POLICY

No Child Left Behind
Title I Parental Involvement

July 28, 2004
Date Adopted

Parent-Community Partnership Program
Office of Local School Council Relations
The Board believes that parent involvement is important to student achievement. CPS currently provides various services and support of parents through its efforts with LSCs and other parent organizations.
Parent Involvement Policy
Parent Involvement Policy

Purpose
This policy was adopted to:

1. Support effective partnerships
2. Encourage high student achievement
3. Comply with the No Child Left Behind Act ("NCLB")
Parent Involvement Policy

Policy Components

a. maximizes parental involvement and participation in their children’s education;

b. encourages input from parents;

c. adopts and implements model approaches to improve parental involvement; and

d. develops appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities, and find ways to identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.

e. makes district commitments to parents
Parent Involvement Policy

Definition

“Parental Involvement” - means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

- Playing an integral role in assisting in their child’s learning,
- Being actively involved in their child’s education,
- Becoming full partners in decision-making and on advisory committees.
Parent Involvement Policy

Commitments

1. CPS will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs.

2. CPS will work with its schools to ensure that local Parent Advisory Councils are established.

3. CPS will incorporate this District-Wide Title I Parental Involvement Policy into its educational plan.

4. CPS and its schools will provide full opportunities for the participation of all parents including those with limited English proficiency, disabilities, and parents of migratory children.
5. If the District plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, CPS will submit any parent comments along with the plan when the school district submits the plan to the State Department of Education.

6. CPS will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will insure that not less than ninety-five percent of the one percent reserved goes directly to the schools.

7. CPS will inform parents and parental organizations that the state maintains a Parental Information and Resource Center to support parents in the education of their children.
Implementation Activities
CPS will continue to encourage LSCs to closely follow their state-mandated responsibility of:

1. **Approving** school improvement plans;

2. **Monitoring** school improvement plans; and

3. **Sharing** and informing other parents and community members of the progress or lack of progress of the school improvement plans.
Implementation Activity

Establish a Parent-Community Partnership Advisory Board

Duties of the Parent-Community Partnership Advisory Board:

a. Will **contribute** and give input on programs, policies and directions

b. Will **serve** as an incubator for ideas and recommendations regarding parent/family issues

c. Will **fulfill** NCLB requirement for partnerships
Implementation Activity

Create Parent-Community Partnership Programs that will Increase Student Achievement at Each School

CPS will use a Fourteen step process to build a successful partnership:

Step 1. School Administrators should complete the Illinois State Board School Assessment Form

Step 2. Each NCLB school establish a well represented PAC

Step 3. PAC should be trained on the Parent-Community Partnership Program

Step 4. Schools should identify community resources for school support (community mapping)

Step 5. Each school must write a parent involvement policy and a school-parent compact

Step 6. PACs should complete an inventory of current partnership practices

Step 7. a three-year outline of broad goals that show how the school’s partnership programs with parents and the community will grow over time
Implementation Activity

Step 8. PACs should create a one-year action plan specifying how parents can help support the school improvement plan and increase student achievement.

Step 9. PACs should enlist other members of the school to provide assistance in implementing the Action Plan.

Step 10. The Action Plan should be aligned with NCLB parent involvement funds and the budget form should then be completed.

Step 11. Each NCLB activity should be compliant.

Step 12. The PAC should complete an End of the Year Assessment Form.

Step 13. The school should conduct a celebration to report on the school’s progress and the Parent Involvement Plan’s progress.

Step 14. The program should be evaluated.
Specifically, the Partnership will emphasize these six types of involvement:

**Parenting**: Ways to help families establish home environments that support children as students.

**Communicating**: How to design effective forms of school-to-home and home-to-school communications about school programs and children’s progress.

**Volunteering**: Adults can support school goals and student learning in many ways at any place or any time; therefore, schools should expand opportunities for parent involvement.

**Learning-At-Home**: Information and ideas for families about how to help students at home.

**Decision-Making**: Parents, LSCs, PACs, etc. should be involved.

**Collaborating With Community**: Support services and resources are available in the community; partnerships should be built with these groups.
Implementation Activity

Building Capacity for Parental Involvement

Conducting classes or providing information on the following:

- the State’s content standards which are guidelines on what should be taught in every classroom at different grades
- the student academic achievement standards which are standards for what students should know and be able to do at different grades
- the State and local academic assessments
- the requirements of NCLB,
- how to monitor their child’s progress and their school’s adequate yearly progress (AYP), and
- how to work with educators.
Evaluation

CPS will:

- give schools an **evaluation tool to self-evaluate** the **effectiveness** of their school-family-community partnership programs.

CPS will:

- use the findings of the evaluation about its parental involvement policy and activities **to design strategies** for more **effective parental involvement**, and to revise its parental involvement policy if necessary.
Schools will be encouraged to:
Provide staff development on how to reach out to, communicate with, and work with parents as full and equal partners.

Take actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format.

Provide materials and training to help parents work with their children to improve their children’s academic achievement.

Encourage schools, to the extent feasible, to send parents to conferences that emphasize parental involvement and/or, to the extent feasible, conduct conferences that offer tools to parents that will lead to student success.
CPS will work to coordinate and integrate parental involvement strategies in NCLB schools across all parental programs such as: NCLB programs, Head Start, State-operated preschool programs, bilingual programs, and LSCs.