areas with students at risk, and the degree to which the institution proposes to cooperate with school districts and not-for-profit community based organizations to provide services and insure continuity of such services until such students graduate from high schools.

North Carolina

General Statutes of North Carolina, Chapter 115C, Article 8B, Sections 105.41 (N.C. Gen. Stat. § 115C-105.41) (enacted 2001) and 105.48 (N.C. Gen. Stat. § 115C-105.48) (enacted 1999).

Summary: Parents should be included in the implementation and ongoing review of personal education plans for at-risk students (**NCGS § 115C-105.41**). Parents are also encouraged to provide input regarding their child's needs when an at-risk student is placed in an alternative school or an alternative learning program (**NCGS § 115C-105.41(b)**).

General Statutes of North Carolina, Chapter 115C, Article 16, Section 238.50 Stat. § 115C-238.50) (enacted 2003 and amended 2005).

Summary: Schools may establish cooperative innovative high school programs with colleges that target at-risk students (**NCGS § 115C-238.50(a)(1)**). Such programs shall "[e]mphasize parental involvement and provide consistent counseling, advising and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success" (**NCGS § 115C-238.50(b)(6)**).

North Dakota

None.

Ohio

None.

Oklahoma

Oklahoma Statutes, Title 70, Section 70-110-105 (Okla. Stat. tit. 70, § 70-110-105) (enacted 1971 and subsequently amended).

Summary: Students sixteen years of age and older may be excused from compulsory school attendance only if that action is determined to be in the best interest of the child and/or the community, and there is a joint agreement between the school and the parent. The child must thereafter be under the supervision of the parent until the child reaches eighteen years of age (**OS §70-110-105(B)(3)(b)**).

Oklahoma Statutes, Title 70, Section 70-1210.566 (Okla. Stat. tit. 70, § 70-1210.566) (enacted 1994 and amended 2001).

Summary: Each school must have a plan for meeting the needs of students at risk of not completing high school by providing alternative education programs. Parents, among others, must be included in the development of the plan (**OS §70-1210.566(B)**).

Oklahoma Statutes, Title 70, Section 1210.229-5 (Okla. Stat. tit. 70, § 70-1210.229-5) (enacted 1987 and amended 1991).

Summary: Each school must conduct a presentation for parents, prior to students receiving instruction on drug and alcohol abuse prevention, regarding the plans for such instruction and materials to be used (**OS §70-1210.229-5(C)**).

Oklahoma Statutes, Title 70, Section 70-24-138 (Okla. Stat. tit. 70, § 70-24-138) (enacted 1981 and subsequently amended).

Summary: Schools must notify parents if a student appears to be under the influence of alcohol or other controlled dangerous substances (**OS §70-24-138(A)**).

Oregon

Oregon Revised Statutes, Volume 9, Chapter 336, Sections 336.222(1) (Or. Rev. Stat. § 30-336.222(1)) (enacted 1989) and 336.227(1) (Or. Rev. Stat. § 30-336.227(1)) (enacted 1989).

Summary: Each school district must adopt a comprehensive alcohol and drug abuse policy and implementation plan, which must include, among other things, public information programs addressing parents (**ORS 30-336.222(1)**). The Department of Human Services will assist local school districts with the formulation of such a public information program (**ORS 30-336.227(1)**).

Oregon Revised Statutes, Volume 9, Chapter 336, Section 336.109(1)(e) (Or. Rev. Stat. § 30-336.109(1)(e)) (enacted 1993).

Summary: Each school must inform parents about the comprehensive policy it develops to deal with gang involvement, violent activities and drug abuse (**ORS 30-336.109(1)(e)**).

Oregon Revised Statutes, Volume 9, Chapter 340, Section 340.015 (Or. Rev. Stat. § 30-340.015) (enacted 2005 and amended 2007).

Summary: Each school district must establish a process to ensure that all at-risk students and their parents are notified about the Expanded Options Program, which creates additional options for students in grades 11 and 12 to complete their education (**ORS 30-340.015(3)**).

Pennsylvania

None.

Rhode Island

General Laws of Rhode Island, Title 16, Chapter 16-21, Sections 16-21.2-2 and 16-21.2-4 (R.I. Gen. Laws §§ 16-21.2-2, 16-21.2-4).

The Rhode Island Substance Abuse Prevention Act.

Summary: The purpose of the Act is to, among other things, “encourage the development of partnerships among municipal governments, school systems, parents and human service providers to serve the interest of the community in addressing the need for a comprehensive substance abuse prevention program” (RIGL § 16-21.2-2(2)). One of the ways the Act works to develop such partnerships is by requiring representatives of these groups – that is municipal governments, school systems, parents and human service providers – to serve on a substance abuse prevention council (RIGL § 16-21.2-4(2)(ii)).

General Laws of Rhode Island, Title 16, Chapter 16-21, Section 16-21.3-1 (R.I. Gen. Laws § 16-21.3-1).

The Rhode Island Student Assistance Junior High/Middle School Act.

Summary: This Act establishes a student assistance program in every public junior high and middle school that addresses, among other areas, parent and community programming for substance abuse prevention (RIGL § 16-21.3-1(2)(v)).

General Laws of Rhode Island, Title 16, Chapter 16-67, Sections 16-67.1-2 and 16-67.1-3 (R.I. Gen. Laws §§ 16-67.1-2, 16-67.1-3).

Rhode Island High School Dropout Prevention Act of 2007.

Summary: This is a dropout prevention program targeted at school districts that have a dropout rate greater than 15%. The highlighted intervention methods include “communicating with parents and students about the availability of local afterschool programs and the academic enrichment and other activities the programs offer” (RIGL § 16-67.1-2(b)(9)). A student may not withdraw from school unless the student’s parents agree to the withdrawal, and the withdrawal is accompanied by a written acknowledgement that the parents understand that withdrawal is likely to reduce the student’s future earnings and increase the chances that the student will be unemployed (RIGL § 16-67.1-3(a)(1), (2), (4)(D)).

General Laws of Rhode Island, Title 16, Chapter 16-70, Section 16-70-2 (R.I. Gen. Laws § 16-70-2).

The Rhode Island Children’s Crusade for Higher Education.

Summary: The Rhode Island Legislature acknowledges that the support and involvement of, among others, parents will be required to reach its goal of continuing to develop the educational and vocational skills of its citizens (RIGL § 16-70-2(5)).

South Carolina

Code of Laws of South Carolina 1979 Annotated, Title 59, Chapter 18, Section 1600 (S.C. Code § 59-18-1600).

Parent orientation classes

(A) A school that has received a school/district at-risk absolute academic performance rating on its most recent report card shall offer an orientation class for parents. The orientation class must focus on the following topics:

- (1) the value of education;
- (2) academic assistance programs that are available at the school and in the community;
- (3) student discipline;
- (4) school policies;
- (5) explanation of information that will be presented on the school's report card issued in November; and
- (6) other pertinent issues.

(B) The school shall offer the orientation class each year the school receives a school/district at-risk absolute academic performance rating on the school report card and shall provide parents with written notification of the date and time of the meeting. Schools are encouraged to offer the orientation class at a time in which the majority of parents would be able to attend. Additionally, schools are encouraged to provide orientation classes in community settings or workplaces so that the needs of parents with transportation difficulties or scheduling conflicts can be met.

(C) A parent or guardian of each student who is registered to attend the school shall attend the orientation class each year it is offered.

See also S.C. Code § 59-1-450 in "South Carolina" of the Family Engagement in Early Childhood and Literacy Program Section.

South Dakota

South Dakota Codified Laws, Title 13, Chapter 33, Section 13-33-19 (S.D. Codified Laws 13-33-19) (enacted 2004).

Recommended high school program and basic high school program – Enrollment and completion requirements.

For students entering the ninth grade in the 2006-2007 school year and thereafter, a school district shall require that each student enrolls in courses of instruction necessary to complete the recommended high school program established by the State Board of Education pursuant to § 13-1-12.1. However, a student entering the ninth grade in the 2006-2007, 2007-2008, 2008-2009, or 2009-2010 school years may be excused from taking courses of instruction necessary to complete the recommended high school program if the student's parent or guardian and a school counselor or school administrator agree that the student should instead take courses of instruction necessary to complete the basic high school program also established by the board pursuant to § 13-1-12.1.

Any student who is seeking eligibility in the South Dakota scholarship program established in § 13-55-30 and is therefore adhering to the high school course requirements as provided in Board of Regents Policy Number 2:3(2)(F) as in effect on January 1, 2003, meets the requirements of this section.

South Dakota Codified Laws, Title 13, Chapter 32, Section 13-32-3 (S.D. Codified Laws 13-32-3) (enacted 1961).

Reference for psychiatric treatment prohibited without parents' consent

No public school administrator or teacher shall refer a student for psychiatric treatment within or outside the school without the prior written consent of such student's parent or guardian.

Tennessee

None.

Texas

Vernon's Texas Statutes and Codes Annotated, Texas Educ. Code Annotated, Title 2, Chapter 25, Section 25.094 (Tex. Educ. Code Ann. § 25.094) (enacted 1995, amended 2001, 2003 & 2005).

Failure to Attend School

(a) An individual commits an offense if the individual:

(1) is required to attend school under Section 25.085; and

(2) fails to attend school on 10 or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period.

(b) An offense under this section may be prosecuted in:

(1) the constitutional county court of the county in which the individual resides or in which the school is located, if the county has a population of two million or more;

(2) a justice court of any precinct in the county in which the individual resides or in which the school is located; or

(3) a municipal court in the municipality in which the individual resides or in which the school is located.

(c) On a finding by the county, justice, or municipal court that the individual has committed an offense under Subsection (a) or on a finding by a juvenile court in a county with a population of less than 100,000 that the individual has engaged in conduct that violates Subsection (a), the court may enter an order that includes one or more of the requirements listed in Article 45.054, Code of Criminal Procedure, as added by Chapter 1514, Acts of the 77th Legislature, Regular Session, 2001.

(d) If the county, justice, or municipal court believes that a child has violated an order issued under Subsection (c), the court may proceed as authorized by Article 45.050, Code of Criminal Procedure.

(d-1) Pursuant to an order of the county, justice, or municipal court based on an affidavit showing probable cause to believe that an individual has committed an offense under this section, a peace officer may take the individual into custody. A peace officer taking an individual into custody under this subsection shall:

(1) promptly notify the individual's parent, guardian, or custodian of the officer's action and the reason for that action; and

(2) without unnecessary delay:

(A) release the individual to the individual's parent, guardian, or custodian or to another responsible adult, if the person promises to bring the individual to the county, justice, or municipal court as requested by the court; or

(B) bring the individual to a county, justice, or municipal court with venue over the offense.

(e) An offense under this section is a Class C misdemeanor.

(f) It is an affirmative defense to prosecution under this section that one or more of the absences required to be proven under Subsection (a) were excused by a school official or by the court or that one or more of the absences were involuntary, but only if there is an insufficient number of unexcused or voluntary absences remaining to constitute an offense under this section. The burden is on the defendant to show by a preponderance of the evidence that the absence has been excused or that the absence was involuntary. A decision by the court to excuse an absence for purposes of this section does not affect the ability of the school district to determine whether to excuse the absence for another purpose.

(g) It is an affirmative defense to prosecution under this section that one or more of the absences required to be proven under Subsection (a) was involuntary. The burden is on the defendant to show by a preponderance of the evidence that the absence was involuntary.

(h) Deleted by Acts 2001, 77th Leg., ch. 1514, § 4.

(i) Deleted by Acts 2001, 77th Leg., ch. 1514, § 4.

Vernon's Texas Statutes and Codes Annotated, Texas Code of Criminal Procedure Annotated, Title 1, Article 45.054 (Tex. Code Crim. Proc. Ann. § 45.054) (enacted 2001, amended 2003 & 2007).

Failure to Attend School Proceedings

(a) On a finding by a county, justice, or municipal court that an individual has committed an offense under Section 25.094, Education Code, the court has jurisdiction to enter an order that includes one or more of the following provisions requiring that:

(1) the individual:

(A) attend school without unexcused absences;

(B) attend a preparatory class for the high school equivalency examination administered under Section 7.111, Education Code, if the court determines that the individual is too old to do well in a formal classroom environment; or

(C) if the individual is at least 16 years of age, take the high school equivalency examination administered under Section 7.111, Education Code;

(2) the individual attend a special program that the court determines to be in the best interest of the individual, including:

(A) an alcohol and drug abuse program;

(B) a rehabilitation program;

(C) a counseling program, including self-improvement counseling;

(D) a program that provides training in self-esteem and leadership;

(E) a work and job skills training program;

(F) a program that provides training in parenting, including parental responsibility;

(G) a program that provides training in manners;

(H) a program that provides training in violence avoidance;

(I) a program that provides sensitivity training; and

(J) a program that provides training in advocacy and mentoring;

(3) the individual and the individual's parent attend a class for students at risk of dropping out of school designed for both the individual and the individual's parent;

(4) the individual complete reasonable community service requirements; or

(5) for the total number of hours ordered by the court, the individual participate in a tutorial program covering the academic subjects in which the student is enrolled provided by the school the individual attends.

(a-1) On a finding by a juvenile court in a county with a population of less than 100,000 that the individual has engaged in conduct that violates Section 25.094, Education Code, the court has jurisdiction to enter an order that includes one or more of the provisions listed under Subsection (a).

(a-2) An order under Subsection (a) may not require a student to attend a juvenile justice alternative education program.

(b) An order under Subsection (a)(3) that requires the parent of an individual to attend a class for students at risk of dropping out of school is enforceable in the justice, municipal, or juvenile court by contempt.

(c) A court having jurisdiction under this article shall endorse on the summons issued to the parent of the individual who is the subject of the hearing an order directing the parent to appear personally at the hearing and directing the person having custody of the individual to bring the individual to the hearing.

(d) An individual commits an offense if the individual is a parent who fails to attend a hearing under this article after receiving notice under Subsection (c) that the individual's attendance is required. An offense under this subsection is a Class C misdemeanor.

(e) On the commencement of proceedings under this article, the court shall inform the individual who is the subject of the hearing and the individual's parent in open court of the individual's expunction rights and provide the individual and the individual's parent with a written copy of Article 45.055.

(f) In addition to any other order authorized by this article, the court may order the Department of Public Safety to suspend the driver's license or permit of the individual who is the subject of the hearing or, if the individual does not have a license or permit, to deny the issuance of a license or permit to the individual for a period specified by the court not to exceed 365 days.

(g) A dispositional order under this article is effective for the period specified by the court in the order but may not extend beyond the 180th day after the date of the order or beyond the end of the school year in which the order was entered, whichever period is longer.

(h) In this article, "parent" includes a person standing in parental relation.

Vernon's Texas Statutes and Codes Annotated, Texas Educ. Code Annotated, Title 2, Chapter 28, Sections 28.0212 (Tex. Educ. Code Ann. § 28.0212) (enacted 2003, amended 2007).

Personal Graduation Plan

(a) A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan for each student enrolled in a junior high, middle, or high school who:

(1) does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or

(2) is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade level nine, as determined by the district.

(b) A personal graduation plan must:

(1) identify educational goals for the student;

(2) include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;

(3) include an intensive instruction program described by Section 28.0213;

(4) address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and

(5) provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

(c) Notwithstanding Subsection (b), a student's individualized education program developed under Section 29.005 may be used as the student's personal graduation plan under this section.

(d) The agency shall establish minimum standards for a personal graduation plan under this section.

(e) Each school district is encouraged to establish for each student entering grade nine a personal graduation plan that identifies a course of study that:

(1) promotes:

(A) college and workforce readiness; and

(B) career placement and advancement; and

(2) facilitates the student's transition from secondary to postsecondary education.

(g) Each school district is encouraged to establish for each student entering grade nine a personal graduation plan that identifies a course of study that:

- (1) promotes:
 - (A) college and workforce readiness; and
 - (B) career placement and advancement; and
- (2) facilitates the student's transition from secondary to postsecondary education.

Vernon's Texas Statutes and Codes Annotated, Texas Educ. Code Annotated, Title 2, Chapter 28, Sections 28.0213 (Tex. Educ. Code Ann. § 28.0213) (enacted 2003).

Intensive Program of Instruction

- (a) A school district shall offer an intensive program of instruction to a student who does not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39.
- (b) A school district shall design the intensive program of instruction described by Subsection (a) to:
 - (1) enable the student to:
 - (A) to the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
 - (B) attain a standard of annual growth specified by the school district and reported by the district to the agency; and
 - (2) if applicable, carry out the purposes of Section 28.0211.
- (c) A school district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements. The commissioner shall distribute funds to districts that implement a program under this section based on the number of students identified by the district who:

- (1) do not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
- (2) are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade nine, as determined by the district.
- (d) A school district's determination of the appropriateness of a program for a student under this section is final and does not create a cause of action.
- (e) For a student in a special education program under Subchapter A, Chapter 29, who does not perform satisfactorily on an assessment instrument administered under Section 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:
 - (1) enable the student to attain a standard of annual growth on the basis of the student's individualized education program; and
 - (2) if applicable, carry out the purposes of Section 28.0211.

Utah

Utah Code Annotated, Title 63M, Chapter 9 (Utah Code Ann. §63M-9).

Families, Agencies, and Communities Together For Children and Youth At Risk Act.

Utah Code Annotated, Title 53A, Chapter 17a, Sections 17a-131.9 (Utah Code Ann. § 53A-17a-131.9 (enacted in 2008).

Agencies coming together for children and youth at risk.

...

- (2) Participation in the at risk programs funded under this section shall require consent from a parent or legal guardian for the participant to receive initial or continuing services under the program.

(3) A participant's parent or legal guardian shall be actively involved in the program and all applicable state and federal laws and regulations shall be observed by the entities and individuals providing the services....

Vermont

See Vt. Stat. Ann. tit. 16, § 2903(c) in "Vermont" of the Family Engagement Targeting Children and Youth in At-Risk Situations Section.

Virginia

See Va. Code Ann. §§ 22.1-209.1:6 and 22.1-199.1 in "Virginia" of the Family Engagement Laws and Policies Section.

Washington

None.

West Virginia

None.

Wisconsin

Wisconsin Statutes, Chapter 118, Sections 118.15(1)(b) and (1)(c)(3) (Wis. Stat. § 118.15(1)(b) and (1)(c)(3)).

Summary: A child who is 16 years of age or over and is a child at risk may attend, in lieu of high school or on a part-time basis, a technical college if the child and the child's parent or guardian agree, in writing, that the child will participate in a program leading to the child's high school graduation. Prior to the child's admission to such a program, the child, his or her parent or guardian, the school board and a representative of the high school equivalency program or program leading to the child's high school graduation shall enter into a written agreement, which shall state: (1) the services to be provided;

(2) the time period needed to complete the high school equivalency program or program leading to the child's high school graduation; and (3) how the performance of the pupil will be monitored.

Compulsory school attendance.

(1)(a) Except as provided under pars. (b) to (d) and (g) and sub. (4), unless the child is excused under sub. (3) or has graduated from high school, any person having under control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age.

(b) Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over and a child at risk, as defined in s. 118.153(1)(a), may attend, in lieu of high school or on a part-time basis, a technical college if the child and his or her parent or guardian agree, in writing, that the child will participate in a program leading to the child's high school graduation. The district board of the technical college district in which the child resides shall admit the child. Every technical college district board shall offer day class programs satisfactory to meet the requirements of this paragraph and s. 118.33(3m) as a condition to the receipt of any state aid.

(c)1. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 16 years of age may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification under par. (d) leading to the child's high school graduation.

2. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 17 years of age or over may be excused by the school board from regular school attendance if the child and his or

her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification under par. (d) leading to the child's high school graduation or leading to a high school equivalency diploma under s. 115.29(4).

3. Prior to a child's admission to a program leading to the child's high school graduation or a high school equivalency program under par. (b) or subd. 1 or 2, the child, his or her parent or guardian, the school board and a representative of the high school equivalency program or program leading to the child's high school graduation shall enter into a written agreement. The written agreement shall state the services to be provided, the time period needed to complete the high school equivalency program or program leading to the child's high school graduation and how the performance of the pupil will be monitored. The agreement shall be monitored by the school board on a regular basis, but in no case shall the agreement be monitored less frequently than once per semester. If the school board determines that a child is not complying with the agreement, the school board shall notify the child, his or her parent or guardian and the high school equivalency program or program leading to the child's high school graduation that the agreement may be modified or suspended in 30 days.

(cm)1. Upon the child's request and with the approval of the child's parent or guardian, any child who is 17 years of age or over shall be excused by the school board from regular school attendance if the child began a program leading to a high school equivalency diploma in a juvenile correctional facility, as defined in s. 938.02(10p), a secured residential care center for children and youth, as defined in s. 938.02(15g), a juvenile detention facility, as defined in s. 938.02(10r), or a juvenile portion of a county jail, and the child and his or her parent or guardian agree under subd. 2. that the child will continue to participate in such a program. For purposes of this subdivision, a child is considered to have begun a program leading to a high school equivalency diploma if the child has received a passing score on a minimum of one of the 5 content area tests given under the general educational development test or has demonstrated under a

course of study meeting the standards established under s. 115.29(4) for the granting of a declaration of equivalency to high school graduation a level of proficiency in a minimum of one of the 5 content areas specified in s. 118.33(1)(a)1. that is equivalent to the level of proficiency that he or she would have attained if he or she had satisfied the requirements under s. 118.33(1)(a)1.

2. Prior to the admission of a child under subd. 1 to a program leading to a high school equivalency diploma, the child, his or her parent or guardian, the school board and a representative of the agency providing the program shall enter into a written agreement. The agreement shall specify that the child is excused from regular school attendance while he or she is enrolled in the program and making progress toward completion of the program, or successfully completes the program. If the agency providing the program determines that the child is not making progress toward completion of the program, the agency shall notify the child and his or her parent or guardian that the agreement may be suspended within 30 days. If the agency suspends the agreement, the agency shall notify the child, his or her parent or guardian and the school board.

3. If the program that the child wishes to attend is provided by a technical college district, the technical college district board shall admit the child.

4. A child attending a program under this paragraph shall not be included in membership, as defined in s. 121.004(5).

5. The state superintendent shall grant a high school equivalency diploma to a child under this paragraph who completes the general educational development test with a passing score, as determined by the state superintendent, and completes the additional requirements determined by the state superintendent under s. 115.29(4).

(d) Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications, including but not limited to:

1. Modifications within the child's current academic program.

2. A school work training or work study program.
 3. Enrollment in any alternative public school or program located in the school district in which the child resides.
 4. Enrollment in any nonsectarian private school or program, located in the school district in which the child resides, which complies with the requirements of 42 USC 2000d. Enrollment of a child under this subdivision shall be pursuant to a contractual agreement which provides for the payment of the child's tuition by the school district.
 5. Homebound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.
 6. Enrollment in any public educational program located outside the school district in which the child resides. Enrollment of a child under this subdivision may be pursuant to a contractual agreement between school districts.
- (dm) The school board shall render its decision, in writing, within 90 days of a request under par. (d), except that if the request relates to a child who has been evaluated by an individualized education program team under s. 115.782 and has not been recommended for special education, the school board shall render its decision within 30 days of the request. If the school board denies the request, the school board shall give its reasons for the denial.
- (e) Any decision made by a school board or a designee of the school board in response to a request for program or curriculum modifications under par. (d) shall be reviewed by the school board upon request of the child's parent or guardian. The school board shall render its determination upon review in writing, if the child's parent or guardian so requests.
- (f) At the beginning of each school term, the school board shall notify the pupils enrolled in the school district and their parents or guardians of the substance of pars. (d), (dm) and (e).
- (g) Paragraph (a) does not apply to a person having under control a child who is enrolled in a virtual charter school.

(2)(a) If the determination is made under sub. (1)(b) for a child to attend a technical college, the district board governing the technical college shall establish appropriate vocational and technical courses in accordance with s. 118.33(3m) and the school board shall pay the technical college district board an amount calculated as follows:

1. Divide the number of credit hours of instruction scheduled by the technical college district for the pupil by 30.
2. Multiply the quotient under subd. 1 by the statewide average instructional cost for general education programs in the technical college system in the previous school year, as determined by the technical college system board.
3. Multiply the quotient under subd. 1. by any additional costs associated with direct student support services, as determined jointly by the state superintendent and the state director of the technical college system.
4. Add the product under subd. 2 to the product under subd. 3.

(c) Pupils attending a technical college under this subsection may receive general education subjects at the technical college. Payments by the school district under par. (a) shall be deemed costs of operation and maintenance.

(d) Transportation, or board and lodging under s. 121.57(1)(a), for pupils attending a technical college under this subsection shall be provided by the school district, and state aids shall be paid therefor, on the same basis as is transportation for pupils attending high school.

(3) This section does not apply to:

(a) Any child who is excused by the school board because the child is temporarily not in proper physical or mental condition to attend a school program, but who can be expected to return to a school program upon termination or abatement of the illness or condition. The school attendance officer may request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist or psychologist or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal, as sufficient proof of the physical or mental con-

dition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.

(b) Any child excused by the school board in accordance with the school board's written attendance policy under s. 118.16 (4) and with the written approval of the child's parent or guardian. The child's truancy, discipline or school achievement problems or disabilities as described in s. 115.76 (5) may not be used as the reason for an excuse under this paragraph. The excuse shall be in writing and shall state the time period for which it is effective, not to extend beyond the end of the current school year.

(c) Any child excused in writing by his or her parent or guardian before the absence. The school board shall require a child excused under this paragraph to complete any course work missed during the absence. A child may not be excused for more than 10 days in a school year under this paragraph.

(d) Any child excused in writing by his or her parent or guardian and by the principal of the school that the child attends for the purpose of serving as an election official under s. 7.30(2)(am). A principal may not excuse a child under this paragraph unless the child has at least a 3.0 grade point average or the equivalent. The principal shall allow the child to take examinations and complete course work missed during the child's absences under this paragraph. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child ceases to be enrolled in school or if the child no longer has at least a 3.0 grade point average or the equivalent.

(4) Instruction in a home-based private educational program that meets all of the criteria under s. 118.165(1) may be substituted for attendance at a public or private school.

(4m) No school board, board of control of a cooperative educational service agency or county children with disabilities education board, or person employed by a school board, cooperative educational service agency or

county children with disabilities education board, may in any manner compel a pregnant girl to withdraw from her educational program.

(5)(a)1. Except as provided under par. (b) or if a person has been found guilty of a misdemeanor under s. 948.45, whoever violates this section may be penalized as follows, if evidence has been provided by the school attendance officer that the activities under s. 118.16 (5) have been completed or were not required to be completed as provided in s. 118.16 (5m):

a. For the first offense, by a fine of not more than \$500 or imprisonment for not more than 30 days or both.

b. For a 2nd or subsequent offense, by a fine of not more than \$1,000 or imprisonment for not more than 90 days or both.

2. The court may require a person who is subject to subd. 1. to perform community service work for a public agency or a nonprofit charitable organization in lieu of the penalties specified under subd. 1. Any organization or agency to which a defendant is assigned pursuant to an order under this subdivision acting in good faith has immunity from any civil liability in excess of \$25,000 for any act or omission by or impacting on the defendant.

(am) The court may order any person who violates this section to participate in counseling at the person's own expense or to attend school with his or her child, or both.

(b)1. Paragraph (a) does not apply to a person who has under his or her control a child who has been sanctioned under s. 49.26(1)(h).

2. In a prosecution under par. (a), if the defendant proves that he or she is unable to comply with the law because of the disobedience of the child, the action shall be dismissed and the child shall be referred to the court assigned to exercise jurisdiction under chs. 48 and 938.

Wisconsin Statutes, Chapter 118, Section 118.153(3)(a)(2) (Wis. Stat. § 118.153(3)(a)2).

Children at risk of not graduating from high school

...

2. Upon request of a pupil's parent or guardian, a school board shall enroll the pupil in a program for children at risk. If there is more than one program available for children at risk, then the school board shall enroll the pupil in the program selected by the pupil's parent or guardian if the pupil meets the prerequisites for that program...

Wyoming

Wyoming Department of Education Rules and Regulations, Chapter 6, Section 14 (WY ADC EDU GEN Ch. 6 § 14) (though May 31, 2009)

Section 14. At-Risk Students.

The district shall have policies and procedures for every school in the district to identify and intervene with at-risk students. In addition, all schools shall provide instruction as appropriate through the school curriculum directed at the prevention of at-risk behavior. (W.S. 21-2-202 (a)(xix), W.S. 21-2-304(a)(ii) and W.S. 21-9-101(c)). These policies and procedures, at a minimum, shall include:

(a) Mechanisms for coordinating efforts across programs to maximize their effectiveness in preventing academic failure and for accessing the most appropriate program services for each student who exhibits behavior that places the child at risk for school failure. These mechanisms shall include:

(i) An at-risk committee which:

(A) Consists of at least two certified regular education teachers, at least one of which is the student's classroom teacher, and the school principal with other staff knowledgeable of at-risk programs and strategies acting as consultants to the committee according to the needs of the individual student.

(B) Communicates with and includes, to the extent practical, parent(s) of the student discussed.

(C) Documents proceedings and communications with parents, and the student's teacher(s), to the extent required by the programs under consideration.

(D) Directs, evaluates, and documents the success or failure of the interventions to the extent required by the program for which a student is being considered, prior to making referrals for services outside the regular classroom. Title I student identification may occur with its own set of criteria.

(E) Ensures all relevant routine screening procedures, especially hearing and vision, have been completed on a regular basis and results are current for the school year.

(b) Rules for programs that address the needs of students with disabilities.

(c) Provision of strategies for students who consistently fail to meet or who exceed standards including:

(i) Expeditious referral of students to at risk programs.

(ii) Oversight of efforts to increase access of students to corrective and enrichment instruction in addition to that routinely provided in the regular classroom.

(d) Methods by which the district and schools monitor student learning results, based on student performance standards, for those groups who receive program services.

(e) Procedures for the district in consultation with the schools to decide whether a program shall continue based upon those results.

Family Engagement for Families with English Language Learners

Background

Engaging families whose primary or sole language is not English presents numerous opportunities. Multitudes of American families lack English fluency, including many public school students. At times, language barriers create obstacles for educators in effectively communicating with the families of English Language Learners (ELLs). However, failing to engage these students and their families is both detrimental to student achievement and a lost opportunity for increasing English fluency, academic achievement, and civic participation among these families.

Many states have embraced this challenge by developing creative policies to engage families of ELL students. States have found ways to ensure effective communication with these families and, in some jurisdictions, involve them in school policymaking. The opportunities are ripe for public schools to engage families of ELLs, and following is an analysis of several such statutes that directly address family engagement.

Key Facts

- Twenty-one states have enacted legislation that encourages family engagement among non-English fluent parents: AK, AZ, AR, CA, CT, FL, HI, ID, IL, IN, MA, MN, NE, NJ, NM, NY, NC, RI, UT, WA and WI.
- Thirty states lack specific statutes relevant to non-English fluent family engagement: AL, CO, DE, DC, GA, IA, KS, KY, LA, ME, MD, MI, MS, MO, MT, NV, NH, ND, OH, OK, OR, PA, SC, SD, TN, TX, VT, VA, WV and WY.
- At least two states mandate that communication occur, including the creation of literature and printed information, in the family's native language: MA and RI.
- At least three states offer specific centers for non-English fluent parents: CA, NE, and UT.
- At least five states include families who lack English fluency in school policy making: IL, IN, MN, NJ and WI.

Analysis

State legislatures have adopted a variety of approaches in efforts to involve families of ELLs in public schools. These strategies include communication methods, inclusion in policymaking, the creation of specific programs, and the establishment of centers for improving family literacy in English. Interestingly, Hawaii includes ELL students in its at-risk category and therefore includes these families in their programs geared toward families with students at risk of academic failure.

Communication and Collaboration

Several states have enacted legislation that requires public schools to communicate with families of ELLs in the language in which they are fluent. Under **Rhode Island** law, public school parents must be given specified notices in their native language, including information about vocational programs and their right to access educational records. The **Massachusetts** legislature mandates that families receive information regarding school attendance and special education in their primary language.

Both the **Indiana** and Wisconsin legislature require schools to include families of ELLs in policymaking under certain circumstances. Specifically, Indiana law requires schools that operate 'bilingual-bicultural programs' to include a majority of parents on the local advisory committees. The majority of parents serving on these committees must also have students who are either eligible for or enrolled in the bilingual-bicultural program.

Wisconsin law further authorizes school boards to appoint a bilingual-bicultural advisory committee to provide a forum for families and educators to advise the school board. The advisory committee must include parents of students participating in the bilingual-bicultural programs. This committee is tasked with informing the school board of their perspective about such programs, which is to include the planning and evaluation of the programs.

Other state laws focus initiatives on the administrative side. **Rhode Island** law requires its state regulations to include evaluative criteria that include family engagement among parents of ELLs. The **Illinois** law mandates the establishment of a Department of Bilingual Education. This Department is directed to maximize the involvement of bilingual families, teachers, community group representatives, and other individuals in the creation of departmental policy. The law further requires preference in staff hiring to be given to individuals who are natives of countries in which the languages included in the educational programs are spoken.

Programs and Centers to support English Language Learning

Some states couple communication mandates with the creation of specific programs to assist families who are ELLs. In addition to entitling parents who lack fluent English language skills to receive communication in their native language, **California** law further encourages schools with a significant population of ELLs to create parent centers staffed with people able to communicate with students' families in order to encourage their participation. **Nebraska** law authorizes school districts to establish learning centers. Among other things, these centers may offer English classes to parents and other family members. The centers may also provide childcare to assist parents who are developing their own literacy skills or who are working with their children at the center to improve academic achievement. Utah law establishes 'English Language Learner Family Literacy Centers.' These centers are tasked with facilitating parental involvement and communication with families who lack English fluency in their preferred language, if practical. **New Jersey** also establishes a program and mandates communication about the program in families' native languages. Under this law, each school district is obligated to notify all families of students with limited English proficiency of the opportunity to enroll in a bilingual education program. The law clearly requires school boards to involve parents with limited English skills as much as is practical in the development and assessment of English as a Second Language (ESL) programs and commu-

nication efforts. **Arizona** law also establishes family literacy programs, for which families with limited English language skills are eligible.

Funding and Innovations

The **Washington** legislature has enacted a noteworthy statute that focuses on students who are also migrants. The **Minnesota** legislature conditions the receipt of funds for ELLs, under certain statutory sections, on family engagement. The law requires local school districts to seek the views of families about the impact of programs on their children.

Noteworthy Statutes

The **Wisconsin** legislature authorizes school boards to appoint a bilingual-bicultural advisory committee to provide families and educators a forum to advise the school board. The advisory committee must include parents of students participating in the bilingual-bicultural programs. This committee is tasked with informing the school board of their perspective about such programs, which is to include planning and evaluating of the programs.

Washington state policy for families who are migrants is particularly noteworthy. The legislature has established a grant program authorizing funds for a dedicated migrant education program. The policy solicits proposals from local school district grantees for multifaceted approaches to addressing the needs of students and their families who are migrants. In addition, the statute clearly defines several elements of what is considered effective programming for migrant families. For example, the legislation enumerates what family engagement/consultation means and requires a high level of specificity from grantees on the program objectives to meet the needs of migrant families.

Minnesota law involves families of ELLs in policy making. This legislature conditions the receipt of funds for ELL programs, under certain statutory sections, on family engagement. The law requires local school districts to solicit input from families about how their children are being impacted by these programs.

The **Utah** legislature has enacted a law that establishes

‘English Language Learner Family Literacy Centers.’ These centers are responsible for facilitating both parent engagement and communication with families who lack English fluency, in their preferred language, if practical. Similarly, the **California** legislature encourages schools with a significant population of ELLs to establish parent centers for families. These centers are to be staffed with people who are able to communicate with the student and the family in order to encourage their participation in the educational process.

Recommendations

- Create legislation and appropriate funds to develop, implement, and evaluate programs and centers that assist the families of ELLs to become active participants and leaders in their school communities.
- Require that both oral and written communication to the families of ELLs is transmitted in the family’s native language and in places where the families and community convene.
- Ensure that all programs serving the ELL community include family and parent input in policymaking as well as in the design, evaluation, and implementation of programs.

List of Statutes by State

Alabama

None.

Alaska

Alaska Administrative Code, Title 4, Chapter 6, Section 895 (4 AAC 06.895) and Title 47, Chapter 12, Section 050 (Alaska Stat. § 47.12.050).

Report card to the public

(a) Each public school and district in the state shall comply with the reporting requirements of **AS 14.03.120** and this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, on a form provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, on a form provided by the department.

(b) A school shall disseminate its School Report Card to the Public as required under **AS 14.03.120(d)**. A district shall disseminate its School District Report Card to the Public by providing it to the department, distributing it to schools in the district, posting the report on the Internet if the district maintains a web site, and any other means of distribution the district chooses. Each school shall disseminate its report to parents before the school opens for instruction in the fall. The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

Arizona

See Ariz. Rev. Stat. § 15-191.01 in “Arizona” of the Family Engagement in Early Childhood and Literacy Program Section and Ariz. Rev. Stat. § 15-102 in “Arizona” of the Family Engagement Laws and Policies Section.

Arkansas

Arkansas Code of 1987, Title 6, Chapter 18, Section 1404 (§ 6-18-1404) (enacted 2003).

Summary: The State Child Abuse and Neglect Prevention Board works with elementary schools in a variety of ways including family literacy activities that may include the following: adult literacy instruction for parents; general education diploma instruction for parents; referral to a vocational educational institution or an institution of higher education in the state; information provided on

scholarships that might be available to the parent if the parent decides to proceed with higher education; child literacy programs; or parent and child literacy activities.

Duties

(a) The State Child Abuse and Neglect Prevention Board shall have the following duties, subject to funding, to:

(1) Determine which schools are priority elementary schools under this subchapter;

(2) Review grant applications and award grants to school districts for family resource centers;

(3)(A) Formulate and assist with the implementation plan to establish a goal of ten (10) family resource centers, subject to funding.

(B) The family resource centers shall be designed to meet the following goals:

(i) Removing nonacademic barriers to student success in school;

(ii) Enhancing the abilities of students to succeed in school; and

(iii) Meeting the needs of children and their families;

(4) Monitor the family resource centers;

(5) Modify the implementation plans as necessary;

(6) Promulgate rules and forms for the administration of this subchapter;

(7) Employ administrative or training staff as needed;

(8) Create local advisory groups;

(9)(A) Provide additional resources to assist school districts in the development of methods and strategies to effectively use poverty funding that they receive more effectively.

(B) The resources may include the following:

(i) Technical assistance;

(ii) Organizational assistance;

(iii) Program assistance;

(iv) Professional assistance; or

(v) Any other assistance that is determined to be needed to help school districts overcome nonacademic barriers;

(10) Find alternative funding sources for the board and the programs under this subchapter, including, but not limited to, grants or donations; and

(11) Perform other duties as determined by the board.

(b)(1) This subchapter is the framework for schools to address student poverty issues and to remove nonacademic barriers that hinder student performance.

(2) A school district may fund programs or services under this subchapter with moneys received from the Department of Education Public School Fund Account or its successor fund account for poverty index funding, National School Lunch Act student funding, national school lunch students funding, or other funding for students eligible for the free or reduced-price lunch program.

(3) The programs under this subchapter shall be included in any list of approved programs and purposes established by rule of the Department of Education, any successor agency of the department, or the State Board of Education regarding the use of poverty index funding, National School Lunch Act student funding, national school lunch students funding, or other funding for students eligible for the free or reduced-price lunch program.

(4) School districts may use any available funding resources to establish and administer family resource centers under this subchapter, including, but not limited to, federal or state Medicaid moneys or reimbursements.

(c) On or before October 1 of each year, the chair of the board or his or her designee shall report to the House Committee on Aging, Children and Youth, Legislative and Military Affairs, and the Senate Committee on Children and Youth regarding the status of the development of the family resource centers and the outcomes achieved at each operational family resource center.

California

California Education Code, Section 51101.1 (Cal. Educ. Code § 51101.1) (enacted 2002, last amended 2004).

(a) A parent or guardian's lack of English fluency does not preclude a parent or guardian from exercising the rights guaranteed under this chapter. A school district shall take all reasonable steps to ensure that all parents and guardians of pupils who speak a language other than English are properly notified in English and in their home language, pursuant to Section 48985, of the rights and opportunities available to them pursuant to this section.

(b) Parents and guardians of English learners are entitled to participate in the education of their children pursuant to Section 51101 and as follows:

(1) To receive, pursuant to paragraph (5) of subdivision (a) of Section 51101, the results of their child's performance on standardized tests, including the English language development test.

(2) To be given any required written notification, under any applicable law, in English and the pupil's home language pursuant to Section 48985.

(3) To participate in school and district advisory bodies in accordance with federal and state laws and regulations.

(4) To support their children's advancement toward literacy. School personnel shall encourage parents and guardians of English learners to support their child's progress toward literacy both in English and, to the extent possible, in the child's home language. School districts are encouraged to make available, to the extent possible,

surplus or undistributed instructional materials to parents and guardians, pursuant to subdivision (d) of Section 60510, in order to facilitate parental involvement in their children's education.

(5) To be informed, pursuant to Sections 33126 and 48985, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts.

(c) A school with a substantial number of pupils with a home language other than English is encouraged to establish parent centers with personnel who can communicate with the parents and guardians of these children to encourage understanding of and participation in the educational programs in which their children are enrolled.

Colorado

None.

Connecticut

General Statutes of Connecticut, Chapter 164, Sections 10-17f (Conn. Gen. Stat. § 10-17f) (enacted 1977 and subsequently amended).

Summary: Connecticut has a state standard of English mastery for students enrolled in bilingual education programs. If a student is not meeting the state standard, the local or regional board of education must provide language support services to the student in consultation with the parent (GSC § 10-17f(c)).

Duties of boards of education regarding bilingual education programs. Development of state English mastery standard. Regulations.

(a) Annually, the board of education for each local and regional school district shall ascertain, in accordance with regulations adopted by the State Board of Education, the eligible students in such school district and shall classify such students according to their dominant language.

(b) Whenever it is ascertained that there are in any public school within a local or regional school district twenty or more eligible students classified as dominant in any one language other than English, the board of education of such district shall provide a program of bilingual education for such eligible students for the school year next following. Eligible students shall be placed in such program in accordance with subsection (e) of this section.

(c) On or before July 1, 2000, the State Board of Education, within available appropriations, shall develop a state English mastery standard to assess the linguistic and academic progress of students in programs of bilingual education. On and after September 1, 2000, each local and regional board of education shall assess, annually, the progress made by each student toward meeting the state standard. If a student is not making sufficient progress toward meeting the state standard based on the assessment, the local or regional board of education shall provide language support services to the student in consultation with the parent or guardian of the student to allow the student to meet the state standard. Such services may include, but need not be limited to, summer school, after-school assistance and tutoring. If a student meets the state standard based on the assessment, the student shall leave the program. Each local and regional board of education shall document on a student's permanent record the date the student begins in a program of bilingual education and the date and results of the assessments required pursuant to this subsection.

(d) Each local and regional board of education shall limit the time an eligible student spends in a program of bilingual education to thirty months, whether or not such months are consecutive, except that summer school and two-way language programs pursuant to subsection (i) of this section shall not be counted. If an eligible student does not meet the English mastery standard at the end of thirty months, the local or regional board of education shall provide language transition support services to such student. Such services may include, but need not be limited to, English as a second language programs, sheltered English programs, English immersion programs, tutoring and homework assistance, provided such services may not include a program of bilingual education. Families may

also receive guidance from school professionals to help their children make progress in their native language. If an eligible student enrolls in a secondary school when the student has fewer than thirty months remaining before graduation, the local or regional board of education shall assign the student to an English as a second language program and may provide intensive services to the student to enable the student to speak, write and comprehend English by the time the student graduates and to meet the course requirements for graduation.

(e) Each local and regional board of education shall hold a meeting with the parents and legal guardians of eligible students to explain the benefits of the language program options available in the school district, including an English language immersion program. The parents and legal guardians may bring an interpreter or an advisor to the meeting. If the parent or legal guardian of an eligible student opts to have such student placed in a program of bilingual education, the local or regional board of education shall place the child in such program.

(f) The board of education for each local and regional school district which is required to provide a program of bilingual education shall initially endeavor to implement the provisions of subsection (b) of this section through in-service training for existing certified professional employees, and thereafter, shall give preference in hiring to such certified professional employees as are required to maintain the program.

(g) The State Board of Education shall adopt regulations, in accordance with the provisions of chapter 54, to establish requirements for: (1) Such programs, which may be modeled after policy established by the Department of Education for bilingual education programs; (2) local and regional boards of education to integrate bilingual and English as a second language program faculty in all staff, planning and curriculum development activities; and (3) all bilingual education teachers employed by a local or regional board of education, on and after July 1, 2001, to meet all certification requirements, including completion of a teacher preparation program approved by the State Board of Education, or to be certified through an alternate route to certification program.

(h) Each board of education for a local and regional school district which is required to provide for the first time a program of bilingual education shall prepare and submit to the Commissioner of Education for review a plan to implement such program, in accordance with regulations adopted by the State Board of Education.

(i) Each local and regional board of education that is required to provide a program of bilingual education pursuant to this section shall investigate the feasibility of establishing two-way language programs starting in kindergarten.

Delaware

None.

District of Columbia

None.

Florida

Florida Statutes, K-20 Education Code, Title XLVIII, Chapter 1002, Section 1002.20(10) (Fla. Stat. 1002.20(10)) (enacted 2003).

K-12 student and parent rights

Parents of public school students must receive accurate and timely information regarding their child's academic progress and must be informed of ways they can help their child to succeed in school. K-12 students and their parents are afforded numerous statutory rights including, but not limited to, the following:

...

(10) Limited English proficient students. In accordance with the provisions of s. 1003.56, limited English proficient students have the right to receive ESOL (English for Speakers of Other Languages) instruction designed to develop the student's mastery of listening, speaking, reading, and writing in English as rapidly as possible, and the students' parents have the right of parental involvement in the ESOL program.

Georgia

None.

Hawaii

See Haw. Rev. Stat. §§ 302L-1 and 302L-2 in "Hawaii" of the Family Engagement in Early Childhood and Literacy Programs and of the Family Engagement Targeting Children and Youth in At-Risk Situations Sections.

Summary: The parents of such children are involved through the family-child interaction learning programs cited as one of the early learning opportunities covered by the keiki first steps program (HRS §302L-2(2)(A)). Further, applicants for the keiki first steps grant program are encouraged to involve these parents by being required to demonstrate in their grant application, among other things, "[o]pportunities for parent or family engagement and parent education and support" (HRS §302L-4(b)(8)).

Idaho

Idaho Code Annotated, Title 33, Chapter 16, Section 1618 (Idaho Code Ann. § 33-1618).

A student who has not been enrolled for two (2) full school years in an elementary or secondary school in the United States and who scores less than a level four (4) on the state assessment used to determine English language proficiency may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment if the parent or guardian of such student and the student's teacher agree that such an exclusion is educationally appropriate for the student.

Illinois

Illinois Compiled Statutes, Chapter 105,
Section 5/2-3.39 (105 Ill. Comp. Stat. 5/2-3.39).

Department of Transitional Bilingual Education

Sec. 2-3.39. Department of Transitional Bilingual Education. To establish a Department of Transitional Bilingual Education. In selecting staff for the Department of Transitional Bilingual Education the State Board of Education shall give preference to persons who are natives of foreign countries where languages to be used in transitional bilingual education programs are the predominant languages. The Department of Transitional Bilingual Education has the power and duty to:

...

(4) Provide for the maximum practical involvement of parents of bilingual children, transitional bilingual education teachers, representatives of community groups, educators, and laymen knowledgeable in the field of bilingual education in the formulation of policy and procedures relating to the administration of Article 14C of this Code...

See also 105 Ill. Comp. Stat. 5/14C-10 in "Illinois" of the Family Engagement Laws and Policies Section.

Indiana

Indiana Code, Title 20, Article 30,
Chapter 9, Section 10 (Ind. Code 20-30-9-10)
(enacted 2005).

Local and corporation advisory committees; board approval of programs

Sec. 10. (a) Before June 1 of each year, the principal of each school operating a bilingual-bicultural program shall appoint a local advisory committee composed of:

(1) teachers of bilingual-bicultural instruction who are proficient in both English and a non-English language

and certified to teach a subject, including the history and culture of both the United States and the homeland of the non-English language; (2) counselors; (3) community members; and (4) parents of students enrolled or eligible for enrollment in the bilingual-bicultural program.

A majority of the committee members must be parents of students enrolled or eligible for enrollment in the bilingual-bicultural program.

(b) Before July 1 of each year, the governing body of each school corporation operating a bilingual-bicultural program shall select at least one (1) representative from each local advisory committee to serve on a corporation advisory committee. A majority of the committee members must be parents of students enrolled or eligible for enrollment in the program.

(c) A member of a local and corporation advisory committee holds the position for one (1) year.

(d) The local and corporation advisory committees shall participate in planning, implementing, and evaluating the bilingual-bicultural programs. All bilingual-bicultural programs must be approved by the appropriate local advisory committee before implementation. If the advisory committee refuses to approve a program, the division shall arbitrate the dispute.

(e) All school corporations wishing to implement a bilingual-bicultural program shall apply to the state superintendent.

(f) All bilingual-bicultural programs must be approved by the state board to qualify for the distribution of state funds to school corporations for the bilingual-bicultural programs.

Iowa

None.

Kansas

None.

Kentucky

None.

Louisiana

None.

Maine

None.

Maryland

None.

Massachusetts

Chapter 71A, generally, and Section 5 (Mass. Gen. Laws ch. 71A, §5) (see also Mass. Gen. Laws ch. 71B, § 3 and Mass. Gen. Laws ch. 15, § 1G, and Mass. Gen. Laws ch. 76, § 18 in “Massachusetts” of the Family Engagement Laws and Policies Section).

Summary: All notices to parents regarding absences (**id. ch.76, §18**) and special education (**id. ch.71B, §3**) must be in parent’s primary language. All children must be taught English (**see generally, id. ch.71A**); however, parents can waive this requirement if they are fully advised in their own language (**id. ch.71A, §5**). Half of the advisory council for bilingual education must be parents of bilingual children (**id. ch.15, §1G**).

Mass. Gen. Laws ch. 71A, §4

Section 4. English language education

Subject to the exceptions provided in Section 5 of this chapter, all children in Massachusetts public schools shall be taught English by being taught in English and all children shall be placed in English language classrooms. Children who are English learners shall be educated through

sheltered English immersion during a temporary transition period not normally intended to exceed one school year, provided, however, that kindergarten English learners shall be educated either in sheltered English immersion or English language mainstream classrooms with assistance in English language acquisition, including, but not limited to, English as a second language, so-called. Local schools shall be permitted but not required to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners acquire a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms. Foreign language classes for children who already know English, 2-way bilingual programs for students in kindergarten through grade 12 and special education programs for physically or mentally impaired students shall be unaffected.

Mass. Gen. Laws ch. 71A, §5

Section 5. Parental waivers

(a). The requirements of Section 4 of this chapter may be waived with the prior written informed consent, to be provided annually, of the child’s parents or legal guardian under the circumstances specified in this section. Such informed consent shall require that said parents or legal guardian personally visit the school to apply for the waiver and that they there be provided a full description in a language they can understand of the educational materials to be used in the different educational program choices and all the educational opportunities available to the child. If a parental waiver has been granted, the affected child may be transferred to classes teaching English and other subjects through bilingual education techniques or other generally-recognized educational methodologies permitted by law. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; in all other

cases, such students must be permitted to transfer to a public school in which such a class is offered.

(b). The circumstances in which a parental exception waiver may be applied for under this section are as follows:

(1). Children who already know English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or

(2). Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills; or

(3). Children with special individual needs: the child already has been placed for a period of not less than thirty calendar days during that particular school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools. Waivers granted under this section cannot be applied for until after thirty calendar days of a given school year have passed, and this waiver process must be renewed each and every school year. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local school committee and ul-

timately the state board of education. The existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

Michigan

None.

Minnesota

Minnesota Statutes Annotated, Title 124D, Section 60 (Minn. State. Ann. § 124D.60).

Rights of parent

...

Subd. 3. Parental involvement. A district which receives moneys pursuant to section 124D.65 must encourage involvement of parents of pupils enrolled in the educational program for limited English proficient students in this program. The district shall solicit the views of parents about the program and its effects upon their children.

Mississippi

None.

Missouri

None.

Montana

None.

Nebraska

Revised Statutes of Nebraska, Chapter 79, Sections 79-2114(i) and (l) (Neb. Rev. Stat. §§ 79-2114(i) and (l)) (enacted 2007).

Elementary learning center; services and programs; report required

(1) Programs offered by an elementary learning center may be accessed by any elementary-age child who resides in the learning community or any family with an elementary-age child who resides in the learning community. Services to be provided by the elementary learning center shall comply with all applicable state regulations for such services, including, but not limited to, regulations requiring certification of teachers, safety provisions, and compliance with state standards. Such programs shall be designed to enhance the academic success of elementary students and may include, but are not limited to:

- (a) Summer school, extended-school-day programs, and extended-school-year programs which may be coordinated with programs offered in the schools;
- (b) Literacy centers for providing intensive assistance to elementary-age children and their parents to work on reading skills outside of the school day;
- (c) Computer labs;
- (d) Tutors for elementary students;
- (e) Mentors for elementary students;
- (f) Services for transient students;
- (g) Attendance advocates to assist in resolving issues that contribute to truancy;
- (h) Transportation for truant students;
- (i) English classes for parents and other family members;
- (j) Health services;
- (k) Mental health services;

(l) Child care for children of parents working on their own literacy skills or working with their children on academic skills at the center;

(m) Nutritional services for families working on skills at the center;

(n) Transportation for participating families;

(o) Distribution of clothing and school supplies;

(p) Information on other resources to assist participating families; and

(q) Interpreter services for educational needs.

(2) Each elementary learning center shall report the participation of elementary students in academic programs offered by or in collaboration with the center to the elementary schools attended by such students.

Nevada

None.

New Hampshire

None.

New Jersey

New Jersey Statutes Annotated, Title 18A, Chapter 35, Section 22 (N.J. Stat. Ann. § 18A:35-22).

Notice to parents that child identified as eligible for enrollment; option of declining enrollment; involvement of parents in program.

Each school district shall notify by mail the parents of the pupils of limited English-speaking ability of the fact that their child has been identified as eligible for enrollment in a program of bilingual education. . . . The notice shall be in writing in the language of which the child of the parents so notified possesses a primary speaking ability, and in English. . . . The board shall provide for the

maximum practicable involvement of parents of children of limited English-speaking ability in the development and review of program objectives and dissemination of information to and from the local school districts and communities served by the bilingual education program within the State law.

New Jersey Statutes Annotated, Title 18A, Chapter 35, Section 19.1 (N.J. Stat. Ann. § 18A:35-19.1).

Placement in English-only program; criteria.

A pupil enrolled in a bilingual education program pursuant to **P.L. 1974, c 197 (C 18A:35-15 et seq.)** shall be placed in the English-only program when the pupil demonstrates readiness to function successfully in the English-only program. The process to determine the readiness or inability of the individual pupil to function successfully in the English-only program shall be initiated by the pupil's level of English proficiency as measured by a State-established cut-off score on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the educational program of the pupil, and performance on achievement tests in English.

New Mexico

New Mexico Statutes 1978, Chapter 22, Article 10A, Section 16 (N.M. Stat. § 22-10A-16).

Parental notification

A. Within sixty calendar days from the beginning of each school year, every school district shall issue a notice to parents that they may obtain information regarding the professional qualifications of their children's teachers, instructional support providers and school principals. At a minimum, the information shall include:

- (1) whether the teacher has met state qualifications for licensure for the grade level and subjects being taught by the teacher;
- (2) whether the teacher is teaching under a teaching or assignment waiver;
- (3) the teacher's degree major and any other license or graduate degree held by the teacher; and
- (4) the qualifications of any instructional support providers if the student is served by educational assistants or other instructional support providers.

B. A local superintendent shall give written notice to the parents of those students who are being taught for longer than four consecutive weeks by a substitute teacher or by a person who is not qualified to teach the grade or subject.

C. The local superintendent shall:

- (1) ensure that the notice required by this section is provided by the end of the four-week period following the assignment of that person to the classroom;
- (2) ensure that the notice required by this section is provided in a bilingual form to a parent whose primary language is not English;
- (3) retain a copy of the notice required pursuant to this section; and
- (4) ensure that information relating to teacher licensure is available to the public upon request.

New Mexico Statutes 1978, Chapter 22, Article 23, Section 6 (N.M. Stat. § 22-23-6).

Summary: To be eligible for state financial support, a bilingual multicultural education program must, among other things, (a) establish a parent advisory committee, representative of the language and culture of the students, to assist and advise in the development, implementation and evaluation of the bilingual multicultural program and (b) provide procedures to ensure that parental notification is given annually prior to bilingual multicultural education program placement (**NMS § 22-23-6(A)(6), (7)**).

New York

McKinney's Consolidated Laws of New York Annotated, New York Education Law, Section 3204 (N.Y. Educ. Law § 3204).

Summary: Pupils who by reason of birth or foreign ancestry speak little or no English shall receive a bilingual education or enroll in English as a foreign language (ESL) classes. Bilingual programs shall be designed by the Commissioner and a student's progress shall be reviewed annually to assess whether he should continue in a bilingual or ESL program. These programs are also designed to provide adult education elements to parents of pupils with limited English proficiency.

Instruction required

1. Place of instruction. A minor required to attend upon instruction by the provisions of part one of this article may attend at a public school or elsewhere. The requirements of this section shall apply to such a minor, irrespective of the place of instruction.
2. Quality and language of instruction; text-books. Instruction may be given only by a competent teacher. In the teaching of the subjects of instruction prescribed by this section, English shall be the language of instruction, and text-books used shall be written in English, except that for a period of three years, which period may be extended by the commissioner with respect to individual pupils, upon application therefor by the appropriate school authorities, to a period not in excess of six years, from the date of enrollment in school, pupils who, by reason of foreign birth or ancestry have limited English proficiency, shall be provided with instructional programs as specified in subdivision two-a of this section and the regulations of the commissioner. The purpose of providing such pupils with instruction shall be to enable them to develop academically while achieving competence in the English language. Instruction given to a minor elsewhere than at a public school shall be at least substantially equivalent to the instruction given to minors of like age and attainments at the public schools of the city or district where the minor resides.
- 2-a. Instructional programs for pupils of limited English proficiency. 1. Each school district which is receiving total foundation aid shall develop a comprehensive plan consistent with requirements as the commissioner may establish in regulations to meet the educational needs of pupils of limited English proficiency. Such plan shall include a description of the programs, activities and services used to meet the educational needs of pupils of limited English proficiency that comply with the regulations of the commissioner governing such programs. By July first, two thousand eight, the commissioner shall develop guidelines for the enhancement of services for such pupils, which shall include but not be limited to the replication of existing model programs that have been effective in meeting the needs of such pupils, and shall establish eligibility standards for incentive grants to improve services to such pupils and the competitive process that will be used to award such grants. On or before March first of each year commencing with March first, two thousand nine, the commissioner shall submit a report to the governor, the director of the budget, the speaker of the assembly, the temporary president of the senate, the chair of the fiscal committees of the senate and assembly on the expenditure of state, local and federal funds by school districts in the prior school year on programs, activities and services for pupils of limited English proficiency, along with recommendations for improvement of such programs.
2. The board of education of each school district receiving such funds shall provide a program of bilingual education or English as a second language for eligible pupils and may contract with a board of cooperative educational services or another school district to provide such program, provided that in a city having a population of one million or more, the community school boards shall provide such program in the schools within their jurisdiction.
3. Eligibility for such programs shall be based on the following criteria. A pupil who by reason of foreign birth or ancestry speaks a language other than English, and either understands and speaks little or no English, or who

has been identified by any English language assessment instrument approved by the commissioner as a pupil of limited English proficiency, shall receive a program of bilingual education or English as a second language in accordance with standards established by the commissioner. A pupil's proficiency in the English language shall be measured annually by such language assessment instrument in order to determine further participation in bilingual education or English as a second language program in accordance with standards established by the commissioner, subject to the provisions of subdivision two of this section. The parent or guardian of a pupil designated as limited English proficient shall be informed by the local school authorities of the pupil's placement in an instructional program.

4. Bilingual programs shall be designed to:

- (a) provide content instruction for children of limited English proficiency using the child's native language and English;
- (b) provide native language instruction; and
- (c) provide English as a second language instruction.

5. English as a second language program shall be designed to develop skills in listening, speaking, reading and writing the English language, and assist in the learning of content areas through monolingual instruction in English.

6. The commissioner shall establish, by regulation, standards for approved programs for pupils of limited English proficiency.

7. After a pupil is enrolled in a regular instructional program, he may receive additional instruction in his native language.

8. A school district which provides a program of bilingual education or English as a second language designed to meet the needs of pupils of limited English proficiency, shall be empowered to:

- (a) impart to pupils a knowledge of the history and culture associated with their native languages;

- (b) establish closer cooperation between the school and the home;

- (c) provide early childhood educational programs related to the purposes of this section and designed to improve the potential for profitable learning activities by children;

- (d) offer adult education programs related to the purposes of this section, particularly for parents of pupils with limited English proficiency;

- (e) provide programs designed for dropouts or potential dropouts having need of such programs; and

- (f) provide other activities deemed desirable to further the purposes of this section.

9. Any duly authorized local educational agency or agencies is hereby empowered to make application for any grant or grants in furtherance of this section under any public law enacted by the United States Congress....

See also N.Y. Educ. Law § 4410 in "New York" of the Family Engagement Laws and Policies Section.

North Carolina

General Statutes of North Carolina,
Chapter 115C, Article 27, Section 391
(N.C. Gen. Stat. § 115C-391) (enacted 1955
and subsequently amended).

Summary: Parents must be notified when a student is expelled or suspended for more than 10 days. If English is the second language of the parent, the notice must be written in the parent's first language, if the appropriate foreign language resources are readily available, and in English. Both versions must be in plain language and easily understandable (NCGS § 115C-391(d5)).

North Dakota

None.

Ohio

None.

Oklahoma

None.

Oregon

None.

Pennsylvania

None.

Rhode Island

General Laws of Rhode Island,
Title 16, Chapter 16-54, Section 16-54-3
(R.I. Gen. Laws § 16-54-3).

Regulation of the board of regents for elementary and secondary education

It shall be the duty of the board of regents for elementary and secondary education to establish and promulgate regulations for the purpose of carrying out the intent of this chapter. These regulations shall include, but are not limited to:

- (1) Criteria for the identification, assessment, placement, and exiting of eligible students;
- (2) Criteria for an appropriate educational program or service;
- (3) Criteria for the monitoring and evaluation of educational programs;
- (4) Administrative procedures for state reimbursement of approved programs and services;

(5) Definitions of responsibilities of the local school committees and the department of elementary and secondary education;

(6) Criteria for parent involvement;

(7) Time line for phasing in services and programs to assure that the process begins and that all eligible children are served.

General Laws of Rhode Island, Title 16,
Chapter 16-45, Section 16-45-1.1
(R.I. Gen. Laws § 16-45-1.1).

Declaration of policy

...

(d) The following principles apply to the development and operation of all vocational programs, activities, and services:

(1)(i) Access. All youth and adults who choose vocational education shall have access to those programs.

(ii) A public awareness program shall provide information regarding state approved vocational programs to students and their parents in their native language.

General Laws of Rhode Island,
Title 16, Chapter 16-71, Section 16-71-2
(R.I. Gen. Laws § 16-71-2).

Notification

The parents or guardians of each child enrolled in an elementary or secondary school within the state, or the student if over the age of eighteen (18), shall annually be notified in writing by the school district responsible for the operation of the school of their rights under this chapter. Agencies and institutions of elementary and secondary education shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

South Carolina

None.

South Dakota

None.

Tennessee

None.

Texas

None.

Utah

Utah Code Annotated, Title 53A, Chapter 17a, Sections 161(2) and (3)a-b (Utah Code Ann. § 53A-17a-161(2), (3)a-b (12) (enacted in 2008).

English Language Learner Family Literacy Centers Program – Report.

...

(2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the State Board of Education, after consultation with school districts and charter schools, shall adopt a formula that allocates the money appropriated by the Legislature for the English Language Learner Family Literacy Centers Program to school districts and charter schools in a fair and equitable manner.

(3) English Language Learner Family Literacy Centers shall be established to: (a) increase parent involvement; (b) communicate with parents who are not proficient in English concerning required and optional activities at the school, in the parents' preferred language to the extent practicable...

Vermont

None.

Virginia

None.

Washington

Washington Administrative Code, Title 392, Chapter 164, Section 235 (Wash. Admin. Code § 392-164-235).

Consultation with parents and teachers of participating children — Definition.

As used in this chapter, the term “consultation with parents and teachers of participating children” means:

- (1) Establishment by the local school district of a parent advisory council;
- (2) Active solicitation of parent involvement in the planning, design, and evaluation of the migrant education program, including discussion of program revenues and expenditures; and
- (3) Similar involvement of teachers of children being served.

Washington Administrative Code, Title 392, Chapter 164, Section 260 (Wash. Admin. Code § 392-164-260).

Substance of annual application.

The local school district's or other subgrantee's annual application shall include:

- (1) A description of the Chapter 1 Migrant education project to be conducted, based on local needs assessment will include the following:
 - (a) The services and types of programs to be provided.
 - (b) The number of children to be served in total and for each service.
 - (c) The types and number of staff to be employed.

(d) Advanced skills which include reasoning, analysis, interpretation, problem-solving, and decision making as they relate to particular subjects.

(e) Desired outcomes expressed in measurable terms for all aspects of the migrant program including support services and early childhood.

(f) A separate summary of the project components designed to meet unmet needs of currently migratory children expected to be served.

(2) An appropriate budget displayed on FORM SPI F-1000B.

(3) The assurances in section 556(b)(2) through (b)(5) of Chapter 1 of the Elementary and Secondary School Improvement amendments of 1988.

(4) The assurances in section 436(b)(2) and (b)(3) of the General Education Provisions Act.

(5) The state-developed assurances included in the application.

(6) Services, site, and use of facilities and equipment to be purchased.

(7) A description of the local school district's or other subgrantee's plan for involving parents of migratory children in the planning, implementation, and evaluation of the project.

(8) Descriptive outcomes for all migrant children in terms of advanced skills.

(9) A description of how the district will remediate the unmet needs of currently migratory children.

West Virginia

None.

Wisconsin

Wisconsin Statutes, Chapter 115,
Section 115.98 (Wis. Stat. § 115.98).

Bilingual-bicultural advisory committee: For each school district that establishes a bilingual-bicultural education program for limited-English proficient pupils, the school board may appoint a bilingual-bicultural advisory committee to afford parents and educators of limited-English proficient pupils the opportunity to advise the school board of their views and to ensure that a program is planned, operated and evaluated with their involvement and consultation. Members of the committee shall include parents of limited-English proficient pupils enrolled in the bilingual-bicultural education program.

Wyoming

None.

Research Methodology

DLA Piper (US)'s research methodology in its fifty-state review of parental involvement statutes consisted of a primary term-based search of each state's statutes and a secondary review. Attorneys structured their research of individual states around eight questions concerning parental involvement in primary and secondary education: (i) does this state direct its school districts, boards of education, or schools to implement parental involvement policies; (ii) does this state have grants, awards, or sanctions to encourage schools to operate parental involvement programs; (iii) does this state encourage or mandate employers to allow parents to attend school activities; (iv) does this state require parental involvement in early literacy or early education programs; (v) does this state require parental involvement in programs for at-risk students; (vi) does this state have a noteworthy parental involvement statute that could be used as part of a model state law; (vii) does this state have additional provisions to encourage the involvement of non-English fluent parents; (viii) does this state promote parental involvement as a general (rather than specific) policy.

In the first tier of the review, attorneys located, read, and summarized the parental involvement statutes of their assigned state. First, an attorney consulted previous research by the Education Commission of the States in order to identify statutes to begin their research and more importantly, to identify any peculiar statutory language used in the state's parental involvement statutes. Next, the attorney accessed the state's education and labor code on publicly accessible sites to determine if the state's code could be thoroughly reviewed through a cost-effective basic search, using the search term "parent" and the search terms derived from the previous step. In most instances, the state's code was too large and varied to conduct a meaningful search on publicly accessible sites. In such instances, the attorney then accessed a private legal research database and conducted a Boolean search of the text of all the states' statutes for "parent" as a root within twenty five words of either "school" or "educat" as a root. This Boolean search was modified to include search terms derived from the statutory language of each state, as indicated in the first step. The attorney then reviewed the statutes identified by the search, saved a copy of the statutes for future review, and summarized and categorized the statutes by the eight parental involvement questions. In the second tier of the review, a senior attorney reviewed the summary, compared it with the statutes identified in the summary for accuracy, and reviewed the states' statutes to ensure that the initial researcher identified all the applicable parental involvement statutes.

The primary risk of this research methodology is that searches of each state's statutory code could have excluded applicable statutes. This risk was minimized to a large extent by the use of broad search terms, modification of searches based on the peculiar statutory language of each state, and secondary attorney review. This research also did not encompass state regulations promulgated outside of the legislative process. Such regulations may include additional policies and procedures used by states to promote parental involvement in schools.

In summary, the research was primarily a term-based search of each state's statutes, followed by a secondary review of the responses to each question and finally an analysis of the complete data set. The final analysis did not highlight general education laws that included the term "parent," but rather focused on laws that supported systemic family engagement in education. It is also important to note that the research was limited to state code and did not include an assessment of the implementation of or compliance with the state laws.

About National PTA

Founded in 1897, the National Parent Teacher Association (PTA) is comprised of more than five million members, including parents, students, educators, school administrators, and community leaders. With more than 24,000 local units, PTA flourishes in all 50 states, the District of Columbia, the U.S. Virgin Islands, and the Department of Defense schools in Europe and the Pacific.

As the oldest and largest volunteer child advocacy association in the United States, PTA's legacy of influencing federal policy to protect the education, health, and overall well-being of children has made an indelible impact in the lives of millions of children and families. Visit PTA.org for more information.

About DLA Piper

DLA Piper is an international legal practice with 3,500 lawyers in offices around the world. In the United States, our core practices are corporate and finance, IP, litigation, government affairs, real estate and tax. Our clients range from multinational, Global 1000 and Fortune 500 enterprises to emerging companies developing industry-leading technologies.

At DLA Piper, “Everything Matters” is our commitment to understanding all our clients’ needs and acting accordingly. We focus on providing practical and innovative legal solutions that help our clients succeed, while striving to deliver a consistent experience across our practices, around the world and in every legal matter we undertake.

Equally important, Everything Matters speaks to our commitment to our communities and our people. By valuing people, clients and community, DLA Piper is committed to making the world a better place. Our culture and policies encourage pro bono service because community involvement is an essential part of who we are. It is part of our roots and a growing part of our impact, and our community endeavors that mean so much to us.

Learn more about our pro bono work at www.dlapiperprobono.com <http://www.dlapiperprobono.com>.

Appendices

Appendix A: Definition of Family Engagement

The following definition of family engagement was developed by National PTA and the National Family, School, and Community Engagement Working Group (FSCE Working Group) comprised of National PTA and leading family engagement researchers, expert practitioners, and advocates.

Family Engagement in Education.—The term “family engagement in education” means a shared responsibility of families and schools for student success, in which schools and community-based organizations are committed to reaching out to engage families in meaningful ways and families are committed to actively supporting their children’s learning and development. This shared responsibility is continuous from birth through young adulthood and reinforces learning that takes place in the home, school and community.

Appendix B: PTA National Standards for Family-School Partnerships

PTA’s National Standards for Family-School Partnerships were created in 1997 and revised in 2007 to provide a framework for what schools, parents, and communities can do together to support student success. Below is suggested legislative language developed by the FSCE Working Group to codify the standards into law.

“(1) Welcome all families to be active participants in the life of the school, so that they feel valued, connected to each other, to school staff, and to what students are learning in class;

“(2) Communicate effectively by ensuring regular two-way, meaningful communication between family members and local education agency and school staff in a manner, language, and mode of technology that family members can understand and access;

“(3) Support student success by fostering continuous collaboration between family members and local educational agency and school staff to support student learning and healthy development at school and at home;

“(4) Speak up for every child and empower family members to be advocates for all students within the school;

“(5) Share power and assure that family members, local educational agencies, and school staff are equal partners in family engagement decision-making;

“(6) Collaborate with community and partner with community organizations and groups to turn the school into a hub of community life;

“(7) Create a continuum of family engagement in student learning and development from cradle to career; and

“(8) Train and support superintendents, principals and teachers to fully engage families in the education of their children.

Appendix C:

Section 1118, Title I of the Elementary and Secondary Education Act (ESEA)

Section 1118 of Title I of ESEA contains the main parental involvement provisions under federal law.

SEC. 1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency’s plan developed under section 1112, establish the agency’s expectations for parent involvement, and describe how the agency will —

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools’ and parents’ capacity for strong parental involvement as described in subsection (e);

(D) coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

(E) conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION-

(A) IN GENERAL- Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) PARENTAL INPUT- Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS- Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT- Each school served under this part shall

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as

appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) BUILDING CAPACITY FOR INVOLVEMENT – To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) ACCESSIBILITY In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS- In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) REVIEW- The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.



National
PTA[®]
everychild.onevoice.[®]

National Headquarters
541 N Fairbanks Court, Suite 1300
Chicago, IL 60611-3396
Toll-Free: (800) 307-4PTA (4782)
Fax: (312) 670-6783

PTA.org

Office of Programs and Public Policy
1400 L Street, NW, Suite 300
Washington, DC 20005-9998
Phone: (202) 289-6790
Fax: (202) 289-6791