

Parent Involvement

Development of Effective and Legally Compliant Policies

Federal law mandates the adoption of policy on parent involvement for local educational agencies (districts, county offices of education and direct-funded charter schools) and individual schools that receive funding under Title I, Part A, of the No Child Left Behind Act of 2001.¹ State law mandates districts to adopt parent involvement policy applicable to non-Title I schools, and mandates all districts to adopt policy which outlines the manner in which parents, school staff and students may share the responsibility for continuing the development and well-being of students. Thus, all districts must have parent involvement policies in place that address specified components depending on their circumstances.

This policy brief is intended to help governance teams, district staff and parents in the review of existing policies or the development of new policies in order to fulfill legal requirements. Equally importantly, however, it encourages districts to examine their policies and practices with the goal of maximizing meaningful participation of parents in order to enhance student learning and achievement.

The link between parent involvement and student achievement

Child development experts and parents would agree that a child benefits from a healthy parent-child relationship before the school years, and that these early benefits pave the way for later academic success. When a child reaches school age, parent involvement in the child's education at

home and at school nurtures his or her development both socially and academically. Students whose parents take an active role in their school life are more likely to attend school regularly, achieve higher grades and test scores, and continue their education beyond high school.²

The positive influence of parent involvement can be seen in all students in all communities.³ There is some evidence that children from low-income and culturally and racially diverse families especially have a lot to gain from their parents' involvement in schools, and that the extent of parent involvement in a child's education may be more important to student success than family income or education.^{4,5}

Characteristics of an effective parent involvement program

Effective parent involvement encompasses a "regular two-way, meaningful communication" between parents and school personnel.⁶ Schools need to inform parents about academic standards, the curriculum, their child's progress, school and district activities and educational issues. At the same time, schools need to welcome parents to provide input on and be involved in matters that affect their children's education.

Often, parents do not realize the variety of ways in which they can participate in school functions. Whether they reinforce class lessons with practice at home, serve on a parent advisory committee, volunteer in the classroom or on field trips, or participate in parent-teacher conferences,

¹As used in this policy brief, "parents" includes legal guardians of students.

²Southwest Educational Improvement Laboratory, "A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement," 2002.

³U.S. Department of Education, "Parental Involvement: Title I, Part A," Non-Regulatory Guidance, April 23, 2004, www.cde.ca.gov/sp/sw/t1/titleIpf.asp.

⁴California State Board of Education, "Parent Involvement in the Education of Their Children," Policy #89-01, rev. September 1994, www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp.

⁵Jeynes, W.H., "A meta-analysis: The effects of parental involvement on minority children's academic achievement," *Education and Urban Society*, 2003, 35(2), 202-218.

⁶U.S. Department of Education, "Parental Involvement: Title I, Part A," Non-Regulatory Guidance, April 23, 2004, www.cde.ca.gov/sp/sw/t1/titleIpf.asp.

parents can impact their children's learning in significant and lasting ways. The Family-School Partnership Act (Labor Code 230.8) allows parents and grandparents to take up to 40 hours each year off from work to participate in their children's school activities.⁷

To be effective, strategies employed by schools for parent involvement must take into account the developmental stage of the students.⁸ Parent involvement in secondary schools tends to differ from that in elementary schools, both in level and types of participation, due to multiple factors including the developing independence of adolescents.

Additionally, parent involvement strategies need to take into account factors in the home that may influence parents' ability to participate in schools. Time constraints, child care needs, transportation problems, language differences, cultural beliefs about the role of families in their children's schooling, and families' lack of knowledge and understanding of educational processes have all been identified by research as barriers to parent involvement,⁹ but many can be overcome with help from the schools. To encourage parent involvement in a state as diverse as California, it is important that districts and schools recognize the variety of specific student and parent needs and work to provide a comfortable and welcoming school environment for all parents.

Legal requirements

Legal requirements for parent involvement policy are complex. Federal law (United States Code, Title 20, Section 6318) mandates that districts and individual schools receiving Title I funds adopt policies with specified components. Education Code 11504 contains requirements for district policy applicable to non-Title I schools. Education Code 51101 requires all districts to adopt policy addressing parent rights and responsibilities, which includes components related to the manner in which parents may support the learning environment of their children.

The following section summarizes these legal requirements. Each district is encouraged to submit its draft policy to legal counsel prior to adoption to ensure that the policy meets all requirements applicable to the district's circumstances.

All districts

All governing boards, in both Title I and non-Title I districts, are required by Education Code 51101(b) to jointly develop with parents a policy on parent rights and responsibilities. This policy promotes a shared responsibility among parents, school staff and students for the intellectual, physical, emotional and social development and well-being of students. With regard to parent involvement, the policy must address the means by which parents may help students to achieve academic and other standards of the school and the manner in which parents may support the learning environment of their children, including, but not limited to:

- monitoring attendance of their children;
- ensuring that homework is completed and turned in on a timely basis;
- encouraging and facilitating the participation of children in extracurricular activities;
- monitoring and regulating the television viewed by their children;
- working with their children at home in learning activities that extend classroom learning;
- volunteering in their children's classrooms or for other activities at the school; and
- participating, as appropriate, in decisions relating to the education of their own children or the total school program.

Districts funded by Title I

In addition to meeting the requirements of Education Code 51101 applicable to all districts as described above, districts that receive federal Title I funds are mandated to adopt a written parent involvement policy that meets the requirements of 20 USC 6318 and Education Code 11503. In accordance with 20 USC 6318, this policy must be developed jointly with and agreed upon by parents of students participating in Title I programs.

20 USC 6318 requires that the district's policy establish how the district will:

⁷California Department of Education, "The Family-School Partnership Act," 2004, www.cde.ca.gov/ls/pf/pf/fampartact.asp.

⁸Caplan, J., et al., "Literature Review of School-Family Partnerships," 1997, North Central Regional Educational Laboratory, <http://ncrel.org/sdrs/pidata/pi01trev.htm>.

⁹Boethel, M., "Diversity: School, Family, & Community Connections," Annual Synthesis 2003. Southwest Educational Development Laboratory: Austin, TX.

- involve parents in the joint development of the Title I local educational agency (LEA) plan developed pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316;
- provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance;
- build the schools' and parents' capacity for strong parent involvement through assistance, materials, parent education, staff education, program coordination, and other activities specified in 20 USC 6318(e);
- coordinate and integrate parent involvement strategies developed under Title I with other specified categorical programs;
- conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of schools served by Title I; and
- involve parents in the activities of schools served by Title I.

Education Code 11503 also mandates that each district establish procedures applicable to schools that receive Title I funds "to ensure that parents are consulted and participate in the planning, design, implementation and evaluation" of the Title I program. Fulfillment of the policy requirements in 20 USC 6318 should satisfy this mandate.

The state's Categorical Program Monitoring process (formerly Coordinated Compliance Review) checks that the district's policy contains each of the mandated components in accordance with law.

In a review of districts identified by the state for program improvement¹⁰ in 2005-06, the California Department of Education (CDE) found that the majority of the districts' Title I parent involvement policies addressed the required six components. However, about one-third of the policies failed to address four of the six components, with the most overlooked component being the coordination and integration of Title I parent involvement strategies with other programs.

Schools funded by Title I

Each school receiving Title I funds is required by 20 USC 6318 to develop, jointly with parents of participating students, a school-level parent involvement policy that describes the means the school will use to carry out the requirements of 20 USC 6318(c)-(f). Specific activities are required in each of the following areas:

- school responsibilities to inform and involve parents in planning, reviewing and improving Title I programs;
- shared responsibilities for high student academic achievement, including the development of a school-parent compact;
- building the capacity for parent involvement; and
- accessibility and opportunities for parents with limited English proficiency, parents with disabilities and parents of migrant students.

In the CDE's review of program improvement districts described above, three-fourths of the Title I schools within these districts had school-level policies as required, but over half of those policies failed to address (a) the involvement of parents in developing the policy, and (b) accessibility and opportunities for involvement of parents with limited English proficiency, parents with disabilities and parents of migrant students.

Districts with one or more non-Title I schools

Education Code 11504 requires that the district's parent involvement policy include provisions applicable to district schools, if any, that do not receive Title I funding. These provisions must be consistent with the purposes and goals set forth in Education Code 11502, which include:

- helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of society;
- providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home;

¹⁰Pursuant to 20 USC 6316 and criteria adopted by the State Board of Education, districts receiving Title I funds are identified for program improvement if, for two or more consecutive school years, they fail to make "adequate yearly progress" and do not make the Academic Performance Index threshold for the socioeconomically disadvantaged subgroup.

- building consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities;
- training teachers and administrators to communicate effectively with parents; and
- integrating parent involvement programs into the school's master plan for academic accountability.

Policy development and adoption process

The adoption of written policies on parent involvement, in addition to meeting federal and state legal requirements, demonstrates a commitment to work with parents to provide a quality education and establishes expectations for staff and parent responsibilities. Policies can create goals for parent involvement, establish a framework or structure for related activities, garner support for district and school strategies, and ensure accountability for the successful implementation and effectiveness of parent involvement opportunities.

Parent involvement begins with the inclusion of parents in the development of the mandated policies and administrative regulations. Education Code 51101 requires that all districts develop policy on parent rights and responsibilities jointly with parents, and 20 USC 6318 requires that Title I districts and schools develop the policies and procedures jointly with parents of participating students. These requirements could be fulfilled through the involvement of a district advisory council or school site council, a special committee established specifically for this purpose, public hearings, or any other means that will reach out and involve parents.

In the development of board policies and administrative regulations, districts may wish to use CSBA sample policies and administrative regulations as templates to ensure that all legal requirements for parent involvement are addressed. BP/AR 5020 - Parent Rights and Responsibilities reflects the requirements of Education Code 51101. As of July 2006, BP/AR 6020 - Parent Involvement includes the requirements of both Education Code 11504 applicable to non-Title I schools and 20 USC 6318 for Title I districts and schools (formerly addressed in BP/AR 6171 - Title I Programs).

Other policies and regulations also support the district's parent involvement program. The district might consider reviewing these policies together to ensure that, as a

whole, the district's policies and practices provide a comprehensive program that meets the needs of parents and the district.

CSBA Sample Policies and Regulations Addressing Parent Involvement

Topics related to parent involvement are included in, but not limited to, the following CSBA sample policies and administrative regulations:

BP/AR 0420—School Plans/Site Councils

BP/AR 0520.1—High Priority Schools Grant Program

BP/AR 0520.2—Title I Program Improvement Schools

BP/AR 1220—Citizen Advisory Committees

BP/AR 1230—School-Connected Organizations

BP/AR 1240—Volunteer Assistance

BP/AR 1250—Visitors/Outsiders

BP/AR 5020—Parent Rights and Responsibilities

BP/E 5145.6—Parental Notifications

BP 6020—Parent Involvement

The CSBA sample materials should be tailored to describe the specific strategies developed and agreed upon with parents to respond to each required component. In other words, the district or school should specify *how* it will fulfill the legal requirements. CSBA generally recommends that policies adopted by the board address expectations and desired outcomes (i.e., what the board wants to happen), while administrative regulations developed by the superintendent, staff and parents contain more detailed descriptions of how the policy will be implemented (e.g., specific actions, staff responsibilities, timelines). Some boards choose to review and approve administrative regulations, in which case they should only be looking to ensure that the regulation is consistent with law and policy. A subsequent evaluation of the policy or regulation will provide the board with an opportunity to assess its effectiveness.

When reviewing, revising or developing district policy

related to parent involvement, governance teams, district staff and parents might also use CSBA's Parent Involvement Policy Development Worksheet (see Appendix), which outlines the policy development process and contains questions designed to facilitate discussion and decision making.

After the district's policy is adopted, the superintendent or other district staff should communicate the policy to parents, staff and others as appropriate. 20 USC 6318 requires that the policy addressing Title I parent involvement be distributed to parents of participating students and incorporated into the LEA plan.

It is also the responsibility of the district to ensure that each school site receiving Title I funds fulfills its obligation to develop a school-level parent involvement policy that meets the requirements of law as described above. The school's policy must be distributed to parents of participating students, in a language parents can understand to the extent practicable, and updated periodically to meet the changing needs of parents and the school.

Resources

CSBA

For information about policy services available from CSBA, see www.csba.org/ps.
(800) 266-3382, www.csba.org.

California Department of Education

Family, School, Community Partnerships
www.cde.ca.gov/ls/pf

Parental Involvement in Title I Schools, 2005
www.cde.ca.gov/sp/sw/t1/parentalbroch.asp

California Parent Center

Provides technical assistance to schools and districts, including training to create family-school partnerships to increase student achievement.
(619) 594-4756, <http://parent.sdsu.edu>.

California State Board of Education

Parent Involvement in the Education of Their Children
Policy #89-01, rev. September 1994, www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp

California State PTA

(213) 620-1100, www.capta.org

National Coalition for Parent Involvement in Education

(703) 359-8973, www.ncpie.org

National Network of Partnership Schools

Johns Hopkins University, www.csos.jhu.edu/p2000

National PTA

(312) 670-6782, www.pta.org

Northwest Regional Educational Laboratory

Center for School, Family, and Community
www.nwrel.org/partnerships

Parents as Teachers National Center

(314) 432-4330, www.parentsasteachers.org

Parent Information and Resource Centers (PIRCs)

Created by the U.S. Department of Education to provide training, information and technical assistance to help parents, schools and organizations understand how children develop and what they need to succeed in school. More than 70 PIRCs are in operation nationwide.
www.pirc-info.net/index.asp

Partnership for Family Involvement in Education, U.S. Department of Education

(202) 401-0056
www.ed.gov/parents/academic/help/partnership.html

Southwest Educational Development Laboratory (SEDL)

National Center for Family and Community Connections with Schools, (800) 476-6861, www.sedl.org/connections

U.S. Department of Education

Family Involvement in Children's Education: Successful Local Approaches, October 1997, www.ed.gov/pubs/FamInvolve/index.html

Parental Involvement, Title I, Part A: Non-Regulatory Guidance, April 23, 2004, www.ed.gov/programs/titleiparta/parentinvguid.doc

Questions Parents Ask About Schools, January 2003, rev. 2005, www.ed.gov/parents/academic/help/questions/part.html

Appendix

Parent Involvement Policy Development Worksheet

The following Parent Involvement Policy Development Worksheet provides a guide for school boards, superintendents, district staff, parents and others to develop and review related board policies and administrative regulations.

Part I of the worksheet introduces the policy topic and provides a series of questions designed to facilitate discussion and to develop an understanding of this issue and its relationship with student learning and achievement.

Part II uses a series of questions to help boards, administrators, staff, parents and others assess existing board policies and administrative regulations related to parent involvement in order to determine the need for the development or revision of current policies or regulations.

Part III suggests a policy development process to help school boards, administrators, staff, parents and others determine the necessary actions and responsibilities for collecting data and for making recommendations on the relevant board policies and administrative regulations.

Part IV provides a format for completing policy revisions and developing new board policies and administrative regulations.

A Workplan and Timeline form is also provided to assist in the planning of the policy work and to establish deadlines.

The policy review and development process described in this worksheet is resource intensive. As such, it provides the greatest opportunity for a full understanding of the issue and its impact on student learning. However, it is recognized that it is very unlikely that any two districts will follow the same policy development process. What is important is for districts to find what works for them and then to proceed accordingly.

Part I: Initial Discussion of Topic

Relationship to student learning: The following questions are intended to focus the district's discussions on the relationship between parent involvement and student learning.

1. Why is parent involvement important to student learning?

2. What does the governance team see as the relationship between parent involvement and student learning in the district?

3. How will policy on parent involvement contribute to improved student learning?

Policy topic components: The following are the basic components that a board should understand and/or address in policy on parent involvement. Some components are directly related to student learning, and others reflect legal compliance issues that are also important to include in policies or regulations. Component statements are not intended to be policy language. Each component statement is a key concept related to the topic, but not the policy language itself. Each component is intended to frame an issue or identify concerns and interests that the board would want to address in a policy on this topic. Under each component statement are questions that may help guide the board's discussion of the component.

1. The board recognizes that parents are equal partners in their children's education and that student achievement is enhanced through meaningful parent involvement.

- What does research show about the relationship between parent involvement and student learning?
-
-

- What are parents' and the board's expectations with regard to the schools' responsibility to communicate with and involve parents?

- What are the district's goals for parent involvement?

- In what ways is student achievement a shared responsibility of the schools and parents?

2. Parents shall be involved in the development of district policies, procedures, strategies and plans pertaining to parent involvement and school improvement.

- What are the state legal requirements for involving parents in the development of district policies related to parent involvement?

- If the district receives Title I funds, what are the additional federal legal requirements for involving parents of students participating in Title I programs in the development of the parent involvement policy and the local educational agency plan, in school review and improvement, and in the activities of schools served by Title I?

- What processes can be used in the district to involve parents in policy development? Can existing committees or councils (e.g., district advisory council, school site councils) be used to provide input on parent involvement policy and regulations? What other structures and methods can be used?

- How can the district reach out to ensure that under-represented groups of parents (e.g., parents with limited English proficiency, parents with disabilities, parents of migrant students) are provided opportunities to participate in policy development?

3. Parent involvement strategies shall address all components required by law and be designed to support the district's vision for student learning.

- What are the state and federal legal requirements pertaining to the content of parent involvement policy for districts that receive Title I funding? What are the state legal requirements for districts and schools that are not funded by Title I? Which requirements are applicable to the district?

- What does research show about what is needed to make parent involvement opportunities most effective?

- Does the district need to gather more information about district, school, parent and/or student needs in order to identify parent involvement strategies that would potentially have the greatest impact? If the district has recently conducted an evaluation of parent involvement, did the evaluation indicate areas of strength and areas needing improvement?

- What types of parent involvement opportunities are currently available throughout the district (e.g., opportunities for instructional and support roles at school; provision of strategies and techniques to help parents assist their children with learning at home; parent participation in school decision making, governance and advocacy)?

- How can parent involvement be better integrated with district goals for student learning? Can parents' skills, talents and time be put to better use?

4. The district shall provide assistance and support to schools in implementing parent involvement activities.

- What types of support does the district currently provide to school site staff to assist them with parent involvement activities?

- Do principals, teachers, student services personnel and other staff receive related staff development? Does staff development need to be expanded or revised? What systems are in place to solicit staff's and parents' opinions about the information that should be included in staff development activities?

- What resources are currently provided for implementation of parent involvement activities? If necessary, what additional sources of funding might be used to enhance parent involvement opportunities?

- If applicable, does the district reserve at least one percent of its Title I funds for implementing parent involvement activities in accordance with 20 USC 6318? Does it distribute 95 percent of this reserved amount to school sites?

- Do job descriptions and staff evaluations set an expectation that parent communications and outreach are important parts of staff's job?

- What other tools does staff need to fulfill responsibilities related to parent involvement?

5. The district shall provide assistance and support to parents, including parents with limited English proficiency, parents with disabilities and parents of migrant students, to facilitate their involvement in the schools and in their children's education.

- How do parents receive information about their rights and responsibilities, academic standards and assessments, their child's progress, parent involvement opportunities? Do parents feel they receive adequate information?

- What mechanisms are currently used to communicate with parents? Is there a district newsletter? School newsletters? Do the district and schools rely on letters mailed to parents' homes and/or taken home by students?

- How is technology used to provide information to parents? What telephone system is in place for parent communications? Does the district have a web site? What percentage of the district's parents have access to the Internet or other technology resources?

- What languages are spoken by parents in the district? Are parent notifications sent in as many of these languages as possible, especially as required by state law when 15 percent or more of the parents speak a particular language?

- In what other ways can the district ensure that information is sent to parents in a format and, to the extent practicable, in a language the parents can understand?

- Does the level of parent involvement differ depending on the race/ethnicity, socioeconomic level, language, migratory status, disability or other circumstance of the parents? Does it differ across schools in the district? Across grade levels?

- What barriers hinder parents' ability to participate? What can the district do to address the barriers and encourage participation of all parents?

- Are translation services available for meetings in which parents participate? Are translation services available to assist limited-English-speaking parents

when they have questions about school procedures or their child's education?

- Do classroom volunteers and members of school advisory councils receive training or information from the district or school to enable them to participate in meaningful ways?

- Does the district provide or make referrals to parent education programs designed to develop parents' skills (e.g., family literacy) and/or enhance their ability to support their children's education?

- What processes are in place for receiving information from parents regarding their expectations and concerns for their children?

6. Parent involvement strategies developed for federal and state categorical programs shall be coordinated and integrated.

- If applicable, what processes can be used to ensure that the district's policy addressing Title I requirements for parent involvement is aligned with other district, state or federal programs?

- Is there a cohesive district plan for parent outreach, communications and involvement?

- Is staff assigned at the district and/or school site levels to coordinate parent involvement activities? To serve as a parent liaison?

7. The district shall annually evaluate the effectiveness of the parent involvement policy and activities in improving school and student performance.

- What measures can be used to determine the level of parent involvement in various school activities?

- What measures can be used to evaluate the impact of the district's parent involvement efforts on student learning?

- In what ways can the district involve parents in program evaluation, as required for districts receiving Title I funds?

- In what ways can the district seek feedback from school staff?

- How often will the board expect to receive a report from the superintendent on the district's parent involvement efforts? Will the report address progress in increasing the level of parent involvement, the types of activities in which parents are engaged, and/or the effectiveness of district and school efforts in improving student achievement?

- Are district processes in place to use evaluation results to determine whether changes are needed in the parent involvement policy and strategies?

8. If the district receives Title I funds, the board shall ensure that each school served by Title I develops a school-level parent involvement policy in accordance with law.

- Does each district school currently funded by Title I have an existing school-level policy on parent involvement? How often are these policies reviewed and updated? By what process?

- What are the federal legal requirements for involving parents of Title I students in the development of school-level policies on parent involvement? How successfully have schools accomplished the involvement of these parents in policy development?

- What are the Title I requirements pertaining to the content of the schools' parent involvement policy? Who assures that school-level policies fulfill all legal requirements? Should school-level policies be reviewed by district administration and approved by the board?

Part II: Assessment of Existing Policy

Review current district policy and procedures related to parent involvement based on the following questions. The assessment should determine whether or not the policies include all the policy components identified in Part I.

1. List the district's board policy or policies related to parent involvement.

2. Does the policy include a focus on student learning?
How?

3. Are the administrative regulations consistent with
board policy?

4. Does district practice comply with policy/
administrative regulations?

5. Does the policy reflect current legal requirements?

6. As a result of the board discussion in Part I and
assessment of policy just completed in Part II, in what
areas does the board need to develop new policy, or
delete or revise current policy?

Note: Items 7 and 8 are intended to identify issues
related to, but not directly part of, the policy topic
under consideration, or issues that may require further
attention to ensure the alignment of policy and other
district documents.

7. Has the board's policy discussion and/or policy
assessment raised any policy issues for future board
review or action?

8. Based on the discussion and assessment, what other
district documents require future review or revisions?

☐ District vision and goals

☐ Administrative regulations

☐ District budget

☐ Collective bargaining agreements

☐ Title I local educational agency plan

☐ School improvement plans/single plan for student
achievement

☐ Employee handbooks

☐ Staff development plan

☐ Parent handbooks

☐ Student handbooks

☐ Other:

Part III: Data Collection and Input

As part of the policy development process, the governance
team should determine the data needed to effectively
address this policy topic. This includes determining where
the data may be available, the appropriate allocation
of resources for data collection and analysis, and the
assignment of responsibility for data collection, analysis
and recommendations. The process also should include
opportunities for input from affected parties in the district
and in the community.

1. What data are needed to develop policy on parent
involvement?

a. Internal data sources:

b. External data sources:

2. Who beyond the governance team should be involved
in the policy development process (e.g., parents,
PTO/PTA, teachers, principals, student services
staff, district advisory committee, school site council,
community members, students, others)?

3. What are the recommendations from the
stakeholders listed above?

4. What are the recommendations of the district administration, based on an analysis of the data?

Part IV: Board Policy Content Directions

Content directions: The board should identify the content components of new or revised policy based on the discussion, assessment, analysis and input in Parts I through III and a review of the following questions.

1. Which of the policy components listed in Part I does the board want included in new or revised policy?

2. Does the assessment of existing policy completed in Part II identify any additional content components the board wants in new or revised policy?

3. Has the board identified any content in existing policy that should not be included in new or revised policy?

4. Do the data and input developed in Part III reveal any additional (or new) content components the board wants in new or revised policy?

Review of draft policy: After the board has completed the process described above, the superintendent, policy committee and/or other appropriate designees should prepare a draft policy, arrange for a legal review of the policy, and bring it to the board for consideration at a public board meeting. The following questions should be used to guide the board's review of the draft policy. If any significant revisions are required, some or all of the questions in Parts I through IV may need to be revisited before the policy is formally adopted.

5. Does the draft policy accurately reflect the board's intent? In what ways, if any, should the policy be revised to better communicate the board's direction?

6. Does public or staff input on the draft policy add any new issues that need to be addressed?

7. What criteria will the governance team use to determine whether this policy achieves the desired results?

8. What provisions does the draft policy include for periodic review and evaluation?

Note: Following adoption of the policy by the board, the superintendent should develop a plan for communicating the policy to interested parties as well as a plan to implement the policy. It is the board's responsibility to support the adopted policy by providing the necessary funding when a budget is adopted, considering the policy implications of collective bargaining decisions, and modeling the behavior called for in the policy.

Parent Involvement Policy Workplan and Timeline

Activity	Person Responsible	Deadline
Part I:		
Introduction to topic and initial board discussion of broad issues		
Part II:		
Assessment of existing policy		
Part III:		
Data collection and analysis		
Professional staff analysis and recommendation		
Parent and stakeholder input		
Part IV:		
Board content directions		
Drafting of recommended policy		
Legal review		
First reading: Board initial consideration of draft policy, opportunity for public input		
Drafting of revised policy, if necessary		
Legal review of revised policy		
Second reading and adoption		
Communication of new policy, specifically: (list action steps)		
Implementation by superintendent and staff		
Review and evaluation of policy		
Modify policy based on review and evaluation		