

National Parents Council Primary

Report to the Minister For Education and Skills Regarding DES Circular 24/91



May 2012

National Parents Council Primary (NPC) is the representative organisation for parents of children in primary and early education. NPC was established as a charitable organisation in 1985, under the programme for Government, as the representative organisation for parents of children attending primary school. It received statutory recognition in the Education Act 1998.

Mission Statement of NPC

National Parents Council Primary is established to contribute to the advancement of the early education and primary education of all children, in order to improve and enrich the education of each child and to support the involvement of parents in all stages of education.

NPC Services

NPC services are aimed at empowering parents so that they can support their children in all aspects of education.

Helpline

The NPC helpline is a national confidential service for parents. The helpline staff listen, and give information and support to parents to help them make the best possible decisions for and with their children. In 2011 there were 2,106 calls and emails to the NPC's helpline.

Training and Development

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level. In 2011 over 4,707 parents participated in NPC training countrywide.

Website

The NPC's website www.npc.ie aims to provide parents with information regarding primary education. The site also allows parents an opportunity to give NPC their views regarding primary education issues.

As well as the three service areas above the NPC are active in

1. **Advocating and representing parents.** NPC consult with parents and bring parents' views to bear on education policy.
2. **Facilitating and supporting the development of Parents Associations.** NPC facilitates and supports parents to develop associations in their schools and supports the organisation of county level and local area level support networks for parents.

Introduction

The European Commission in its report on the quality of school education in May 2000 stated that:

“..[It] holds that the degree of parental participation is a significant indicator of the quality of schooling.”

Research studies have also supported the value of parental involvement in children’s educational attainment;

“When parents are enabled to become effective partners in their child’s education, performance in schools where children are failing improves dramatically.”

(Best Practice Briefs’ June 2004, Michigan State University)

“The most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student’s family is able to:

- Create a home environment that encourages learning;
- Communicate high, yet reasonable, expectations for children’s achievement and future careers;
- Become involved in children’s education at school and in the community.

(Best Practice Briefs’ June 2004, Michigan State University)

The research is overwhelming in supporting the benefits of parents’ involvement in their children’s education; however the practice on the ground in schools in Ireland appears to be very mixed in regards to the support for parents in this regard.

The National Parents Council examined the status of parents and parental involvement in the Irish Primary Education System and found a significant amount of policy supporting parental involvement, ranging from the recent “Literacy and Numeracy for Learning and Life” strategy to school inspection procedures and many other occurrences. Despite the range of policies and procedures that have been developed that reinforce parental involvement in schools, parents report consistently to NPC that they do not feel supported to be involved in the key partnership role they have in their children’s education.

NPC examined the legislation regarding parental involvement and further examined directives to schools in this regard in the form of circulars issued. Irish legislation namely the Education Act 1998, gives express rights to parents and responsibilities to school Boards of Management in supporting parents. However in relation to other jurisdictions Irish legislation is quite limiting in its reach; in particular in relation to school planning regarding parental involvement. The legislation does not provide in depth direction to schools, however a Circular 24/91 (Appendix1) “Parents as Partners in Education” was issued from the Department of Education which did give clear guidance to schools in relation to the involvement of parents in their children’s education. This Circular contained a number of key instructions for schools regarding their role in working with parents as partners in their schools. The NPC wished to learn to what extent parents had experienced the benefits of the implementation of the Circular in their school and therefore initiated a survey to its members to assess the impact for parents of Circular 24/91.

Methodology

National Parents Council Primary prepared a survey on parental involvement in schools in order to find out the extent to which the Department of Education and Skills Circular 24/91 is being implemented. We made the survey available to all parents on our website www.npc.ie and also circulated it to our members via email. We received a total of 508 responses over a period of two weeks (12th – 26th March 2012).

Findings

(see Appendix 2 for survey results)

Question 1: Does your school have a Parent Association?

This question refers to the existence of a Parents Association in every school. The circular states *“where none exists, an active Parents’ Association be formed for each individual school”*. We found that this part of the circular is being followed in this instance as 98.2% of those surveyed said there was a Parent Association in their school. However, interpretations of the survey results are limited in this regard as the survey was only circulated to NPC members or available to parents who were visiting the NPC website.

Question 2: Is the Parent Association a member of the National Parents Council Primary?

This also shows the circular being followed as 93.2% of those who responded are members of NPC which is in line with the indication in the section of the circular which states that *“Parents’ Association should strongly consider affiliating to the National Parents’ Council Primary Tier.”* However, again the interpretations of the survey results are limited in this regard as the survey was only circulated to NPC members or available to parents who were visiting the NPC website

Question 3: Are the Parent Representatives on your school Board of Management members of the Parent Association committee?

However only 64.5% of those who responded to this question reported that in their school, the Parent Representatives are members of the committee of the Parent Association. This is surprisingly low in that the majority of those who completed the survey were members of NPC and therefore have access to information regarding best practice.

Question 4: Is your Parent Association involved in any of the following?

This question asks parents to list the activities the Parent Association is involved in. This is an attempt to tease out to what extent the Department’s view of the role of the Parent Association is being followed.

The circular states that the Parent Association is essential for “developing partnership for parents in education at the level of the local school”; we found that only 16.4% of those who responded listed this as an activity carried out by their Parent Association.

The circular also states that “supporting and encouraging individual parents to become more involved in the education of their children” is an activity that the Parent Association should be involved in, however only 31.1% of those who responded stated that they were involved in this. **However, in contrast to this, 95.8% of those who responded listed fundraising as an activity of their Parent Association.** This was closely followed by 83.3% involved in organising parties/social events for children and sports days at 53.5%.

Question 5: Does your school have a clearly defined written policy document for productive parental involvement?

Our survey shows that the circular which states that “Each national school will be required to establish as part of its overall school policy/plan, a clearly defined written policy for productive parental involvement” is not being followed in that only 16.8% of those who responded answered Yes to this.

Question 6: Who was involved in the drawing up of this policy document?

Question 7: Is the policy document reviewed

Question 8: Is the policy document made available to parents?

Only those who answered yes to question 5 were directed towards 6, 7 & 8 and of those 16.8%, a high proportion reported that the policy document is made available to parents, although worryingly more than half don't know how often it is reviewed and less than half know who was involved in drawing up the policy.

Question 9: What do you think are the most important ways parents should be involved in their children's educational lives? Please rank all of these in order of importance, 1 being the most important, 12 the least important

When we asked parents to rank the most important ways they should be involved in their children's educational lives the most important was '*Having a positive attitude towards your child's learning*'. Fundraising was ranked in the lower half of things the parents thought were important, with yard duty listed as the least important way parents should be involved in their children's educational lives.

Question 10: Are you aware of the Department of Education Circular 24/91 "Parents as Partners in Education"?

This question revealed that 78.8% of those who responded to this question were unaware of the Department's circular.

Conclusions

The NPC survey found that, whilst the majority of schools who completed the survey are complying with the circular 24/91 in respect of having a Parent Association, which is a member of NPC, the function of the Parent Association is not that which was envisaged in the circular.

Our survey shows that instead of developing partnerships for parents in education at the level of the local school and supporting and encouraging individual parents to become more involved in the education of their children the majority of those who responded list fundraising as their main activity. This is despite the fact that those who responded ranked fundraising as one of the lesser important ways they could be involved in their children's education.

Parents ranked being on the school's Board of Management as the third lowest priority, this is of concern to NPC and we believe this needs to be investigated further.

The circular demonstrates the view that a Parent Association is essential for developing partnerships for parents in education at the level of the local school and supporting and encouraging individual parents to become more involved in the education of their children. However only 75 out of 456 respondents said they had any involvement in developing partnerships for parents in education at the level of the local school and only 142 out of 456 respondents stated they were involved in supporting and encouraging individual parents to become more involved in the education of their children. We found that the Parent Associations are primarily engaged in fundraising and are not involved in the above essential activities.

Under the circular the Department undertook to draw up, in consultation with partners in education, guidelines for schools to support them to draw up a required policy for productive parental involvement. To date NPC have not been involved or are not aware of any such process.

This circular was issued in 1991, in the past 21 years there has been a wealth of research which shows the difference parental involvement can make in the educational outcomes for children. NPC believes it is timely therefore that there should be a change in legislation to bring Ireland in line with other jurisdictions such as the Scottish Schools (Parental Involvement) Act 2006 (Appendix 3) and the Section 118 of the American No Child Left Behind Act 2001 (Appendix 4).

NPC would like to formally request a meeting with the Minister to discuss the contents of this report and how to make positive change for children's educational lives.

If you would like any further information regarding any of the contents of this document please do not hesitate to make contact.

Appendix 1

Circular 24/91



Note: This electronic version was re-typed from the original in March, 2006

Circular Letter 24/91

**DEPARTMENT OF EDUCATION
To the Chairperson, Board of Management of each National School**

PARENTS AS PARTNERS IN EDUCATION

1 PARENTS AS PARTNERS

Partnership for parents in education is a stated policy aim of the Government. Through the Programme for Economic and Social Progress the Government and the Social Partners have formally recognised the promotion of parental involvement in the education of their children as an essential strategy of educational policy and practice. This Circular is concerned with ensuring that partnership for parents is positively pursued at a local level by each national school.

2 SCHOOL/FAMILY RELATIONSHIPS

The Department endorses the view of the National Parents' Council, Primary, expressed in its recently published booklet, *Parents' Associations – Making Them Work*, that parents should be involved in their local school for two main reasons:

“The school is regarded as an extension of the home and an active partnership between parents and teachers make this a reality, especially in the eyes of the young child, who is the central figure.

Research shows that parental interest and attitudes to school, to books and to education are the single most important influence on a child's learning.”

These reasons are supported by the findings of the Primary Education Review Body.

The Department recognises that school/family relationships are particularly important at the primary level of education. As the recognised primary educators of the child, parents have a right to be assured that the child's needs are being met by the school. It follows that parents should be given as much information as possible on all aspects of the child's progress and development. Parents, as a body, are also entitled to know whether the school and the education system are meeting children's needs.

3 PARENTS' ASSOCIATIONS

It is important that, where none exists, an active Parents' Association be formed for each individual school in order to promote and develop effective and positive participation by parents in education at the school level.

Circular 7/85 issued by the Department of Education in January, 1985 urged school authorities to have a Parents' Association formed in association with every National School.

While much progress has been made since then, there are still national schools which do not have a Parents' Association. The Department sees a Parents' Association as essential for:

- developing partnership for parents in education at the level of the local school, and
- supporting and encouraging individual parents to become more involved in the education of their children.

The Minister for Education now requests each Board of Management to take whatever steps are necessary to ensure that a Parents' Association is formed in association with its school. The Board should actively promote all means of effective co-operation between the school and the Parents' Association.

4 FORMING A PARENTS' ASSOCIATION

As a first step, the Board should call a general meeting of parents for the purpose of the parents forming a Parents' Association where one does not already exist. It would be desirable that the Board arrange with the National Parents' Council-Primary to have a representative present to advise the parents.

The Booklet entitled *Parents' Associations – Making them Work* will be of particular assistance to schools in promoting parental involvement. A copy is being sent to the Chairperson of each Board for this purpose. Further copies may be purchased from the *National Parents' Council, 16-20 Cumberland Street South, Dublin 2 (01-6789980), price £2.00.*

It is in the best interests of the school that positive and effective communication exists between the Parents' representatives on the Board and the Parents' Association. To this end, parent representatives should be ex-officio members of the Parents' Association Committee.

5. DEVELOPING PARTNERSHIP WITH PARENTS

Further developments will be necessary in order to bring about genuine partnership at school level.

Each national school will be required to establish as part of its overall school policy/plan, a clearly defined policy for productive parental involvement. The Department in consultation with the partners in education will draw up guidelines for this process. The guidelines will take account of the recommendations of the Primary Education Review Body on relations between parents and boards of management and teachers, which, in general, the Department accepts.

In conjunction with the guidelines, the Department will prepare an information booklet for parents on the educational provision being made for their children and on the operation of the national school system.

6 NATIONAL PARENTS' COUNCIL

Each Parents' Association should strongly consider affiliating to the National Parents' Council, Primary Tier. Such affiliation affords parents the opportunity and the mechanism for having a voice in decision making on primary educational issues at a national level. The National Parents' Council provides representation for parents, as partners in education, on various Government-appointed educational bodies. Through its representative function, the Council is making a distinctive and valuable contribution to central planning and policy development in education.

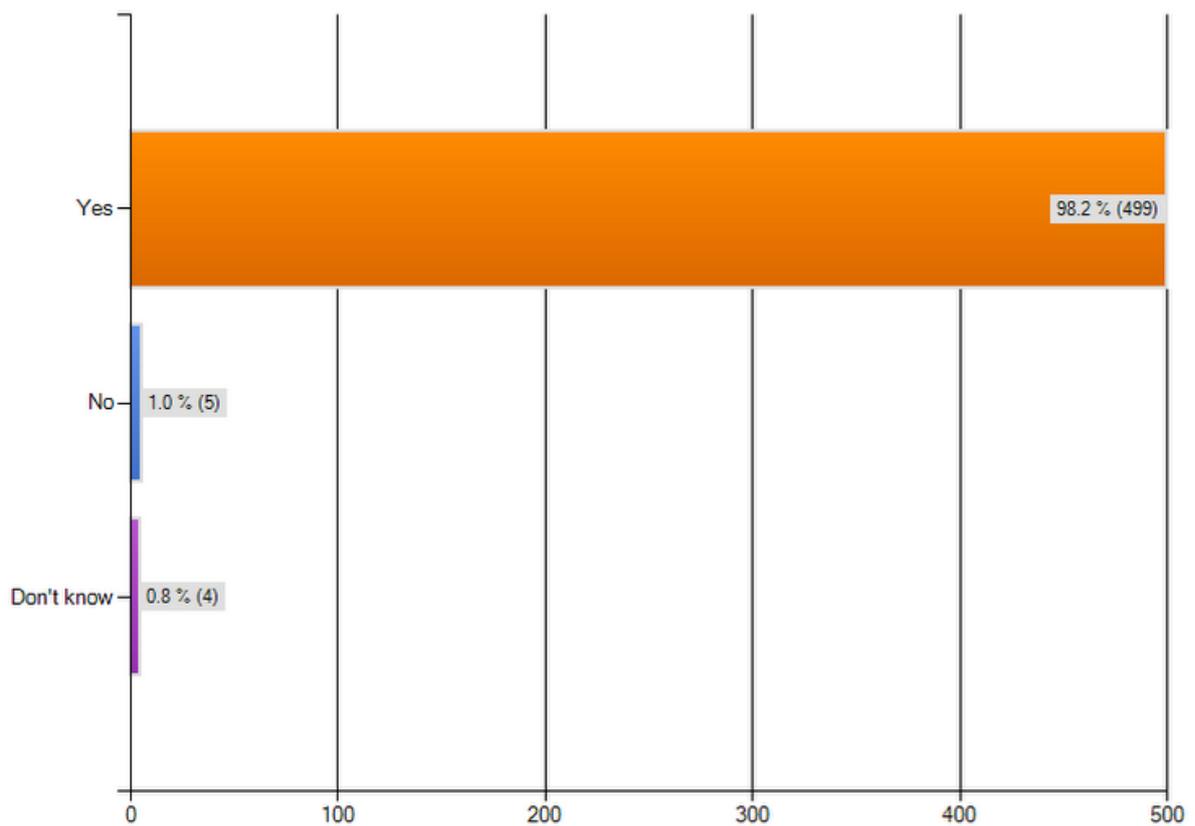
**C.N. LINDSAY,
SECRETARY.
MAY, 1991.**

Appendix 2

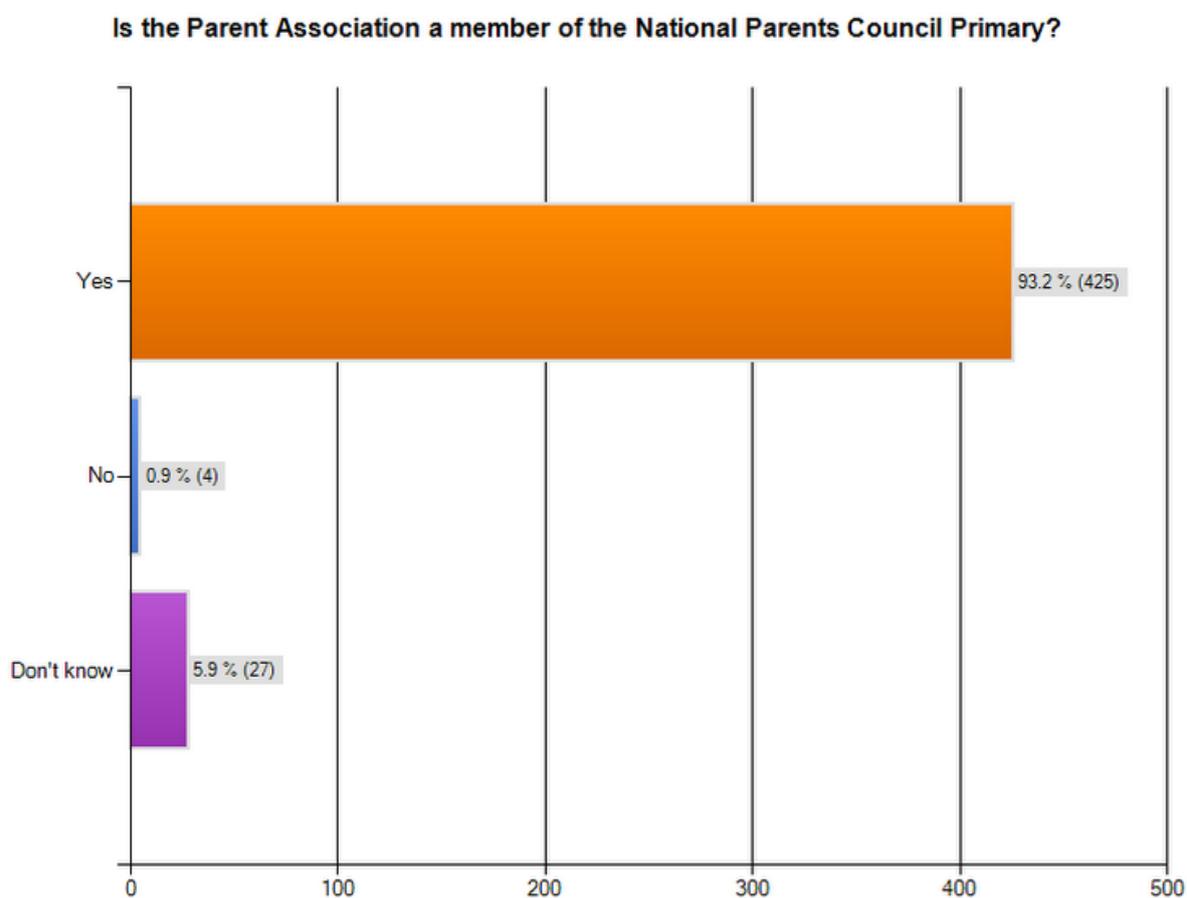
NPC Survey Results

Question 1: Does your school have a Parent Association?		
Answer Options	Response Percent	Response Count
Yes	98.2%	499
No	1.0%	5
Don't know	0.8%	4
answered question		508
skipped question		0

Does your school have a Parent Association?

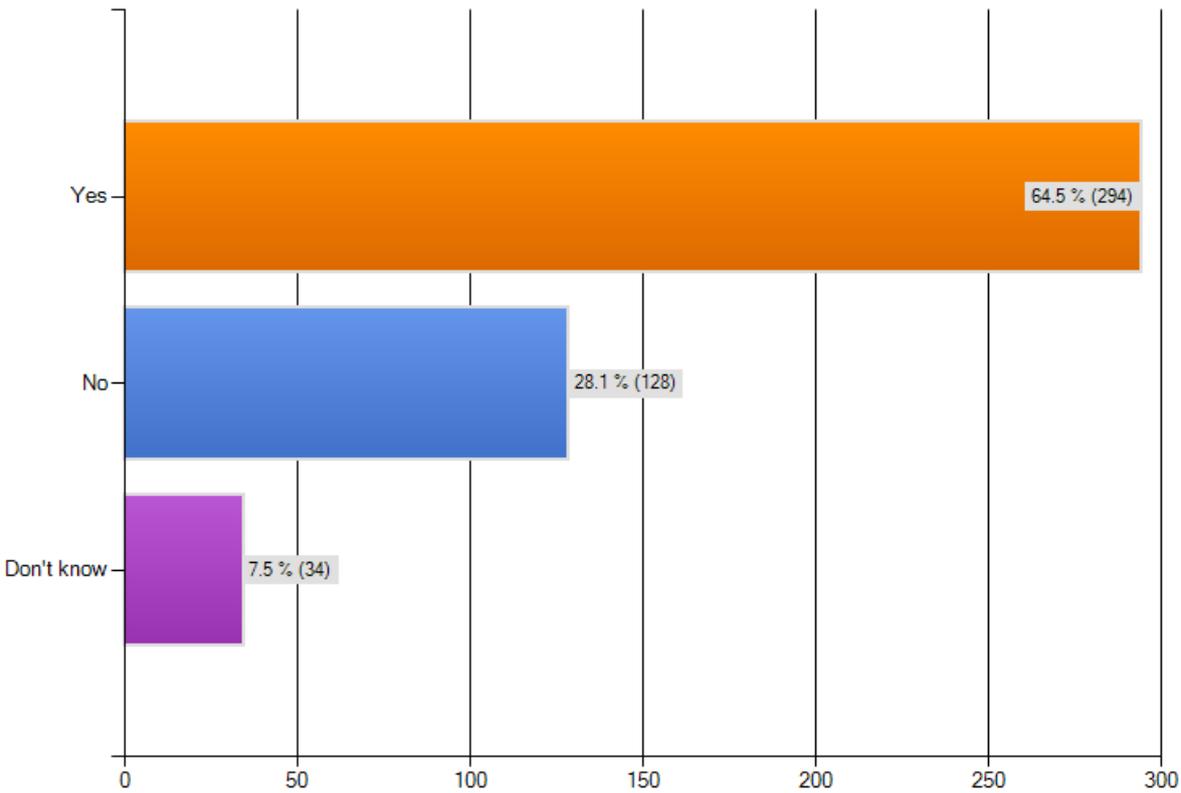


Question 2: Is the Parent Association a member of the National Parents Council Primary?		
Answer Options	Response Percent	Response Count
Yes	93.2%	425
No	0.9%	4
Don't know	5.9%	27
<i>answered question</i>		456
<i>skipped question</i>		52



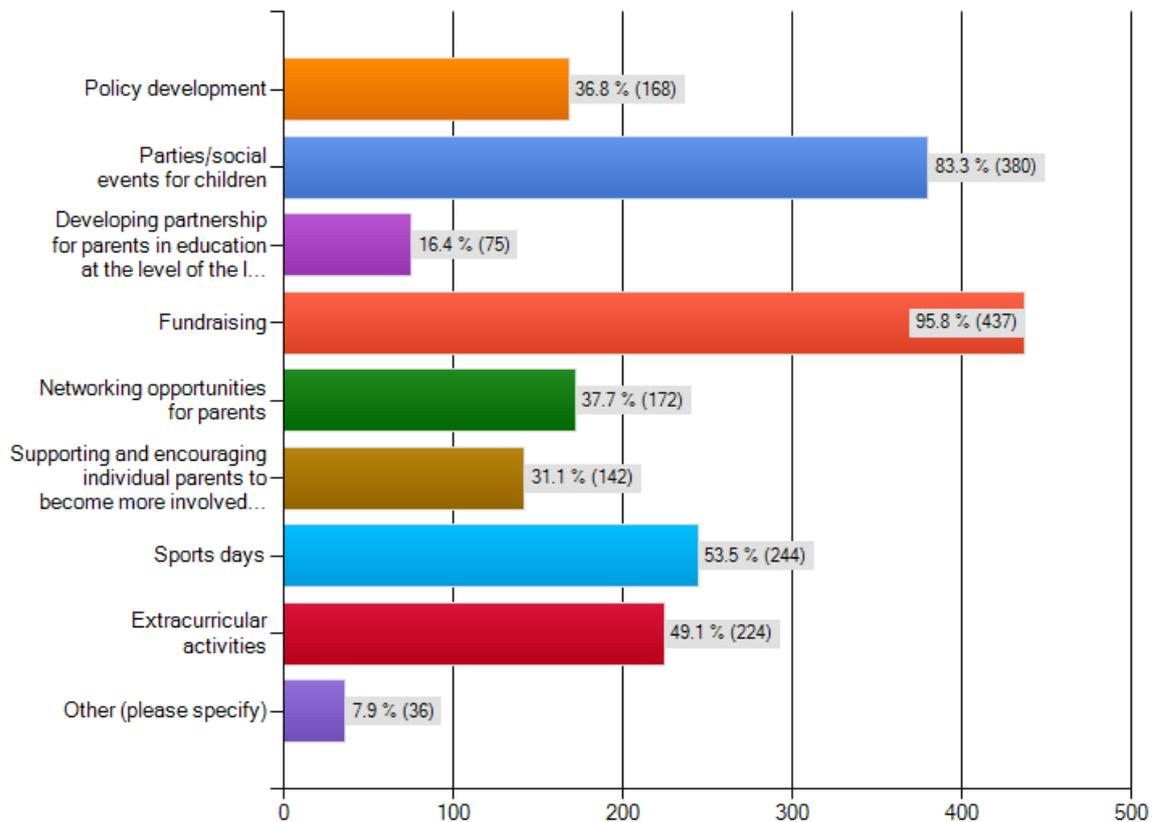
Question 3: Are the Parent Representatives on your school Board of Management members of the Parent Association committee?		
Answer Options	Response Percent	Response Count
Yes	64.5%	294
No	28.1%	128
Don't know	7.5%	34
<i>answered question</i>		456
<i>skipped question</i>		52

Are the Parent Representatives on your school Board of Management members of the Parent Association committee?



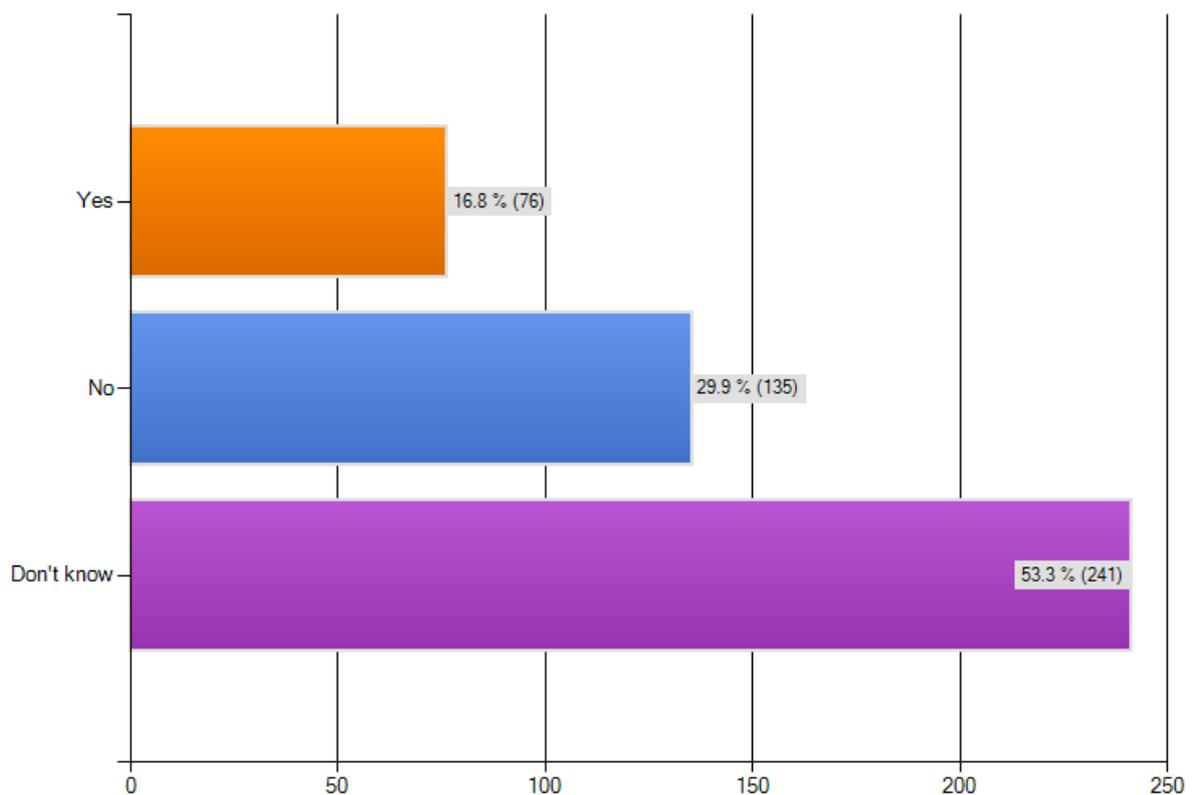
Question 4: Is your Parent Association involved in any of the following?		
Answer Options	Response Percent	Response Count
Policy development	36.8%	168
Parties/social events for children	83.3%	380
Developing partnership for parents in education at the level of the local school	16.4%	75
Fundraising	95.8%	437
Networking opportunities for parents	37.7%	172
Supporting and encouraging individual parents to become more involved in the education of their children	31.1%	142
Sports days	53.5%	244
Extracurricular activities	49.1%	224
Other (please specify)	7.9%	36
<i>answered question</i>		456
<i>skipped question</i>		52

Is your Parent Association involved in any of the following?



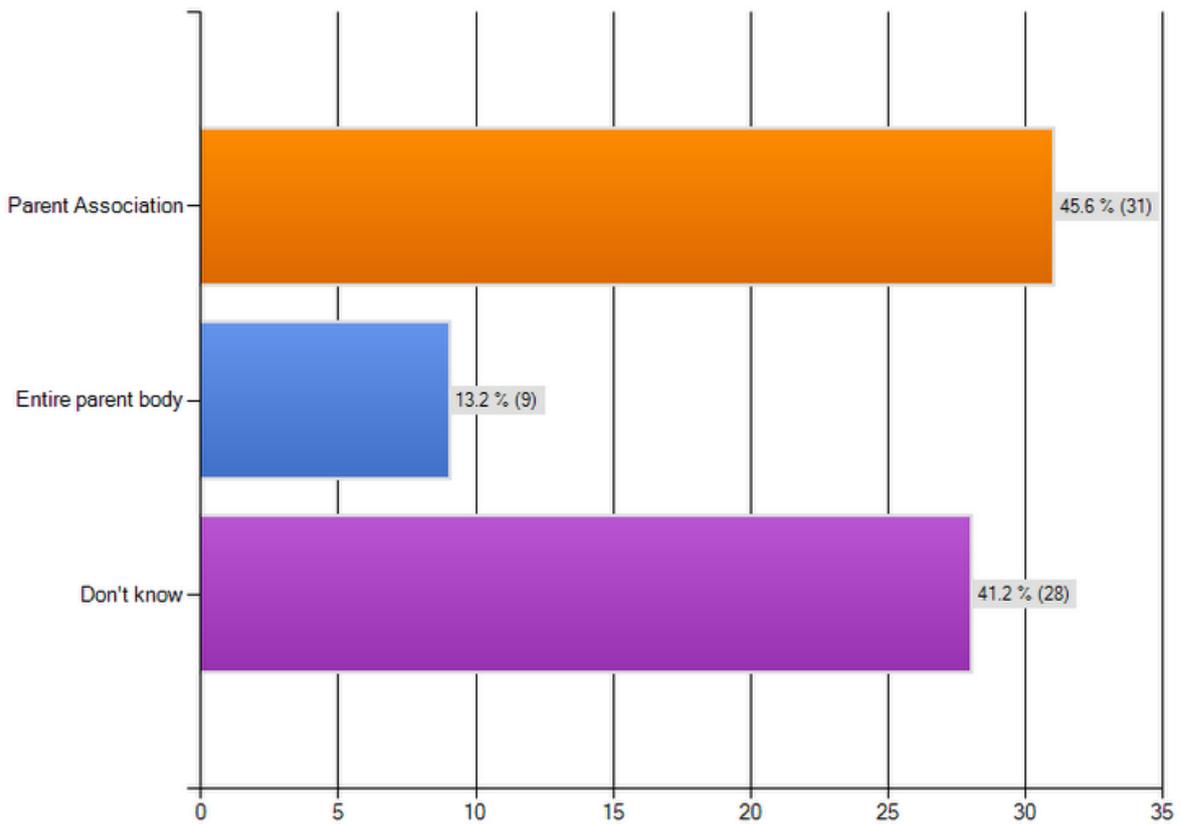
Question 5: Does your school have a clearly defined written policy document for productive parental involvement?		
Answer Options	Response Percent	Response Count
Yes	16.8%	76
No	29.9%	135
Don't know	53.3%	241
<i>answered question</i>		452
<i>skipped question</i>		56

Does your school have a clearly defined written policy document for productive parental involvement?

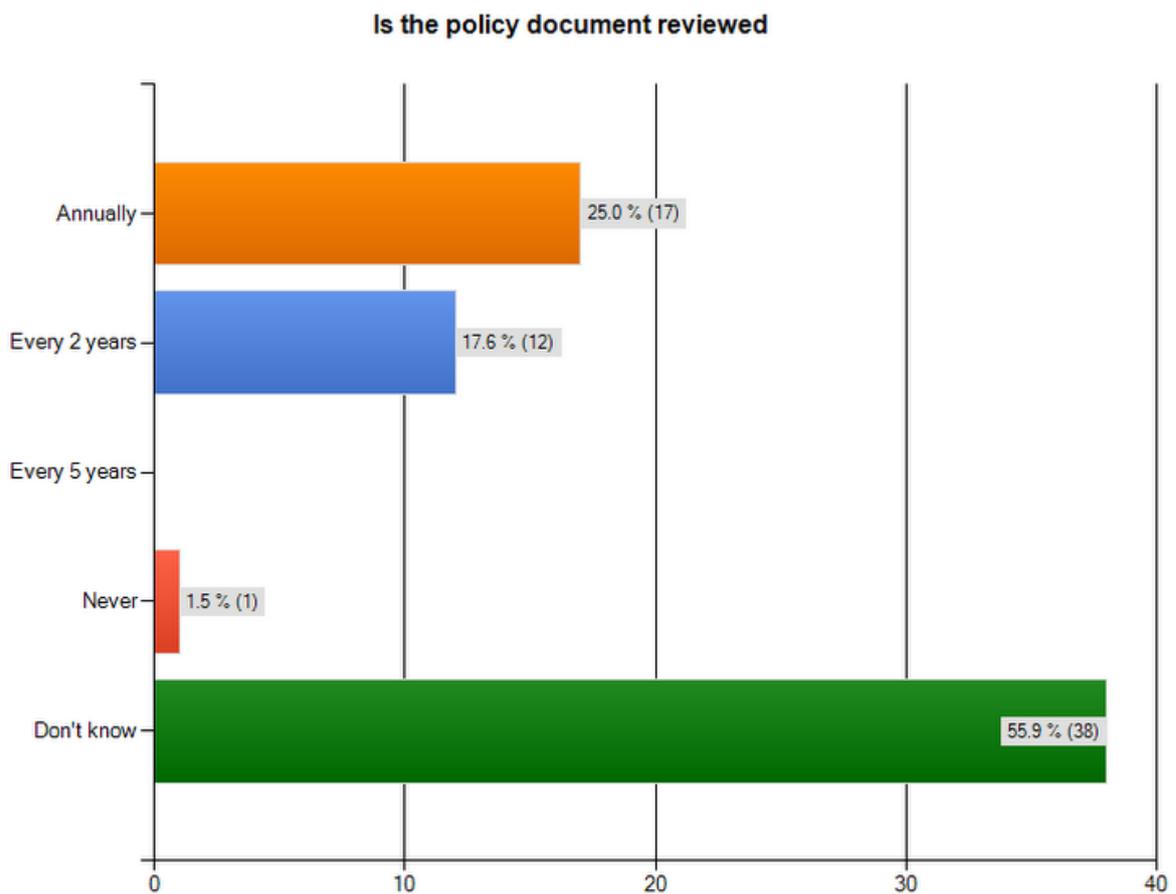


Question 6: Who was involved in the drawing up of this policy document?		
Answer Options	Response Percent	Response Count
Parent Association	45.6%	31
Entire parent body	13.2%	9
Don't know	41.2%	28
<i>answered question</i>		68
<i>skipped question</i>		440

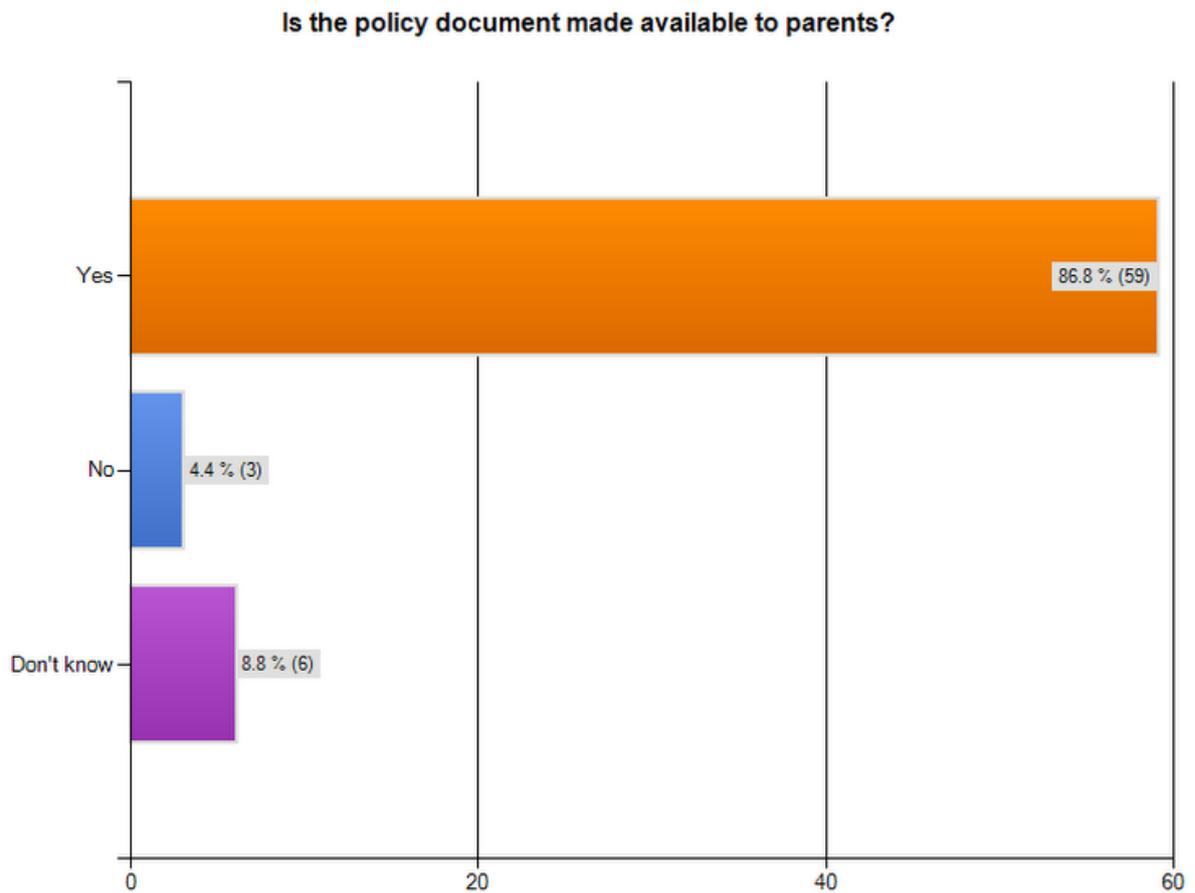
Who was involved in the drawing up of this policy document?



Question 7: Is the policy document reviewed		
Answer Options	Response Percent	Response Count
Annually	25.0%	17
Every 2 years	17.6%	12
Every 5 years	0.0%	0
Never	1.5%	1
Don't know	55.9%	38
answered question		68
skipped question		440



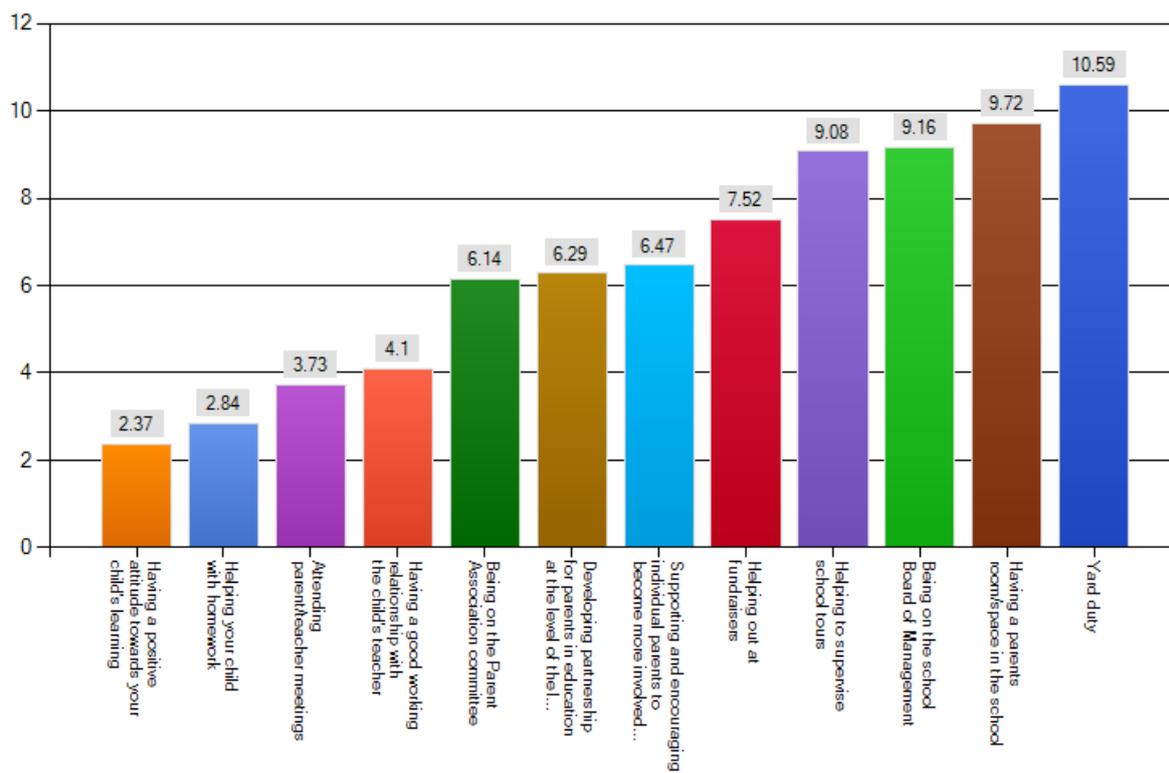
Question 8: Is the policy document made available to parents?		
Answer Options	Response Percent	Response Count
Yes	86.8%	59
No	4.4%	3
Don't know	8.8%	6
<i>answered question</i>		68
<i>skipped question</i>		440



Question 9: What do you think are the most important ways parents should be involved in their children's educational lives? Please rank all of these in order of importance, 1 being the most important, 12 the least important

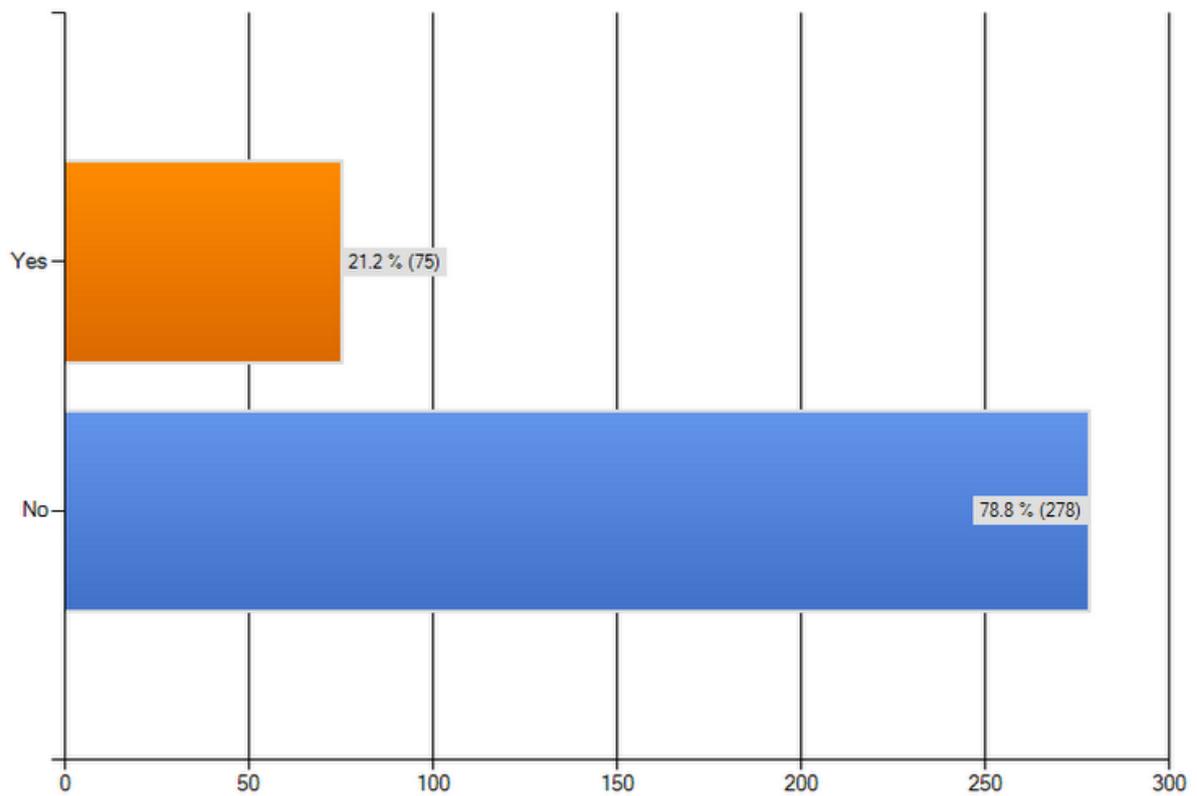
Answer Options	Response Average	Response Total	Response Count
Attending parent/teacher meetings	3.73	1,316	353
Being on the Parent Association committee	6.14	2,169	353
Developing partnership for parents in education at the level of the local school	6.29	2,220	353
Helping out at fundraisers	7.52	2,654	353
Helping your child with homework	2.84	1,002	353
Having a positive attitude towards your child's learning	2.37	835	353
Helping to supervise school tours	9.08	3,204	353
Supporting and encouraging individual parents to become more involved in the education of their children	6.47	2,285	353
Having a parents room/space in the school	9.72	3,430	353
Having a good working relationship with the child's teacher	4.10	1,447	353
Being on the school Board of Management	9.16	3,233	353
Yard duty	10.59	3,739	353
		<i>answered question</i>	353
		<i>skipped question</i>	155

What do you think are the most important ways parents should be involved in their children's educational lives? Please rank all of these in order of importance, 1 being the most important, 12 the least important



Question 10: Are you aware of the Department of Education Circular 24/91 "Parents as Partners in Education"?		
Answer Options	Response Percent	Response Count
Yes	21.2%	75
No	78.8%	278
<i>answered question</i>		353
<i>skipped question</i>		155

Are you aware of the Department of Education Circular 24/91 "Parents as Partners in Education"?



Appendix 3
Scottish Schools
(Parental Involvement)
Act 2006



Scottish Schools (Parental Involvement) Act 2006 2006 asp 8

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Schedule—Repeals



Scottish Schools (Parental Involvement) Act 2006 2006 asp 8

The Bill for this Act of the Scottish Parliament was passed by the Parliament on 10th May 2006 and received Royal Assent on 14th June 2006

An Act of the Scottish Parliament to make further provision for the involvement of parents in their children's education and in school education generally; to provide for the establishment of councils to represent the parents of pupils attending public schools; to abolish School Boards; to make further provision as regards the appointment of teachers; to make further provision as regards the content of the development plan for a school; and for connected purposes.

Involvement, ambitions, objectives and performance

1 Duty of Scottish Ministers and of education authorities to promote involvement of parents in school education etc.

- (1) It is the duty of the Scottish Ministers to promote the involvement of the parents of pupils in attendance at public schools in the education provided to those pupils by the schools.
- (2) It is the duty of an education authority to promote the involvement of the parents of a pupil in attendance at a public school in the authority's area in the education provided by the school—
 - (a) to that pupil, and
 - (b) to its pupils generally.
- (3) Except where the context otherwise requires, in this Act "education" means school education and includes such provision as is made by an education authority in fulfilment of their duty under section 1(3)(b) of the Education (Scotland) Act 1980 (c.44) (duty to secure the provision of adequate facilities for social, cultural and recreative activities and for physical education and training).

2 Strategies for parental involvement

- (1) Each education authority must prepare a document, to be known as their "strategy for parental involvement", containing their general policies for implementing their duties under sections 1, 5, 11 and 12 (including, without prejudice to that generality, such implementation in the case of any pupil who is a child looked after by a local authority); and the complaints procedure established by the authority under section 15 must be set out in the document.

- (2) In preparing their strategy for parental involvement, an education authority are to have regard to how that strategy will promote equal opportunities.
- (3) An education authority—
 - (a) are from time to time to review their strategy for parental involvement, and
 - (b) are to revise that strategy whenever they conclude that it is appropriate to do so.
- (4) In developing or reviewing their strategy for parental involvement an education authority must seek and have regard to the views of—
 - (a) the parents to whom those duties relate,
 - (b) pupils in attendance at public schools in the authority's area,
 - (c) any Parent Council established for a school in their area, and
 - (d) any other person who appears to the authority to have an interest in their implementation of those duties or of the duty under section 15(1).
- (5) The document is to be included (whether or not it has been revised since last so included) in the authority's annual statement of improvement objectives.
- (6) In section 5(2) of the Standards in Scotland's Schools etc. Act 2000 (asp 6) (requirement for annual statement of education improvement objectives to include an account of the ways in which the authority will seek to involve a pupil's parents in promoting the education of the pupil), at the beginning of paragraph (a) there is inserted "(prepared under section 2(1) of the Scottish Schools (Parental Involvement) Act 2006 (asp 8) as part of the authority's strategy for parental involvement)".
- (7) The reference in subsection (1) to a child who is looked after by a local authority is to be construed in accordance with section 17(6) of the Children (Scotland) Act 1995 (c.36) (duty of local authority to child looked after by them).

3 Ambitions and objectives for a school

In section 6(1)(a) of the Standards in Scotland's Schools etc. Act 2000 (asp 6) (which, for the purpose of securing improvement in the quality of education which a school provides, requires the preparation of a development plan for the school)—

- (a) after the words "the objectives" there is inserted "and strategy for parental involvement", and
- (b) for the words "and sets objectives for the school" there is substituted ", sets objectives for the school (including objectives as to the involvement of a pupil's parents in the education provided to the pupil and to the school's pupils generally) and contains a statement of the education authority's ambitions for the school".

4 Review of school performance

In section 7 of the Standards in Scotland's Schools etc. Act 2000 (asp 6) (which provides for the defining of measures and standards of performance as respects the quality of education provided by schools and for the quality of education provided by a school to be reviewed from time to time having regard to those measures and standards), at the end there is added—

- (3) Without prejudice to the generality of subsections (1) and (2) above, in those subsections "quality of education" includes the extent to which a pupil's parents are involved in the education provided to the pupil."

Parent Forums and Parent Councils

5 Parent Forum and Parent Council

- (1) The parents of the pupils in attendance at a public school constitute (and are collectively to be known as) the “Parent Forum” of the school.
- (2) A Parent Forum may be represented by a body (to be known as a “Parent Council”) established by them under section 6 for the school.
- (3) The education authority are—
 - (a) to promote the establishment of, and
 - (b) to support the operation of,a Parent Council.
- (4) Subsection (3) is subject to section 16(15).

6 Scheme for establishment of a Parent Council

- (1) For the purposes of section 5(2) and (3)(a) the education authority are to notify in writing the members of the Parent Forum of a public school in their area of the authority’s intention to prepare a scheme for the establishment of a Parent Council for the school, inviting them to indicate, within such reasonable period as they are to specify in the notice, a preference as to how the council is to be constituted and what its constitution is to be; and the notice is to suggest alternatives in that regard framed in accordance with such guidance as may be issued by the Scottish Ministers but to state that those alternatives are offered only by way of example.
- (2) But notification under subsection (1) is to include an invitation to indicate, instead of any such preference as is mentioned in that subsection, a preference either—
 - (a) that no such scheme should be prepared, or
 - (b) that any such scheme prepared should be prepared by a person other than the education authority.
- (3) Having regard to such preferences as are indicated by virtue of subsection (1) and in so far as practicable giving effect to the preference of the greatest number of the members responding, the authority are, when the period specified under that subsection has expired, to prepare the scheme, to send a copy of it to each member and to make such arrangements as are necessary to implement it.
- (4) But if the preference of the greatest number of the members responding before the period so specified has expired is as mentioned in—
 - (a) paragraph (a) of subsection (2), subsection (3) is to be disregarded,
 - (b) paragraph (b) of subsection (2), subsection (3) is to be disregarded and provided that the majority of the members so responding and indicating that preference can agree as to which person other than the authority is to prepare such a scheme, that person may proceed to do so and to send a copy of it to each of the members of the Parent Forum, inviting the member in question to indicate, within such reasonable period as the person may specify in the invitation, whether the member agrees that the scheme should be implemented.
- (5) If the majority of the members who respond timeously to an invitation under subsection (4)(b) indicate agreement, the person who prepared the scheme may make such arrangements as are necessary to implement the scheme.

- (6) The arrangements mentioned in subsections (3) and (5) must include the preparation of a constitution for the Parent Council.
- (7) A Parent Council is established when first constituted by virtue of arrangements made under subsection (3) or (5); and is, as soon as practicable thereafter—
 - (a) to intimate to—
 - (i) the headteacher,
 - (ii) the members of the Parent Forum,
 - (iii) pupils in attendance at the school, and
 - (iv) such other persons as it appears to the council appropriate to include for the purposes of this subsection,
 that it has been established,
 - (b) to provide them and the education authority with information as to who the members of the council are and as to how to communicate with it,
 - (c) if the education authority did not prepare the constitution of the council, to provide the education authority with a copy of that constitution, and
 - (d) to provide the headteacher with a copy of that constitution.
- (8) A Parent Council is to be known as “the [*name of school*] Parent Council” unless the Parent Forum otherwise determines, in which case it is to be known by whatever name the Parent Forum may specify.
- (9) Intimation under subsection (7)(a)(ii) or (iv) is to include a note of the functions of the Parent Council under subsection (1) of section 8 and, where applicable, under subsection (2) of that section.
- (10) The preceding provisions of this section are subject to sections 7 and 16(15).

7 Restrictions as to composition and chairing of a Parent Council

- (1) Subject to subsection (2), the members of the Parent Council established for a school must be members of the school’s Parent Forum or (but only if and in so far as the constitution of the council so admits) persons who are co-opted to the council by the persons who for the time being are its members.
- (2) In the case of a denominational school, the constitution of the council must provide for at least one of the council’s members to be so co-opted and to be a person nominated by the church or denominational body in whose interest the school is conducted.
- (3) In subsection (2), “denominational school” means a school—
 - (a) transferred to an education authority under section 16(1) of the Education (Scotland) Act 1980 (c.44) (transference of denominational schools to education authorities), or
 - (b) provided by an education authority under section 17(2) of that Act (provision by education authority of denominational schools etc.).
- (4) Only a person who is a member of a school’s Parent Forum may chair a Parent Council established for that school.

8 Functions of a Parent Council

- (1) The functions of the Parent Council established for a school are—
 - (a) to support the endeavours of those managing the school—
 - (i) to raise standards of education in the school,
 - (ii) to secure improvements in the quality of education which the school provides, and
 - (iii) to develop to their fullest potential the personality, talents and mental and physical abilities of the pupils attending the school,
 - (b) to make representations—
 - (i) to the school's headteacher and to the education authority about the arrangements in the school for promoting the involvement of parents in the education of such of those parents' own children (of whatever age) as attend the school and of its pupils generally,
 - (ii) to the education authority about the arrangements in their area for promoting the involvement of parents of pupils attending schools in that area in the education of such of those parents' own children (of whatever age) as so attend and of those pupils generally,
 - (c) to promote contact between—
 - (i) the school,
 - (ii) the Parent Forum,
 - (iii) parents of prospective pupils of the school,
 - (iv) pupils in attendance at the school,
 - (v) the community, and
 - (vi) such other persons as it appears to the council appropriate to include for the purposes of this paragraph,
 - (d) to report on the council's activities to the members of the Parent Forum, as often as appears to the council to be appropriate but in any event—
 - (i) not more than 12 months after the council is established, and
 - (ii) after that first report, at intervals of not more than 12 months,
 - (e) to ascertain the views of the members of the Parent Forum as regards—
 - (i) the standards of education in the school,
 - (ii) the quality of education which the school provides,
 - (iii) the exercise by the council of its functions, and
 - (iv) such other matters as appear to the council to be of interest or concern to the Parent Forum,
 - (f) to collate those views and report them to—
 - (i) the headteacher of the school,
 - (ii) the education authority, and
 - (iii) such other persons as it appears to the council appropriate to include for the purposes of this paragraph,

- (g) to review from time to time its constitution, and
 - (h) with the requisite consent, to amend (or replace) the council's constitution whenever it appears to the council to be necessary or expedient to do so.
- (2) In addition to the functions specified in subsection (1), the Parent Council established for a primary school is to promote contact between—
 - (a) the Parent Forum of the school, and
 - (b) such providers of nursery education to prospective pupils of the school as appear to the council appropriate.
- (3) For the purposes of subsection (2)(b), a person is a provider of nursery education if providing education to pre-school children (within the meaning of section 1(4B) of the Education (Scotland) Act 1980 (c.44)).
- (4) The Parent Council may, whether or not it has ascertained and collated the views of the members of the Parent Forum as regards a matter mentioned in paragraph (e) of subsection (1), make representations to—
 - (a) the headteacher of the school,
 - (b) the education authority, or
 - (c) such other person as it appears to the council appropriate to include for the purposes of this subsection,as regards that matter.
- (5) But before making representations under paragraph (c) of subsection (4) to Her Majesty's inspectors the Parent Council—
 - (a) must have made those representations under paragraph (b) of that subsection and received a reply under section 11(7)(a), and
 - (b) except in a case where it considers it inappropriate to do so, must have made those representations under paragraph (a) of that subsection and received a reply under section 11(7)(b).
- (6) Where by virtue of subsection (5) Her Majesty's inspectors receive representations from a Parent Council they are to have regard to those representations (in so far as it is reasonable and practicable to do so) in carrying out their functions and are to reply to the council.
- (7) In subsection (1)(h), "requisite consent"—
 - (a) is consent obtained after each member of the Parent Forum has been sent a copy of the proposed amendment or replacement with an invitation to the member in question to indicate, within such reasonable time as the council may specify in the invitation, whether the member agrees to that amendment or replacement, and
 - (b) is the consent of the majority of such members of the parent forum as respond timeously to that invitation.
- (8) If, by virtue of subsection (1)(h), the Parent Council amends (or replaces) its constitution it must as soon as reasonably practicable provide—
 - (a) the education authority, and
 - (b) the headteacher,with a copy of the constitution as amended (or of the new constitution).

- (9) The Scottish Ministers may by order amend any of subsections (1) to (3) so as (either or both)—
 - (a) to add to the functions for the time being described,
 - (b) to alter any of those functions.
- (10) Subject to any other provision made by this Act, the Parent Council may do anything which is calculated to facilitate the exercise of those functions including, without prejudice to that generality—
 - (a) entering into contracts and agreements (other than in relation to land), and
 - (b) appointing a person to be clerk to the council.
- (11) A person (other than a member of the Parent Council) who is appointed by virtue of subsection (10)(b) may be paid by the council.
- (12) The members of the Parent Council do not incur personal liability for anything done, or purportedly done, in the exercise of those functions if it was done in good faith.
- (13) In the exercise of those functions the Parent Council is to have regard to any guidance issued to it, for the purpose mentioned in subsection (14), by the education authority.
- (14) The purpose is of ensuring that any duty which the authority has—
 - (a) under statute, or
 - (b) by virtue of any rule of law,is duly complied with.
- (15) The Parent Council is to comply with any reasonable request made to it by the headteacher of the school or by the education authority for information relating to its exercise of those functions.
- (16) A Parent Council ceases to exist when the school for which it is established is discontinued or amalgamated with another school.

9 Meetings of a Parent Council

- (1) Except in so far as the headteacher of, and the Parent Council established for, a school otherwise agree, the headteacher has both the duty and the right either—
 - (a) to attend, or
 - (b) if the headteacher so elects, to be represented at,any meeting of that council.
- (2) Subject to subsection (3), meetings of a Parent Council are to be open to the public.
- (3) During consideration of any matter which a Parent Council is satisfied should be dealt with on a confidential basis, the only persons entitled to attend are—
 - (a) members of the council, and
 - (b) a person attending the meeting in accordance with subsection (1).

10 Financial powers of a Parent Council

- (1) A Parent Council may—
 - (a) raise funds by any means other than by borrowing,

- (b) receive gifts,
and may expend any sums so received at its discretion.
- (2) A Parent Council is to keep proper accounts in relation to any sums received by it under subsection (1).
- (3) A Parent Council is not to acquire any interest in heritable property, whether by inheritance, gift or otherwise.
- (4) Where a Parent Council ceases to exist, any property belonging to it passes to the education authority; but (except where the council has ceased to exist by virtue of section 8(16)) the authority is to use any such property for the benefit of the school.
- (5) Subsection (4) is subject to section 16(5).

Duties, reports, appointments and complaints

11 Duties of education authority and headteacher to a Parent Council etc.

- (1) An education authority are to give advice and information to a Parent Council established for a school in their area when the council reasonably requests it from them on any matter.
- (2) An education authority are to take such steps as appear to them to be appropriate to ensure that the headteacher and staff of each school in their area—
 - (a) are available to give advice and information to a Parent Council established for the school on what is being done by those managing the school to promote parental involvement in education there, and
 - (b) in giving such advice and information act in a manner consistent with the authority's duties under this Act.
- (3) In addition to giving advice and information in terms of subsection (2)(a), the headteacher of a school must, if requested to do so by a Parent Council established for that school, give advice to the council on any matter falling within the headteacher's area of responsibility.
- (4) An education authority are, in respect of each financial year, to determine for a Parent Council established for a school in their area, an allocation of such money within the authority's budget as appears to the authority, after consultation with the council, reasonably to be required by the council for meeting—
 - (a) its administrative expenses (including, without prejudice to that generality, any expenses incurred by virtue of section 8(10)(b)),
 - (b) the expenses of training its members, and
 - (c) its other outgoings in carrying out the functions assigned it by or by virtue of this Act.
- (5) An education authority may provide a Parent Council established for a school in their area with services or accommodation.
- (6) An education authority are to inform a Parent Council established for a school in their area about the school's arrangements for consultation between parents and teachers; and without prejudice to the generality of paragraph (b) of section 8(1), the council may make representations under that paragraph, concerning those arrangements, to the authority or to the headteacher.

- (7) Where (whether or not under that paragraph)—
- (a) an education authority receive representations from a Parent Council established for a school in their area, the authority are to have regard to the representations (in so far as it is reasonable and practicable to do so) in carrying out their functions and are to reply to the council, or
 - (b) a school's headteacher receives representations from the Parent Council of the school, the headteacher is to have regard to the representations (in so far as it is reasonable and practicable to do so) in carrying out the duties of that post and is to reply to the council.

12 Duties of education authority to parents generally

- (1) An education authority are to give advice and information to any parent of a pupil in attendance at a public school in their area when that parent reasonably requests it from them on any matter relating to the education provided to that pupil.
- (2) An education authority are to take such steps as appear to them to be appropriate to ensure that the headteacher and staff of the school—
 - (a) are available to give such advice and information to the parent in question, and
 - (b) in giving it act in a manner consistent with the authority's duties under this Act.

13 Headteacher's report to Parent Council, Combined Parent Council or Parent Forum

- (1) The headteacher of a public school must at least once a year report—
 - (a) to any Parent Council established for the school,
 - (b) if a Combined Parent Council has been established for schools which comprise the school, to the Combined Parent Council, or
 - (c) if no Parent Council or Combined Parent Council has been so established, to the Parent Forum,

evaluating the performance of the school and stating what the headteacher's objectives and ambitions for the school are.
- (2) Without prejudice to the generality of subsection (1), the headteacher is, in making the report, to have regard to—
 - (a) the school's development plan and in particular the objectives for the school which the plan sets and the statement of ambitions for the school which it contains,
 - (b) the report most recently prepared under section 6(4) of the Standards in Scotland's Schools etc. Act 2000 (asp 6) (report as to what has been done, over a period of twelve months, in implementation of that plan),
 - (c) the measures and standards of performance defined and published most recently under section 7(1) of that Act (review of school performance), and
 - (d) the equal opportunity requirements.
- (3) The report under subsection (1) is to be made in whatever way the council or forum reported to may reasonably request and a summary of it is to be prepared by the headteacher.

- (4) The headteacher is to secure that each member of the Parent Forum receives a copy of that summary.

14 Procedures for appointment of headteacher or deputy and participation of a Parent Council

- (1) An education authority are to inform—
 - (a) the Scottish Ministers, and
 - (b) any Parent Council established for a school in their area,about the authority's procedures (in this section referred to as their "appointment process") for filling any post, other than on an acting basis, of headteacher or deputy headteacher of a school and also (forthwith) about any change they make, whether or not by virtue of subsection (5)(b), to their appointment process.
- (2) The appointment process must entail involvement in it of any Parent Council established for the school to which an appointment is to be made.
- (3) A person who is not a member of a Parent Council may, at the request of the council, assist it in discharging its functions in connection with the appointment process.
- (4) An education authority are to make such arrangements as appear to them to be appropriate to ensure that training which will be of assistance in the discharge of functions in connection with the appointment process is made available to—
 - (a) members of any Parent Council,
 - (b) any person assisting a council under subsection (3).
- (5) The Scottish Ministers may (either or both)—
 - (a) by regulations, impose requirements which an appointment process must satisfy,
 - (b) by notice, require an education authority to make such changes to their appointment process as may be specified in the notice.

15 Complaints procedure

- (1) An education authority are to establish a procedure by which a person, or someone acting on a person's behalf, may make complaints (or other representations) in relation to the exercise by the authority of, or failure by them to exercise, any of their functions under this Act in respect of the person.
- (2) Before establishing a procedure under subsection (1), the authority must consult—
 - (a) the parents to whom their duties under sections 1, 5 and 12 relate,
 - (b) any Parent Council established for a school in their area,
 - (c) any Combined Parent Council established for schools in their area, and
 - (d) any other person who appears to the authority to have an interest in their implementation of those duties,on the authority's proposals in that regard.
- (3) The authority are to keep the procedure so established by them under review and must vary that procedure whenever they consider it appropriate to do so.

- (4) The authority are to give such publicity to that procedure, including that procedure as varied under subsection (3), as they consider appropriate and must give a copy of the procedure to any person who requests it (at no cost to that person).

Combined Parent Councils

16 Establishment etc. of Combined Parent Council

- (1) With the requisite consent, the members of the Parent Forums of two or more schools in the area of an education authority may decide that a body (to be known as a “Combined Parent Council”) should be established for both, or as the case may be all, of the schools (in this section and in section 17 referred to as the “represented schools”).
- (2) In subsection (1), “requisite consent”—
- (a) is consent obtained after each member of the Parent Forum in each of the represented schools has been given written notice of the proposed decision with an invitation to the member in question to indicate, within such reasonable time as the proposer may specify in the invitation, whether the member agrees that the decision be taken, and
- (b) is the consent of, in each of those schools, the majority of such members of the parent forum as respond timeously to that invitation.
- (3) It is immaterial, for the purposes of this section, whether as respects any of the represented schools a scheme for the establishment of a Parent Council is being, or has been, prepared or a Parent Council has been established.
- (4) Except that any such Parent Council ceases to exist when the Combined Parent Council is established.
- (5) Where by virtue of subsection (4) a Parent Council ceases to exist, any property belonging to it passes to the Combined Parent Council.
- (6) If a decision is made under subsection (1), the education authority are—
- (a) to prepare a scheme for the establishment, by the Parent Forums, of the Combined Parent Council,
- (b) to send a copy of that scheme to each of the members of the Parent Forums, and
- (c) to make such arrangements as are necessary to implement the scheme.
- (7) The arrangements mentioned in subsection (6)(c) must include the preparation of a constitution for the Combined Parent Council.
- (8) A Combined Parent Council is established when first constituted by virtue of arrangements made under subsection (6); and is, as soon as practicable thereafter—
- (a) to intimate to—
- (i) the headteachers of the represented schools,
- (ii) the members of the Parent Forums,
- (iii) pupils in attendance at the represented schools, and
- (iv) such other persons as it appears to the council appropriate to include for the purposes of this subsection,
- that it has been established,

- (b) to provide them and the education authority with information as to who the members of the council are and as to how to communicate with it, and
 - (c) to provide each of the headteachers of the represented schools with a copy of that constitution.
- (9) The Combined Parent Council is itself to determine the name by which it is to be known.
- (10) Intimation under subsection (8)(a)(ii) or (iv) is to include a note of the functions of a Combined Parent Council as set out in section 8(1) and applied by subsection (12) (of this section).
- (11) Where one or more of the represented schools is a primary school, intimation under subsection (8)(a)(ii) or (iv) is also to include a note of the functions of a Combined Parent Council as set out in section 8(2) and applied by subsection (12) (of this section).
- (12) Sections 2(4)(c), 7(1) and (4), 8(1) to (15), 9 to 11 and 14 apply, with the necessary modifications, in relation to a Combined Parent Council and the represented schools, as they apply in relation to a Parent Council and the school for which the Parent Council is established.
- (13) Subsection (14) applies where a Combined Parent Council is being established and one or more of the represented schools is a denominational school (within the meaning given by section 7(3)).
- (14) The constitution of the Combined Parent Council must provide for—
- (a) the church or denominational body in whose interest a represented school is conducted, or
 - (b) where there is more than one such church or denominational body, each church or body,
- to nominate at least one person to be a co-opted member of the council.
- (15) Sections 5(3) and 6(1) to (9) cease to apply in relation to any school on the making of a decision under subsection (1) by the members of Parent Forums which include the Parent Forum of the school but apply again to the school (either or both)—
- (a) on its withdrawing from the represented schools,
 - (b) on the Combined Parent Council established by virtue of that decision ceasing to exist.
- (16) A Combined Parent Council ceases to exist when, by virtue of a school—
- (a) being discontinued or amalgamated with another school, or
 - (b) withdrawing from the represented schools,
- the “represented schools” no longer comprise more than one school.

17 Withdrawal from represented schools

- (1) With the requisite consent, the members of the Parent Forum of a school for which a Combined Parent Council is established may decide that the school withdraws from the represented schools.
- (2) The reference in subsection (1) to “requisite consent”—

- (a) is to consent obtained after each member of the Parent Forum of the school has been given written notice of the proposed decision with an invitation to the member in question to indicate, within such reasonable time as the proposer may specify in the invitation, whether the member agrees that the decision be taken, and
- (b) is the consent of the majority of such members of the Parent Forum as respond timeously to that invitation.

Miscellaneous and general

18 Abolition of School Boards

- (1) The School Boards (Scotland) Act 1988 (c.47) is repealed.
- (2) A School Board appointed under section 1 of that Act ceases to exist when that section is repealed; and any property belonging to the Board then passes to the education authority.
- (3) An appointment under section 6(10) of that Act (appointment to be Clerk to a Board) terminates when section 1 of that Act is repealed.
- (4) In paragraph 7 of Schedule A1 to the Education (Scotland) Act 1980 (persons who are not to be members of appeal committees for consideration of any reference involving a question whether a child is to be placed in a specific school or excluded from a school), for the words “School Board” substitute “Parent Council or Combined Parent Council”.
- (5) In section 6(2)(a) of the Standards in Scotland’s Schools etc. Act 2000 (persons to be consulted as regards preparation of school development plan), for the words “School Board” substitute “Parent Council or Combined Parent Council”.

19 Guidance

- (1) The Scottish Ministers must issue guidance—
 - (a) to education authorities, as respects the discharge by those authorities of their functions under sections 2 and 6, and
 - (b) to Parent Councils and Combined Parent Councils, as respects the discharge by those councils of their functions under section 8 (or as the case may be under that section as applied by section 16(12)).
- (2) The Scottish Ministers may issue guidance to education authorities, Parent Councils and Combined Parent Councils as respects the discharge by those authorities and councils of their respective functions under any section not mentioned in subsection (1).
- (3) Any such authority or council must have regard to any guidance issued to them or it under this section.

20 Interpretation

- (1) Unless the context otherwise requires, expressions used in this Act and in the Education (Scotland) Act 1980 (c.44) have the same meaning in this Act as is given to them by section 135 of that Act except that “pupil” includes a child who is under school age only if that child is in attendance at a primary school (whether or not in a nursery class in such a school).

- (2) In this Act, “equal opportunities” and “equal opportunity requirements” have the same meanings as in Section L2 of Part II of Schedule 5 to the Scotland Act 1998 (c.46).

21 Transitional provisions etc.

- (1) The Scottish Ministers may by order make such incidental, supplemental, consequential, transitional, transitory or saving provision as they consider necessary or expedient for the purposes, or in consequence, of this Act.
- (2) An order under subsection (1) may amend or repeal any enactment (other than any provision of this Act).

22 Orders and regulations

- (1) Any power of the Scottish Ministers to make an order or regulations under this Act is exercisable by statutory instrument.
- (2) Subject to subsection (3), a statutory instrument containing any such order or regulations, other than an order under section 24(2), is subject to annulment in pursuance of a resolution of the Parliament.
- (3) A statutory instrument containing an order under—
- (a) section 8(9), or
 - (b) subsection (1) of section 21 if the order is by virtue of subsection (2) of that section,
- is not made unless a draft of the instrument has been laid before, and approved by resolution of, the Parliament.
- (4) Without prejudice to section 24(2), an order or regulations under this Act may make different provision for different cases or classes of case and for different purposes.

23 Repeals

There are repealed, to the extent specified in the second column of the schedule to this Act, the enactments mentioned in that schedule.

24 Short title and commencement

- (1) This Act may be cited as the Scottish Schools (Parental Involvement) Act 2006.
- (2) This Act, except this section, comes into force on such day as the Scottish Ministers may by order appoint; but different days may be appointed for different provisions, for different areas, for different purposes or for different cases or classes of case.

SCHEDULE
 (introduced by section 23)

REPEALS

<i>Enactment</i>	<i>Extent of repeal</i>
Education (Scotland) Act 1980 (c.44)	In section 70(1), the words “a School Board,” in both places they occur. Section 87A. Section 87B. In section 135(1), the definition of “school board”.
Self-Governing Schools (Scotland) Act 1989 (c.39) etc.	Section 74. In section 80(1), the definition of “the 1988 Act”. In Schedule 10, paragraph 10.
Children (Scotland) Act 1995 (c.36)	In Schedule 4, paragraph 46.
Education (Scotland) Act 1996 (c.43)	Sections 28 to 31. Schedule 4.
Standards in Scotland’s Schools Act 2000 (asp 6) etc.	Sections 26 to 31. In section 58(1), the definition of “the 1988 Act”. Schedule 1. In schedule 2, paragraph 4.
School Education (Amendment) (Scotland) Act 2002 (asp 2)	Section 2.
Local Government in Scotland Act 2003 (asp 1)	Section 50.

Appendix 4

Section 118

No Child Left Behind

Act 2001

U.S Government

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.