



### Parental Involvement in Education

Updated By Kyle Zinth

March 2005

As evidence of the importance of parental involvement in student achievement mounts, states have enacted legislation designed to increase parental involvement in the education process. Nearly all states have some form of parental involvement laws.

States have addressed this issue in a variety of ways, including enacting parental rights legislation and encouraging parents to take a more active role in their children’s education both at school and at home. Additionally:

- 17 states direct all districts, boards of education or schools to implement parental involvement policies: Arizona, Arkansas, California, Florida, Georgia, Indiana, Louisiana, Michigan, Minnesota, Nebraska, Nevada, Ohio, South Carolina, Tennessee, Texas, Utah, Virginia
- 17 states have grant or award programs to encourage or recognize schools or districts operating programs involving parents in their child’s education: Arkansas, California, Connecticut, Delaware, Florida, Indiana, Iowa, Louisiana, Michigan, Missouri, New York, Ohio, Rhode Island, South Dakota, Vermont, Virginia, West Virginia (Mississippi operates an award program that recognizes parents who become involved in school improvement efforts.)
- 15 states encourage, urge, expect or direct employers to enable parents to attend school activities such as parent/teacher conferences: Alabama, California, Colorado, Hawaii, Illinois, Louisiana, Minnesota, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, West Virginia

In addition to these policies, numerous states require parental involvement for early literacy programs and for identified student subgroups such as at-risk students, students in need of remediation and English language learners.

While some listed policies reflect compliance with parental involvement provisions of the Elementary and Secondary Education Act, those provisions tend to merely supplement core commitments that states have demonstrated to involve parents in their students’ education. Requiring site-based management teams is another way to promote parental involvement, but those policies have not been included here.

State	Enacted	Summary
Alabama	1995 (amended 2000)	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 (ALA. CODE § 16-6B-3).
	1994	Encourages the business community and governmental agencies 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).
Alaska	2003	Any school not making adequate yearly progress is required to develop and submit to its district a school improvement plan that includes strategies to promote effective parental involvement in the school (ALASKA ADMIN. CODE TIT. 4 § 06.845).

State	Enacted	Summary
	<p>2003</p> <p>1990 (amended 2004)</p>	<p>Districts required to submit district improvement plans to the state department of education are to develop plans that include strategies to promote effective parental involvement in the school (ALASKA ADMIN. CODE TIT. 4 § 06.850).</p> <p>Districts must annually file with the department of education, and make available to the public, a report that establishes district goals and priorities for improving education in the district. The report must include a plan for achieving district goals and priorities and a means of measuring the achievement of district goals and priorities. Districts must make efforts to encourage students, parents, teachers and other members of the community to participate in the preparation of the report. The report must include a description – including quantitative and qualitative measures – of student, community, business and parental involvement in student learning (ALASKA STAT. § 14.03.120).</p>
<b>Arizona</b>	<p>1983 (amended 1995)</p> <p>1994</p>	<p>Local governing boards must develop a policy to promote the involvement of parents and guardians. Policies must include (1) a plan for parent participation in the school designed to improve parent and teacher cooperation in areas such as homework, attendance and discipline, (2) procedures by which parents may learn about the course of study for their children and review learning materials and (3) procedures by which a parent may withdraw their child from activities the parent objects to.</p> <p>Adopted policies may also include:</p> <ol style="list-style-type: none"> <li>1. A plan by which parents will be made aware of the district's parental involvement policy and the provisions of this section, including: <ol style="list-style-type: none"> <li>(a) Rights under the family educational rights and privacy act of 1974 relating to access to children's official records.</li> <li>(b) The parent's right to inspect the school district policies and curriculum.</li> </ol> </li> <li>2. Efforts to encourage the development of parenting skills.</li> <li>3. The communication to parents of techniques designed to assist the child's learning experience in the home.</li> <li>4. Efforts to encourage access to community and support services for children and families.</li> <li>5. The promotion of communication between the school and parents concerning school programs and the academic progress of the parents' children.</li> <li>6. Identifying opportunities for parents to participate in and support classroom instruction at the school.</li> <li>7. Efforts to, with appropriate training, support parents as shared decision makers and to encourage membership on school councils.</li> <li>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.</li> <li>9. The development of preparation programs and specialized courses for certificated employees and administrators that promote parental involvement.</li> <li>10. The development of strategies and programmatic structures at schools to encourage and enable parents to participate actively in their children's education (ARIZ. REV. STAT. § 15-102).</li> </ol> <p>Principals of every school offering instruction in preschool programs, kindergarten programs or any combination of grades one through 12 are responsible for distributing a parental satisfaction survey to the parent of every child enrolled at the school. The parental satisfaction survey must be distributed at least once each year and must be distributed as part of the regular parent communication correspondence (ARIZ. REV. STAT. § 15-353).</p>
<b>Arkansas</b>	2003	<p>All public schools and districts, in collaboration with parents, must establish a parental involvement plan, including programs and practices that enhance parental involvement and reflect the specific needs of students and their families. Plans will involve parents in a variety of roles, be comprehensive and coordinated in nature, recognize that communication between home and school should be regular, two-way and meaningful, promote and support responsible parenting, acknowledge that parents play an integral role in assisting student learning, welcome parents into the school and seek parental</p>

State	Enacted	Summary
	<p>2003</p> <p>1983 (amended 1995, 1999)</p>	<p>support and assistance, recognize that parents are full partners in the decisions that affect children and family and recognize that community resources strengthen school programs, family practices and student learning (ARK. CODE ANN. § 6-15-1702).</p> <p>Requires parental authorization for surveys or questionnaires administered to students requesting any personally identifiable information (ARK. CODE ANN. § 6-18-1303).</p> <p>Local matching funds are required for the parents-as-teachers program. Grantees may subcontract with other agencies for operation of parents-as-teachers programs. No school district nor any parent or guardian will be required to participate in the parents-as-teachers program (ARK. CODE ANN. § 6-10-109).</p>
<b>California</b>	<p>1998 (last amended 2004)</p> <p>1990</p> <p>1992 (last amended 2002)</p> <p>1990</p> <p>1995</p>	<p>Parents and guardians have the right, and should have the opportunity, to participate in the education of their children. Parental rights include the ability, within a reasonable period of time following a request, to observe the classroom in which their child is enrolled or meet with their child's teachers and principal. Parents also are to be notified in a timely manner regarding unexcused absences by their child and standardized test results. Additionally, parents are to have the opportunity to work together in a mutually supportive and respectful partnership with schools. Each school district must develop and adopt jointly with parents, a policy that outlines the manner in which parents, school staff and pupils may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students (CAL. EDUC. CODE § 51101).</p> <p>Declares that parental involvement and support in education is an integral part of improving academic achievement. Directs school districts to establish a parent involvement program for each school that receives funds under the federal <i>Elementary and Secondary Education Act</i> and to adopt a policy on parental involvement for all schools not receiving such funds. Programs must include at least the following: (1) Procedures to ensure that parents are consulted and participate in the planning, design, implementation and evaluation of the program. (2) Regular and periodic programs throughout the school year that provide for training, instruction and information. (3) An annual statement identifying specific objectives of the program. (4) An annual review and assessment of the program's progress in meeting those objectives. Parents must be informed of the assessment and be given a copy upon request (CAL. EDUC. CODE § 11500 — 11506).</p> <p>In order to be approved, charter school petitions must detail the governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement (CAL. EDUC. CODE § 47605).</p> <p>Prohibits employers with at least 25 employees from firing or in any way discriminating 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 (CAL. LAB. CODE § 230.8).</p> <p>Prohibits schools from administering tests, questionnaires, surveys or examinations which contain questions about the student's or parents' beliefs or practices in sex, family life, morality and religion to students between 1st and 12th grade, unless the parent is notified of the test in writing and gives written permission (CAL. EDUC. CODE § 51513). Prohibition also applies to exams given as part of the statewide assessment program. Parents may request in writing that their child be excused from statewide</p>

State	Enacted	Summary
	1999	assessments (CAL. EDUC. CODE § 60614 — CAL. EDUC. CODE § 60615).  Establishes the <i>Nell Soto Parent/Teacher Involvement</i> program, which 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 (CAL. EDUC. CODE § 51124).
<b>Colorado</b>	2003 (amended 2004)	The Closing the Achievement Gap Commission is created to address effective approaches to closing the achievement gap in elementary and secondary education. The Commission will study a number of issues, including parent involvement and on or before December 1, 2005 issue a final report to the state board and education committees of the Senate and House of Representatives (COLO. REV. STAT. § 22-7-612).
	1996	Supports parental involvement in the public schools and encourages parents to visit their children's classrooms at least once a semester. Encourages businesses with more than 10 employees to allow each employee at least two hours per school semester to attend parent-teacher conferences, special presentations and school-related committees. Also encourages the recognition of businesses that show their commitments to children and education through their understanding of the importance of parental involvement (COLO. S.J.R. 15).
	1996	The Colorado Basic Literacy Act mandates that all students read at the 3rd-grade level before being promoted to the 4th grade. Students not reading at grade level receive an Individual Literacy Plan or are enrolled in an intensive literacy program. The parents of a K-3 student found to be reading below grade level must cooperate with the child's teacher and the school administration in the creation of an individual literacy plan. Among the mandatory components of the plan is a promise from the child's parents to put into place "a home reading program to support and coordinate with the school." (COLO. REV. STAT. § 22-7-503 — COLO. REV. STAT. § 22-7-507).
	1990 (amended 1992, 2002)	School districts are encouraged to include instruction in their local comprehensive health programs that promotes parental involvement, abstinence, fosters positive self-concepts, develops decision-making skills and provides mechanisms for coping with and resisting peer pressure (COLO. REV. STAT. § 22-25-106).
	1988	Preschool classes are to be supplemented by teaching activities in the home between each student and the student's parent. School districts must provide the parent with the books and other materials necessary to carry out such a teaching plan. No child will be accepted into a preschool program unless one or more parent accepts the responsibilities, and failure to fulfill the responsibilities will result in the child's dismissal (COLO. REV. STAT. § 22-28-110).
<b>Connecticut</b>	1998	Full-day kindergarten programs participating in the early reading success grant program must provide for parental involvement. Proposals for intensive early intervention reading programs including after-school and summer programs must provide for parental involvement and ensure that parents have access to information on strategies that may be used at home to improve pre-reading or reading skills (CONN. GEN. STAT. § 10-265F).
	1998	Directs each local and regional board of education to create and implement a three-year plan to raise the level of reading skills of students in grades K-3. Plans must involve parents in helping eliminate their child's reading problems, including a requirement that the district "provide information to parents on strategies that can be used at home to improve the child's language development, prereading or reading skills" (CONN. GEN. STAT. § 10-221H — CONN. GEN. STAT. § 10-221M).
	1997	The development of school readiness programs seeks to strengthen the family through the encouragement of parental involvement in a child's development and education (CONN. GEN. STAT. § 10-16o).



State	Enacted	Summary
	2001	Requires department to compile and examine reading programs used in Florida schools and determine these programs' effectiveness as well as their per-student cost. The department is also mandated to propose "statewide standards for reading programs" founded on the most recent research, receiving input from a variety of professional sources. Jointly with the state board, the department is then to make recommendations in a number of areas, including increasing parental and family involvement in teaching and encouraging reading (EXECUTIVE ORDER 01-260).
	1999	Initiative creates grant program to support statewide system of "public and private nonprofit education and community organizations" providing literacy volunteers to: "Tutor children in reading or schoolwork. Work with parents in their own tutoring skills, so that they can help their children learn." Parents with low literacy levels are encouraged to seek instruction; parents also are invited to teach literacy skills to their children (EXECUTIVE ORDER 99-212).
<b>Georgia</b>	2001	Creates the <i>Georgia Closing the Achievement Gap Commission</i> , which is tasked with identifying how to close the achievement gap, and is to give emphasis to programs and efforts that have improved educational achievement among at-risk students, reduced school discipline and behavioral problems, reduced at-risk student dropout rates and improved parental involvement in the student's academic achievement and in the school of the student (GA. CODE ANN. § 20-2-286).
	2000	If the juvenile court finds that a parent has willfully and unreasonably failed to attend a conference requested by a principal, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine of up to \$500.00, on a parent who willfully disobeys (GA. CODE ANN. § 20-2-766.1).
	2000	<p>The state board will design, and local school boards will implement, programs devised to help students in grades K-5 who are at risk of not reaching or maintaining academic grade level in reading reach grade-level achievement. Schools must offer the opportunity for a meeting with the student and his/her parent or guardian to discuss the student's academic performance and the role of the early intervention program. The parent of any student scoring below grade level on the 3rd-, 5th- or 8th-grade state reading assessment must be given written notification of his/her child's below-grade-level test performance. If the child's performance does not reach grade level in a retest, the parent must be notified that the child will be retained unless they opt to appeal the retention decision. Parents must also be apprised in this letter of the appeal process (GA. CODE ANN. § 20-2-153, -154, + GA. CODE ANN. § 20-2-283).</p> <p>The aim of the Reading First initiative is to teach every child in Georgia to read by the end of 3rd grade. Parents, as well as community members, are encouraged to become volunteer reading tutors who tutor students on a weekly basis. In addition, parents are included on each Reading First school advisory committee, which oversees the program at the individual school sites (EXECUTIVE ORDER).</p>
	1999	Local school boards must adopt policies to improve the student learning environment by improving student behavior and discipline. A parental involvement process is to be included in such policies (GA. CODE ANN. § 20-2-735).
	1999	Local boards of education must provide opportunities for parental involvement in the development and updating of student codes of conduct (GA. CODE ANN. § 20-2-736).
<b>Hawaii</b>	2003	Public employees are eligible for at least two hours of paid leave during normal business hours to attend parent-teacher conferences for K-12 students or parent-caregiver conferences for preschool-aged children. The leave will not be credited against vacation or sick time. The provision of paid leave must not adversely interfere with the operations of the workplace nor require the applicable agency to incur

State	Enacted	Summary
	2001	additional human resources or overtime costs. The employee may take no more than two conferences per child in a single calendar year and travel time is included as part of the two hours (HAW. REV. STAT. § 78-31).
	2001	The board, by means of the state librarian, is mandated to provide for the establishment and ongoing operation of a literacy and lifelong learning program. Program objectives include promoting intergenerational learning and well-being by improving parents' skills and attitudes towards education enhancing parenting skills and uniting adults and children in positive educational experiences (HAW. REV. STAT. § 312-8).
	1996	Hawaii's educational accountability system will define clear roles, lines of responsibility and mutual obligation in order to develop a collaborative process with stakeholders—parents, administrators and students. A comprehensive report card for each school will be developed that will contain several measures – including parental involvement – and will be made available to the public (HAW. REV. STAT. § 302A-1004).
	1996	Hawaii's early education plan will include methods and materials designed to involve and educate parents in the education and development of their young children (HAW. REV. STAT. § 302A-410).
<b>Idaho</b>	1999	All students in grades K-3 must be given an assessment in reading at least twice a year (fall and winter). Any district in which more than 25% of K-3 students score "below grade proficiency" must apply to the department for technical assistance in drafting a reading improvement plan. During the phase-in period of the reading assessments, school districts must inform parents of students who score "below grade level proficiency" during fall or winter testing (IDAHO CODE § 33-1614).
	1998	Charters for charter schools may be granted only if the petition contains information on how the charter school will ensure parental involvement in the school (IDAHO CODE § 33-5205).
	1996	Parental involvement in all aspects of a child's education is a priority, including in substance abuse prevention programs and counseling (IDAHO CODE § 33-210).
	1970	School districts must involve parents and school district community groups in the planning, development, evaluation and revision of any instruction in sex education (IDAHO CODE § 33-1610).
<b>Illinois</b>	2003	Directs the state board to provide information on its Web site regarding strategies that parents can use to assist their children in successfully completing homework assignments. Directs the state board to notify all school districts about this information's availability (ILL. REV. STAT. CH. 105 § 5/2-3.131).
	1990	Each school district, including special charter districts, must submit a school report card assessing the performance of its schools and students. The report card will include information on parental involvement, including the percentage of students whose parents had one or more personal contacts with the student's teachers concerning the student's education. Personal contact includes parent-teacher conferences, parental visits to the school, school visits to home, telephone conversations and written correspondence. Individual students, parents or guardians are not to be identified by name (ILL. REV. STAT. CH. 105 § 5/10-17A).
	1990	A school district may utilize up to two days allowed by law for teachers' institutes to conduct parental institutes. Parental institutes are to be designed by the school district in consultation with the district's teaching staff, administrators and parent's organizations and are to provide information on topics the district deems necessary to achieve enhanced parental involvement in their child's education (ILL. REV. STAT. CH. 105 § 5/10-22.18D).
	1993	An employer must grant up to eight hours leave during any school year for employees

State	Enacted	Summary
		to attend school conferences or classroom activities related to their children if the conference or classroom activities cannot be scheduled during non-work hours. No leave may be taken unless the employee has exhausted all leave that may be granted, except sick and disability leave. The employee must provide the employer with a written request for leave at least seven days in advance. In emergency situations, no more than 24 hours notice is required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer. The employer is not required to issue paid leave (ILL. REV. STAT. CH 820 § 147/15).
<b>Indiana</b>	1995  1995  1987  1991  1990	Each school must develop a written compact that contains the expectations for the school, the students and the students' parents. Each teacher, student and parent is to sign this compact (IND. CODE ANN. § 20-3.1-5-1).  Mandatory school improvement plans must include the development and maintenance of efforts to increase parental involvement in educational activities (IND. CODE ANN. § 20-3.1-9-3).  The committee on educational attitudes, motivation and parental involvement's responsibilities include developing methods to encourage increased parental and community involvement in school. The committee awards grants to applicant schools who wish to expand or implement programs designed to improve student attitudes towards education, increase student motivation to pursue higher educational goals or increase community and parental involvement with the local school (Ind. Code Ann. § 20-10.1-19-1).  One of the goals of the Step Ahead Comprehensive Early Childhood grant program is to strengthen the family unit through the encouragement of parental involvement in a child's development and education (IND. CODE ANN. § 20-1-1.8-22).  The 21st Century Schools program is a grant system designed in part to increase the involvement of parents in their local schools. Pilot programs must include parental involvement strategies in order to receive funding (IND. CODE ANN. § 20-10.1-26-1).
<b>Iowa</b>	1986 (last amended 2004)  1999  1992	The director of the department of education is to develop standards and instructional materials that incorporate substantial parental involvement, and administer and approve grants to school districts which provide innovative in-school programming for at-risk children in kindergarten through 3rd grade, with preference given to programs that include parental involvement (IOWA CODE ANN. § 256.9).  Parents must be informed of their K-3 child's reading level at least twice a year, and must be apprised of any reading intervention deemed necessary. Schools must "provide the parents with strategies to enable the parents to improve their child's skills." The department must also suggest districts resources which parents may use to reinforce classroom reading instruction (IOWA CODE ANN. § 256.D)  The board of directors of a school district may set up a family support program that provides outreach and incentives for the voluntary participation of both expectant parents and parents of children from birth to age five. The goals of family support programs include family involvement as a key component of school improvement, with an emphasis on communication and active family participation in family support programming, and family participation in the planning and decision-making process for the program and encouragement of long-term parental involvement in their child's education (IOWA CODE ANN. § 256A.4).
<b>Kansas</b>	1996	It is the public policy of Kansas that parents retain the fundamental right to exercise primary control over the care and upbringing of their children in their charge. Parents may bring an action in state court or any other court of jurisdiction for claims arising under this provision (KAN. STAT. ANN. § 38-141).
<b>Kentucky</b>	1990	Local school districts must provide a developmentally appropriate half-day preschool program for each at-risk child who is four years old by October 1st of that year. All proposals must include a plan to facilitate active parental involvement in the preschool

State	Enacted	Summary
	<p>1990 (amended 1998)</p> <p>1990</p> <p>1983</p> <p>1990</p> <p>1998</p>	<p>program, including provisions for complementary parent education when appropriate (KY. REV. STAT. ANN. § 157.3175).</p> <p>As part of the statewide assessment program, a report card is to be developed for each school containing information on the school learning environment, including measures of parental involvement (KY. REV. STAT. ANN. § 158.6453).</p> <p>Requires each local board of education to adopt a policy implementing school-based decisionmaking. Each school is to form a school-based decisionmaking council - which must include parents - which is charged with specific legal authority to set school policy. Schools that meet testing goals may stop using school-based decisionmaking, provided teachers and parents vote to make the decision. Kentucky site-based management committees have the power to hire and fire principals, and is being included in this compilation for that reason (KY. REV. STAT. ANN. § 160.345).</p> <p>The goal of the Commonwealth Institute for Parent Leadership – sponsored by the Prichard Committee for Academic Excellence – is to “make parents of children in public schools more powerful as they become effective advocates for improved education and higher achievement for all students.” The institute runs a series of meeting sessions – or “institutes” – throughout the year, seeking to provide parents with information and skills to expand their role in their children’s education, motivate parents to assume leadership roles and increase the understanding of Kentucky’s standards-based education system. See Web site, <a href="http://www.cipl.org/about_cipl.htm">http://www.cipl.org/about_cipl.htm</a>.</p> <p>Boards of education must establish a screening committee to advise them regarding the hiring of superintendents. The screening committee must include one parent. In districts of more than 8% minority population, if no member of the committee is a member of a minority group, the committee membership must be increased to include one minority parent elected by the parents of the district. The board is not required to appoint a superintendent based on the committee's recommendations (KY. REV. STAT § 160.352).</p> <p>The primary school program must include seven critical attributes, one of which is positive parental involvement (KY. REV. STAT § 158.031)</p>
<b>Louisiana</b>	<p>2003</p> <p>2001</p> <p>1997</p>	<p>Establishes a two-year demonstration project, beginning in the 2003-2004 school year, to experiment in strategies to increase parental involvement in schools. Provided that funds are available through the Temporary Assistance to Needy Families program, the program will be implemented in any local public school system and will include schools that receive federal Title I funds, to be selected from among all eligible schools identified 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. A cross section of elementary, middle and high schools are to be selected after considering both the test scores and an assessment of school readiness. Schools that excel in involving parents in meaningful ways may be eligible for awards and public recognition, schools that are determined to be in non-compliance may be assigned technical support to assist the school in its efforts and randomly monitored by the independent parent review board (LA. REV. STAT. ANN § 406.6).</p> <p>Early intervention programs may reduce the incidence of delinquent behaviors in later grades, especially when such programs include parental involvement in the prevention and intervention strategies. Elementary schools are authorized to create 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 (LA. REV. STAT. ANN § 17:416.17).</p> <p>Directs the department of education to develop a comprehensive and balanced early</p>

State	Enacted	Summary
	1993	<p>childhood reading initiative for students in kindergarten through 3rd grade. Funds may be used to pay for parent education and resources in reading (LA. REV. STAT. ANN § 17:24.9).</p> <p>An employer may grant an employee leave from work of up to a total of 16 hours during any 12-month period to attend, observe or participate in conferences or classroom activities related to the employee's children that are conducted at the child's school or day care center, if the conferences or classroom activities cannot be scheduled during non-work hours. Employees must provide reasonable notice and make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the employer. An employer is not required to pay an employee for any time taken as leave. An employee is permitted to substitute any accrued vacation time or other appropriate paid leave (LA. REV. STAT. ANN. § 1015.2).</p>
	1991	<p>The state superintendent of education must hold quarterly meetings of representatives of appropriate public and private, state and local agencies to discuss ways of coordinating policies to promote expanded parental and family involvement in learning and in the life of the schools. Requires state department of education, local school boards and schools to name parent advocates who will develop strategies to increase parental involvement, resolve complaints from parents and improve communications between schools and parents. Establishes an information clearinghouse of parental involvement within the state department of education. Authorizes demonstration grants to school boards and other public and private agencies to develop innovative family-school educational partnership activities (LA. REV. STAT. ANN. § 17:406 – 17:406.6).</p>
	1992	<p>It is the intent of the Louisiana legislature that every at-risk preschool child in Louisiana should have access to educationally appropriate early childhood programs that include parental involvement, center-based programs and before and after care (LA. REV. STAT. ANN. § 17:407).</p>
<b>Maine</b>	1981	<p>Two or more school administrative units may enter into cooperative agreements to provide regional special education programs and support services. Plans must detail the method of ensuring parent and community participation (ME. REV. STAT. ANN. TIT. 20A, § 7253).</p>
<b>Maryland</b>	1997	<p>Establishes a parent and community advisory board in the city of Baltimore. The board consists of 14 members, a majority to be parents of students enrolled in the Baltimore city public schools. Both the board of education and chief executive officer are to consult regularly with the advisory board and ensure parental involvement in the development and implementation of education policies and procedures (MD. CODE ANN. EDUC. § 4-308).</p>
	2002	<p>Establishes a parent and community advisory board in Prince George's county public schools. The board consists of 13 members, a majority to be parents of students enrolled in Prince George's public schools. Both the board of education and chief executive officer are to consult regularly with the advisory board and ensure parental involvement in the development and implementation of education policies and procedures (MD. CODE ANN. EDUC. § 4-406).</p> <p>Maryland's Parent Advisory Council (M-PAC) is a statewide group of parents and advocates appointed by the state superintendent of schools. The council advises the superintendent and the state board of education on parent involvement issues ranging from policy to implementation. See Web site, <a href="http://www.marylandpublicschools.org/MSDE/programs/familylit/mpac/">http://www.marylandpublicschools.org/MSDE/programs/familylit/mpac/</a></p> <p>The Maryland Parent Leadership Institute is a statewide initiative of The Family Works, a federally funded program of the Family Services Agency, Inc. created in 2002. It provides training to groups of parents about how they can become more involved in their schools and make them the best schools possible for their children. See Web site, <a href="http://www.thefamilyworks.org/Parenting/pli53.html">http://www.thefamilyworks.org/Parenting/pli53.html</a></p>

State	Enacted	Summary
<b>Massachusetts</b>	1982	Requires that courses not included in the regular curriculum be taught if (1) at least 150 pupils in the school, (2) the parents of at least 30 pupils or 5% of students enrolled in the high school – whichever is less – make a written request before August 1, (3) a qualified teacher is available and (4) the course is approved by 2/3 of the school committee (MASS. GEN. LAWS ANN. CH. 71, § 13).
	1996	Requires school districts to formally adopt policies giving parents the flexibility to exempt kids from any portion of the sex education curriculum upon written notification to the principal. District policies must be distributed annually and sex education instructional materials must be made accessible to parents and others for review “to the extent practicable” (MASS. GEN. LAWS ANN. CH. 71, § 32A).
<b>Michigan</b>	2004	Each district school board, intermediate school district or the board of directors of a public school academy must adopt and implement a parent involvement plan designed to encourage parental participation. A copy of the plan is to be provided to the parent or legal guardian of each student. The department of education will review parental involvement practices in Michigan and in other states and will post information about successful parental involvement policies and practices on the department’s Web site (MICH. COMP. LAWS ANN. § 380.1294)
	2001	School districts are encouraged to develop and implement voluntary parental involvement contracts designed to encourage and facilitate a parent’s involvement in their child’s education. The parental involvement contract is to establish a learning partnership between parent, teacher and student. Parents are to review homework assignments when needed, ensure that the student gets to school each day on time and ready to learn, demonstrate interest in the student’s well-being by attending school functions and supporting the student’s school activities and make every effort to attend parent-teacher conferences (MICH. COMP. LAWS ANN. § 380.1295).
	1995	“It is the natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parents and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive environment” (MICH. COMP. LAWS ANN. § 380.10).
	1995	In recognition of the right stated above, parents may review the curriculum, textbooks and teaching materials and “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.” Policies or guidelines adopted under this provision are not to create “an unreasonable obstacle to teaching or learning, or to administering proper discipline in a school or school program” (MICH. COMP. LAWS ANN. § 380.1137).
	2003 (amended 2004)	Provides grants to intermediate school districts to run programs for parents with preschool children. Qualifying programs must (1) provide parents with information on child development, (2) provide parents with methods to enhance parent-child interaction, (3) provide parents with examples of learning opportunities to promote intellectual, physical and social growth of preschoolers and (4) promote access to needed community services through a community-school-home partnership (MICH. COMP. LAWS ANN. § 388.1632J).
	1998	The Reading Plan for Michigan (RPM) consists of several components, one for children from birth through age 4, and four others (assessment, summer school, a progress portfolio and regional teacher training sites) for children from preschool to 3rd grade. The Michigan Summer School Program requires the meaningful involvement of parents in their child's program. Teachers administering the Michigan Literacy Progress Profile are to use profile results to inform parents of strategies they may use to improve their child's literacy skills. This contact may be at parent-teacher conferences, home visits or through phone communications. The R.E.A.D.Y. (Read, Educate and Develop Youth)

State	Enacted	Summary
<b>Minnesota</b>	1994 (renumbered 1998)	component of the Reading Plan for Michigan consists of a kit with age-specific early literacy activities for parents to do with their children ages birth to 4 (EXECUTIVE ORDER).  The department of education, in consultation with the state curriculum advisory committee, will develop guidelines and model plans for parental involvement programs that will (1) engage the interests and talents of parents 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 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 and (6) encourage parents to help in promoting school desegregation and integration (MINN. STAT. ANN. § 124D.895).
	1998 (amended 2001)	A school not making adequate yearly progress for two consecutive school years must work with its district to adopt a plan to raise student achievement levels. These plans must include a parental involvement component (MINN. STAT. ANN. § 120B.35).
	1999	Districts operating a community education program may offer early childhood family education program designed for children from birth to age five, the parents of such children and expectant parents. Programs must involve substantial parental involvement (MINN. STAT. ANN. § 124D.13).
	2001	Each school district must identify, before the end of 1st grade, students who are at risk of not learning to read before the end of 2nd grade. Children identified as at-risk must be provided a reading intervention method or program to assist the student in reaching the goal of learning to read no later than the end of 2nd grade. District interventions must encourage parental involvement (MINN. STAT. ANN. § 120B.12).
	1990 (last amended 2003)	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 they cannot be scheduled during non-work hours. When the need for the leave is foreseeable, the employee must provide reasonable prior notice and make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the employer. An employer is not required to grant paid leave, although an employee may substitute any accrued appropriate paid leave (MINN. STAT. ANN. § 181.9412).
<b>Mississippi</b>	1992	Authorizes the state board of education to provide for the establishment of an <i>Alliance for Families</i> program designed to strengthen communications between schools, students and parents. The program's goal is to increase student success by generating focused, effective parent involvement. Plans are to be developed at the district level and the objectives include engaging parents in supporting the schools, training administrators to involve parents at home and at school and developing community support (MISS. CODE ANN. § 37-3-61).
	1992	Requires the state board of education to establish an awards program to reward parents for becoming involved in school improvement efforts. A parent from each district will be designated as parent of the year and one parent will be designated as parent of the year statewide (MISS. CODE ANN. § 37-3-73).
<b>Missouri</b>	1993 (amended 2002)	Directs school districts receiving state aid to allocate funds to statewide areas of critical need for learning and development, including programs to increase parental involvement in the education of their children (MO. REV. STAT. § 160.530).
	1999	The department of elementary and secondary education will provide for 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. Grants may also be used to expand existing reading instruction improvement programs or for explicit



State	Enacted	Summary
		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 existing state law (N.J. REV. STAT. § 18A:35-22).
<b>New Mexico</b>	1992  2003	The children, youth and families department will fund preschool programs for children from birth to age five in selected school districts. Each preschool program must have a strong parental involvement component (N.M. STAT. ANN. § 22-8-19.1).  The goals of the <i>Indian Education Act</i> include (1) ensuring that parents, tribal departments of education, community-based organizations, the department of education, universities and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students and (2) encouraging and fostering parental involvement in the education of Indian students. The Indian education division, in collaboration with the education division of the bureau of Indian affairs and other entities that serve American Indian students, must submit an annual statewide American Indian education status report to all tribes. Information concerning parental and community involvement must be included in the report (N.M. STAT. ANN. § 22-23-A-2 – N.M. STAT. ANN. § 22-23A-7).
<b>New York</b>	2000  1997 (last amended 2004)	The commissioner is authorized and directed to award grants on a competitive basis to school districts to be used for school safety and violence prevention programs or extended day activities. All programs must include provisions for the involvement of teachers, parents and school administrators in the development and implementation of the program (N.Y. EDUC. LAW § 2814).  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 (N.Y. EDUC. LAW § 3602-E).
<b>North Carolina</b>	1993	Allows four hours unpaid leave per year to any employee who is a parent or guardian of a school-aged child so that the employee may attend or otherwise be involved at that child's school. The leave must be at a mutually agreed upon time between the employer and the employee and the employer may require an employee to provide a written request for the leave at least 48 hours before the time desired for the leave. The employer may also require that the employee furnish written verification from the child's school that the employee attended or was otherwise involved at that school during the time of the leave (N.C. GEN. STAT. § 95-28.3).
<b>North Dakota</b>		The Department of Public Instruction provides guidance for meeting the parental involvement requirement established by federal Title I laws: <a href="http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm">http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm</a>
<b>Ohio</b>	1997  1992	The department of education may annually issue awards of up to \$15,000 to 50 public schools determined to have implemented in the immediately preceding fiscal year innovative and exemplary parental involvement programs that have enhanced parental involvement. The department of education must collect and retain information on the programs that have previously received awards. In each fiscal year the department will distribute to every school district a description of each of the innovative and exemplary parental involvement programs that received awards in the preceding fiscal year (OHIO REV. CODE ANN. § 3301.134).  Each board of education must adopt a policy on parental involvement for the schools of its district. The policy is to be designed to build consistent and effective communication between the parents and guardians of students enrolled in the district and the teachers and administrators assigned to the schools their children. The policy must provide the opportunity for parents and guardians to be actively involved in their children's education and to be informed of (1) the importance of the involvement of parents and guardians in directly affecting the success of their children's educational efforts, (2) how

State	Enacted	Summary
		and when to assist their children in and support their children's classroom learning activities and (3) techniques, strategies and skills to use at home to improve their children's academic success and to support their children's academic efforts at school and development as future responsible adult members of society (OHIO REV. CODE ANN. § 3313.472).
<b>Oklahoma</b>	1997   1995   1989	<p>The goal of the Reading Sufficiency Act is to have 90% of 3rd graders reading at or above grade level. For students below this level, the law requires development of a new reading program. Parents of students found not to be reading at grade level are to be involved in the development of a reading plan (OKLA. STAT. TIT. 70 § 1210.508A — OKLA. STAT. TIT. 70 § 1210.508D).</p> <p>Allows parents to inspect curriculum and materials used in sex education classes and requires superintendents to notify parents of their right of inspection. Also requires superintendents to approve sex education curriculum and materials. Permits optional participation in sex education classes or programs if a parent makes a written request (OKLA. STAT. TIT. 70 § 11-105.1).</p> <p>Directs the state board to establish a program encouraging private employers to give employees leave to attend parent-teacher conferences at least once each semester. Also directs the state board to require school boards to develop initiatives promoting schools as congenial places for parents to visit. Establishes state board policy to encourage public schools to explore outreach opportunities (OKLA. STAT. TIT. 70 § 10-105.2).</p>
<b>Oregon</b>	2001   1995   1995	<p>Directs the state board to adopt rules for the establishment of the Oregon pre-kindergarten program. Rules must require the Oregon pre-kindergarten program to provide for parental involvement and performance standards at a level no less than that provided under the federal Head Start program guidelines (OR. REV. STAT. § 329.195).</p> <p>One of the goals of the <i>Oregon 21st Century Schools Program</i> is to encourage educators, school districts and local citizens to establish measurable goals for educational attainment and increased expectations for student performance, including but not limited to improvement in such performance measures as the extent and nature of parental involvement in school activities (OR. REV. STAT. § 329.555).</p> <p>The state legislature recommends that (1) school districts provide opportunities for parents or guardians to be involved in establishing and implementing educational goals and to participate in decision-making at the school site, (2) employers recognize the need for parents or guardians and members of the community to participate in the education process not only for their own children but for the educational system, (3) employers be encouraged to extend appropriate leave to parents or guardians to allow greater participation in that process during school hours, (4) school districts enter into partnerships with business, labor and other groups to provide workplace-based professional development opportunities for their educational staff and (5) school districts enter into partnerships with recreation groups, faith-based organizations, social service and health care agencies, businesses, child care providers and other groups that support children and families to create community learning centers for students, parents and members of the surrounding community (OR. REV. STAT. § 329.125).</p>
<b>Pennsylvania</b>	1997  1997	<p>Strategies for meaningful parent and community involvement must be developed and implemented by each charter school (PA. CONS. STAT. ANN. § 17-1715-A).</p> <p>Services and programs may be provided to students in grades kindergarten through 12, dropout prevention programs must include the involvement of parents and guardians of the students and individuals enrolled (PA. CONS. STAT. ANN. § 25-2597.4).</p>
<b>Rhode Island</b>	1987	One hundred thousand dollars made available through the elementary and secondary education excellence fund is to be used to establish training programs for parents, with special emphasis on parents of preschool children, and to make competitive grant awards to local school districts for exemplary parental involvement programs (R.I. GEN. LAWS § 16-5-32).

State	Enacted	Summary
	1995	The commissioner of education may recommend the granting of a charter for a public school upon receiving a completed application. The application must contain specific information, including a plan for the governance, administration and operation of the charter public school, including the manner in which the governing board of the school will be chosen, the nature and extent of parental, professional educator and community involvement in the governance and operation of the school (R.I. GEN. LAWS § 16-77-4).
<b>South Carolina</b>	2000	The <i>Parental Involvement in Their Children's Education Act</i> mandates that the state board of education (1) require school and district long-range improvement plans 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. The act further spells out the responsibilities and expectations of the state superintendent, local school boards, school district superintendents and parents. Parent expectations include communicating with school and teachers, attending, when possible, school events and monitoring and checking homework (S.C. CODE ANN. § 59-28-100 — S.C. CODE ANN. § 59-28-210).
	2000	The education oversight committee, in cooperation with representatives of the department of commerce, the department of revenue, and the South Carolina chamber of commerce, will 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 (S.C. CODE ANN. § 59-28-220).
	1993	Directs the state department of education to develop a parental involvement program for use in schools serving students between the 4th and 8th grades. The program aims to improve parents' participation in their children's progress at school, ensure smooth transitions 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 not only provided opportunity to react to problems involving their child after such problems occur. The program should include regular visitation by parents to their child's school, involve 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 (S.C. CODE ANN. § 59-1-454).
<b>South Dakota</b>	1990	Grants may be awarded to local projects benefiting at-risk youth, including parental involvement projects. The department of education must publish a notice of availability outlining application procedures, deadlines and award procedures (S.D. CODIFIED LAWS § 13-14-12).
<b>Tennessee</b>	2004	Local education agencies, in consultation with parents, teachers and administrators must develop and adopt policies to promote the involvement of parents in the schools within the district. Plans must be submitted to the commissioner of education as part of the district's school improvement plans and be consistent with the Tennessee parent/family involvement policy of the state board of education (TENN. CODE ANN. § 49-2-305).
	2000	Urges employers to excuse employees from work to attend parent-teacher conferences when given 24-hour notice (TENN. H.J.R. 56).
	1990	The Tennessee model dropout prevention program recognizes annually up to 10 publicly or privately supported, locally based, interdisciplinary initiatives as model dropout prevention programs. Programs may be designed to combat one of the many

State	Enacted	Summary
	1989	<p>problems leading students to drop out of school, including the lack of parental involvement in academic matters (TENN. CODE ANN. § 49-1-520).</p> <p>Local boards of education must institute programs allowing at least two meetings per school year between parents or guardians of students and appropriate school faculty members in order to discuss pertinent problems or matters concerning the education of each student (TENN. CODE ANN. § 49-6-7002).</p>
	1989 (amended 1999)	<p>A student may be excused from family life instruction upon a parent's written request after examining the instructional materials or conferring with the instructor, school counselor or principal. Students cannot be penalized for grading purposes if they engage in alternative health or social studies lessons specifically assigned by the local board of education and if the student completes the lessons in a "timely and satisfactory manner" (TENN. CODE ANN. § 49-1-520).</p>
	1973	<p>Local boards of education may develop programs enabling the participation of parents at schools. Voluntary duties may include serving as an educational assistant, library assistant, hall monitor, recreation supervisor or other activities that allow parents to observe school operations. Parental participation must be varied. Local boards may periodically schedule alternate meetings to regular PTA meetings in order to permit working parents to attend (TENN. CODE ANN. § 49-6-7001).</p>
<b>Texas</b>	1997 (renumbered 1999, amended 2003)	<p>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. EDUC. CODE ANN. § 661.206).</p>
	1996	<p>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 (EXECUTIVE ORDER).</p>
	1995 (amended 1999)	<p>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 (TEX. EDUC. CODE ANN. § 11.253).</p>
	1995	<p>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.)</p>

State	Enacted	Summary
		School districts must adopt procedures allowing for grievances to be filed regarding violation of any parental rights (TEX. EDUC. CODE ANN. § 26.001 — TEX. EDUC. CODE ANN. § 26.010).
<b>Utah</b>	<p>1990 (last amended 2001)</p> <p>1996 (amended 2000)</p> <p>1994</p>	<p>Sets as a long-term goal to have every student in the state's public education system reading at or above grade level by the end of the 3rd grade and a short-term goal to have 90% or more of all 3rd graders reading at or above grade level by the end of the 3rd grade. If a student requires remediation, the program must include an opportunity for parents to receive materials and guidance so that they will be able to assist in the remediation process and support their students' progress toward literacy (UTAH CODE ANN. § 53A-1-606 AND § 53A-3-402.11).</p> <p>Recognizing the importance of parental participation in the educational process, it is state policy to encourage parents to provide a home environment that values education and send their children to school prepared to learn, rely upon school districts and schools to provide opportunities for parents of students to be involved in establishing and implementing educational goals and 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. Local school boards must adopt policies on parental involvement. Policies must provide parents with the opportunity to be actively involved in their child's education and inform them of the importance of their involvement in directly affecting the educational success of their child (UTAH CODE ANN. § 53A-1A-105).</p> <p>Prohibits the administering of any psychological or psychiatric examination, test or treatment, or any survey, analysis or evaluation in which the purpose is to cause the student to reveal information such as the students' or family members' religious or political affiliations or beliefs, psychological problems or illegal or sexual activities without the parent's prior written consent (UTAH CODE ANN. § 53A-13-302).</p>
<b>Vermont</b>	1987	The state commissioner of education may grant funds for voluntary early education programs. Programs are to include active parental involvement in both design and in decisionmaking about services (VT. STAT. ANN. TIT. 16, § 4014).
<b>Virginia</b>	<p>1995 (last amended 2004)</p> <p>2001 (amended 2002)</p> <p>1993</p> <p>1999</p>	<p>Declares that 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. School boards must provide opportunities for parental and community involvement in every school (VA. CODE ANN. § 22.1-279.3).</p> <p>Requires local school boards to develop and implement policies to prohibit the administration of questionnaires or surveys to public school students during the regular school day or at school-sponsored events without written, informed parental consent for the student's participation when participation in such questionnaire or survey may subsequently result in the sale for commercial purposes of personal information regarding the individual student (VA. CODE ANN. § 22.1-79.3).</p> <p>Establishes a program of alternative education options for elementary, middle and high school students who have been identified as requiring an alternative education program. Programs must promote parental involvement in the educational process of participating children (VA. CODE ANN. § 22.1-209.1:2).</p> <p>The board of education establishes a grants program for pilot discretionary programs for elementary and middle school students who are disruptive and who do not qualify for alternative education programs. The board will establish criteria for these programs requiring innovative approaches to resolving common disciplinary problems, such as family involvement and participation. All such innovative approaches will require, as a condition of enrollment, written agreements for parental involvement and participation in the programs (VA. CODE ANN. § 22.1-209.1:6).</p>

State	Enacted	Summary
	1995	Establishes a grant program to be disbursed by the department of education to schools and community-based organizations to provide quality preschool programs for at-risk four-year-olds who are unserved by head start programs and for at-risk five-year-olds who are not eligible to attend kindergarten. Grants are used to provide at least half-day services for the length of the school year. Services must include quality preschool education and parental involvement activities (VA. CODE ANN. § 22.1-199.1).
<b>Washington</b>	1993 (amended 1999)  1988 (amended 1994)  1974 (recodified in 1990)	Establishes the center for the improvement of student learning. The center's functions include serving as a clearinghouse for information regarding successful educational improvement and parental involvement programs in schools and districts developing and distributing parental involvement materials, including instructional guides developed to inform parents of the essential academic learning requirements. The instructional guides contain actions parents may take to assist their children in meeting the requirements, and focus on reaching parents who have not previously been involved in their child's education (WASH. REV. CODE § 28A.300.130).  Directs the department of education to adopt rules for the administration of the early childhood program. Approved programs must conduct needs assessments of their service area, identify any targeted groups of children, to include but not be limited to children of seasonal and migrant farm workers and native American populations living either on or off reservation, and provide to the department a service delivery plan, to the extent practicable, that addresses these targeted populations. Early childhood programs must provide for parental involvement in their child's program, in local program policy decisions, in development and revision of service delivery systems and in parent education and training (WASH. REV. CODE § 28A.215.150).  School boards are required to adopt a policy assuring parents access to their children's classroom or school sponsored activities in order to observe class procedures, teaching materials and class conduct. Parent observation must not disrupt the classroom procedure or learning activity (WASH. REV. CODE § 28A.605.020).
<b>West Virginia</b>	2004          1990 (last amended 2003)	Establishes a five-year – beginning with the 2004-05 school year – demonstration professional development school project under the direction of the state superintendent intended to improve academic achievement for all children. The state superintendent's duties with respect to the demonstration project include requiring collaboration with local community organizations and increasing the involvement of parents in improving student achievement (W. VA. CODE § 18-2E-3G).  Establishes local school improvement councils at every school. School improvement councils may receive school of excellence awards and competitive grant awards and expend such grants. In order to promote innovations and improvements at the school, a school improvement council will receive cooperation from the school in implementing policies and programs it may adopt for a number of purposes, including to encourage the involvement of parents or guardians in their child's educational process and in the school or to encourage businesses to provide time for their employees to meet with teachers concerning their child's education (W. VA. CODE § 18-5A-2).
<b>Wisconsin</b>	1993 (last amended 2003)  1989	All charter school petitions must include the governance structure of the school, including the method to be followed by the school to ensure parental involvement (Wis. STAT. § 118.40).  Establishes a family resource center to distribute parent education materials, conduct workshops on child development, facilitate communication between school personnel and parents of pupils enrolled in the school district and provide volunteer opportunities for parents within the schools (WIS. STAT. § 119.78)
<b>Wyoming</b>	2001	All charter school applications must detail the governance structure of the school, including the process to be followed by the school to ensure parental, teacher and community involvement (WYO. STAT. § 21-3-307).

**Sources:**

Education Commission of the States (ECS), State Policy Database, Recent State Policies/Activities, *Parent/Family—Parent Rights*, <http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&RestrictToCategory=Parent/Family--Parent+Rights>

ECS, Recent State Policies/Activities, *Parent/Family—Family Literacy*, <http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&RestrictToCategory=Parent/Family--Family+Literacy>

ECS, Recent State Policies/Activities, *Parent/Family*, <http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&count=300&RestrictToCategory=Parent/Family>

ECS, *State Literacy Programs: Parental Component*, [http://www.ecs.org/dbsearches/Search\\_Info/Literacy\\_50S\\_Reports.asp?type=Parental](http://www.ecs.org/dbsearches/Search_Info/Literacy_50S_Reports.asp?type=Parental)

*Kyle Zinth, researcher in the ECS Information Clearinghouse, updated this report. Email: [kzinth@ecs.org](mailto:kzinth@ecs.org)*

© 2005 by the Education Commission of the States (ECS). All rights reserved. ECS is a nonprofit, nationwide organization that helps state leaders shape education policy.

To request permission to excerpt part of this publication, either in print or electronically, please fax a request to the attention of the ECS Communications Department, 303.296.8332 or e-mail [ecs@ecs.org](mailto:ecs@ecs.org).

## ***Helping State Leaders Shape Education Policy***