

By: Representatives Holloway, Karriem, Bell  
(65th)

To: Education

HOUSE BILL NO. 4

1 AN ACT TO ENCOURAGE PARENTAL INVOLVEMENT AND ACCOUNTABILITY  
2 IN THE PUBLIC SCHOOLS; TO PROVIDE THE PURPOSE FOR WHICH  
3 INFORMATION AND TOOLS SHALL BE PROVIDED TO PARENTS OF STUDENTS IN  
4 KINDERGARTEN THROUGH GRADE 12; TO SET STANDARDS FOR PARENTAL  
5 ACCOUNTABILITY AND SPECIFYING CAUSES FOR STUDENT UNDERACHIEVEMENT;  
6 PROVIDING PRINCIPLES ON WHICH PARENTAL INVOLVEMENT IS BASED; TO  
7 PROVIDE STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT THROUGH REQUIRED  
8 SHARED INFORMATION BETWEEN TEACHERS, SCHOOLS AND PARENTS; TO  
9 REQUIRE TEACHERS TO ASSIGN A PARENTAL INVOLVEMENT GRADE ON STUDENT  
10 REPORT CARDS; TO REQUIRING THE LOCAL SCHOOL BOARDS TO ADOPT AN  
11 APPEALS PROCESS; AND FOR RELATED PURPOSES.

12 WHEREAS, parent accountability has decreased, and efforts  
13 undertaken to increase parental involvement is critical to  
14 improving student academic performance, addressing student  
15 misbehavior and monitoring daily attendance; and

16 WHEREAS, it has been determined that legislative policies are  
17 enacted which specify: purposes to provide information and tools  
18 to parents of K-12 students and to set standards for parental  
19 accountability; causes for student underachievement; principles on  
20 which parental involvement is based and strategies to improve  
21 student achievement; requirements for shared information between  
22 teachers, schools and parents; requirements for K-3 teachers to



23 assign parental involvement grade on student report cards; and  
24 requirements for an appeals process; and

25 WHEREAS, although the school environment has a great impact  
26 on a child's well-being and academic success, parents and the home  
27 environment form the foundation of a child's present and future  
28 life; and

29 WHEREAS, parental involvement is most effective when it is  
30 comprehensive, well planned, and continues throughout the school  
31 year, and without proper parental involvement in all aspects of a  
32 child's life, the child's prospects to be a well-equipped and  
33 useful member of society are greatly diminished; NOW, THEREFORE,

34 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

35 **SECTION 1.** The purpose of this act is to provide information  
36 and tools to parents of students enrolled in kindergarten through  
37 Grade 12 to enable them to have a positive impact on their child's  
38 educational success and to set standards for parental  
39 accountability.

40 **SECTION 2.** (1) (a) Beginning with the 2016-2017 school  
41 year, each local school district having an accreditation rating of  
42 "C," "D," or "F" shall develop a policy for use by professional  
43 school counselors to recognize and address the following behaviors  
44 with respect to the relationship between a child's home and school  
45 are identified as possible causes for a student's  
46 underachievement:



47 (i) A child is not physically prepared for the  
48 school day due to inadequate rest or improper clothing, lack of  
49 necessary school supplies, or frequent tardiness or absence;

50 (ii) A child is not mentally prepared for the  
51 school day due to uncompleted homework or inadequate preparation  
52 for tests; and

53 (iii) Communication between parents and the  
54 teacher is often written rather than through personal contact and  
55 often occurs only when a problem has arisen rather than on a  
56 consistent basis throughout the school year.

57 (b) School districts that have been designated with an  
58 "A" or "B" accreditation rating shall have the discretion to  
59 implement parental involvement and accountability practices upon a  
60 decision of the local school board to opt in for the use of such  
61 practices.

62 (2) The policy adopted by local school boards opting to  
63 implement parental involvement and accountability practices shall:

64 (a) Be inclusive of measures to be implemented to  
65 provide developmental parental involvement with a preventive  
66 rather than remedial approach and an integral part of a strategy  
67 to improve student achievement;

68 (b) Not require parents to be formally educated on  
69 approaches to provide support and assistance to improve the  
70 academic performance of their child; and



71 (c) Include intensive intervention to address at-risk  
72 children of the district, who have the most to gain from parental  
73 involvement.

74 (3) Parents are encouraged to support the learning of their  
75 children and improve student achievement through:

76 (a) Attendance of parent-teacher conferences as  
77 requested by district and school during which the student's  
78 strengths and weaknesses are discussed and goals for the student  
79 are collaboratively set;

80 (b) Maintaining correspondence with the child's  
81 teachers through submission of signed forms and signed homework  
82 assignments and respond to formal requests for conferences with  
83 teachers;

84 (c) Contacting the teacher if a problem or issue arises  
85 with homework, a situation in the home that may disturb the  
86 student's performance, or absences and make-up assignments; and

87 (d) Providing for the student's on-time attendance,  
88 prevent frequent absences and ensuring the student is equipped  
89 with necessary school supplies.

90 **SECTION 3.** (1) Teachers and schools in districts that have  
91 opted to implement parental involvement and accountability  
92 practices shall develop information packets, forms or videos for  
93 sharing the most current student information with each parent with  
94 written acknowledgement of receipt. The shared information may be  
95 presented in the parent guide to successful student achievement or



96 in the checklist of parental actions that can strengthen parental  
97 involvement in a child's educational progress, and includes:

98 (a) Expectations of parents with respect to school  
99 attendance requirements;

100 (b) Expectations of parents with respect to a child's  
101 physical readiness for school, necessary school supplies, which  
102 may be obtained through various organizations if needed, meals,  
103 which may be obtained through a school's free or reduced priced  
104 meal program if qualified; and immunizations and medical care; and

105 (c) Expectations of parents with respect to a child's  
106 academic work, including time set aside for daily homework and  
107 reading, nightly check of homework completion and preparation for  
108 tests, early preparation of assigned school projects, signature on  
109 required forms, and check of contents of school backpack.

110 (2) Each report card for students in kindergarten through  
111 Grade 12 shall include a section in which the teacher grades  
112 parental involvement as satisfactory, in need of improvement or  
113 unsatisfactory on each of the following criteria:

114 (a) Parental response to requests for conferences or  
115 communication;

116 (b) The student's completion of homework and  
117 preparation for tests;

118 (c) The frequency of the student's absence and  
119 tardiness; and



120 (d) The student's overall grade per nine (9) week's  
121 assessment.

122 (3) A parent may appeal the report card parental involvement  
123 grade assigned by the teacher under subsection (2) of this section  
124 through a process adopted by the local school board in which the  
125 principal, the teacher and the parent meet to discuss how the  
126 report card grade was determined. The meeting shall also provide  
127 information and feedback on the steps needed to improve the  
128 parental involvement grade, thereby improving the environment and  
129 elements that affect student learning.

130 **SECTION 4.** This act shall take effect and be in force from  
131 and after July 1, 2016.

