

Chicago Public Schools Policy Manual

Title: NCLB TITLE I PARENTAL INVOLVEMENT

Section: 801.3

Board Report: 12-0725-PO1

Date Adopted: July 25, 2012

Policy:

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board amend Board Report 04-0728-PO3, the Policy on NCLB Title I Parental Involvement, following the annual review and evaluation of this policy's content and effectiveness with Title I parents.

POLICY TEXT:

PURPOSE: This policy is being adopted in order to: 1) support and secure an effective partnership among Title I parents, legal guardians, schools, and the community, 2) provide Chicago Public School ("CPS") students with a school environment that encourages high student academic achievement, and 3) comply with the No Child Left Behind Act ("NCLB") Title I, Part A requirements regarding the establishment of a parental involvement policy.

I. Definitions

"Parental Involvement" – The term parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that (a) parents play an integral role in assisting their child's learning, (b) that parents are encouraged to be actively involved in their child's education, (c) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child, and (d) the carrying out of other activities such as those described in section 1118 of the Elementary and Secondary Education Act (ESEA).

II. General Expectations

The Board believes that parental involvement is important to the establishment of an educational environment that encourages high student academic achievement. Parents of CPS students have a unique opportunity for parental involvement through active participation in and support of Parent Advisory Councils ("PAC") and Local School Councils ("LSC"), including LSCs in schools on probation. CPS currently provides various services and support of parents through its efforts with PACs, LSCs and other parent organizations. CPS will offer these services and support and agrees to implement the following statutory requirements with quarterly reports submitted to the Title I Parent Involvement Advisory Board ("PIAB"):

- A. 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, consistent with section 1118 of the ESEA. These programs, activities and procedures will be planned operated with meaningful consultation with parents of participating children.
- B. Consistent with section 1118, CPS, through its Office of Local School Council Relations, will work with its schools to ensure that local Parent Advisory Councils ("PACs") are established in a timely manner each school year and that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. If a functioning Parent Advisory Council is not established in a school receiving Title I funds in a timely manner, the principal shall involve parents in decisions related to its Title I Program and Title I parental involvement activities through means

other than the Parent Advisory Council in accordance with in the CEO's Parental Involvement Guidelines.

- C. CPS will incorporate this district-wide Title I parental involvement policy into its educational plan developed under section 1112 of the ESEA.
- D. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CPS and its schools will 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 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- E. 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 and forward a duplicate copy to the PIAB.
- F. 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 ensure that not less than 95 percent of the one percent reserved goes directly to the schools. Any funds received by the schools must be utilized in a manner that facilitates and maximizes parental involvement at the schools. The use of parental involvement funds shall be in accordance with NCLB guidelines and regulations and the parental involvement guidelines issued by the Chief Executive Officer or designee.
- G. 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. The Illinois Parent Information Resource Center is located at 600 South Michigan Avenue, Chicago, Illinois 60605.
- H. CPS will provide such other reasonable support for parental involuntary activities under section 1118 of the ESEA as parents may request.

III. Implementation Activities

- A. *CPS Title I Parent Involvement Plan:* CPS will jointly develop a district-wide parental involvement plan under section 1112 of the ESEA with parents by meeting regularly with a cross-section of parents, including, but not limited to, representatives of NCLB Title I parents, by and through the PIAB, Parent Advisory Councils, PTA organizations, Local School Council Advisory Board, Friends of Special Education, bilingual education, early childhood education and other parent groups. The representatives will be encouraged to take information back to their respective members for input.
- B. *School Review and Improvement:* CPS will continue to encourage and provide trainings as needed to LSCs (although not limited to LSCs), which consist of parents, community members, teachers, principals and high school students, to closely follow their state-mandated responsibility of: (1) approving school improvement plans; (2) monitoring school improvement plans; and (3) informing other parents and community members of the progress or lack of progress of the school improvement plans. Specifically, the Illinois School Code 5/34-2.3(7) requires each LSC to convene at least two well-publicized meetings annually to present to the school and its community the proposed local school improvement plan; the school expenditure plan; the annual school report; and the school progress reports. One of those meetings is to introduce the school improvement plan and the budget; the purpose of the other meeting is to report on the

progress of the plan and the budget that supports it. For any existing or new school with an alternate local school governing body to whom this policy may apply, CPS will encourage such body to design and implement policies and procedures for the creation and review of a school improvement plan and the regular communication with parents regarding the progress or lack of progress of the school improvement plans. Under Illinois law, a school's LSC will consider and approve appropriate and/or reasonable and necessary budgetary requests of the school PAC to use the Section 1118 parent involvement funds to support Title I parents in participating in Title I. Approval requirements of such budgetary requests shall be further delineated in the CEO's Parental Involvement Guidelines.

- C. *School Parent Involvement Activities to Increase Student Achievement:* CPS will provide the necessary coordination, technical assistance and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. by helping schools to complete (1) an inventory of present practice; (2) a two-year outline of goals that show how the school's partnership programs with parents and the community will grow overtime.; and (3) a one-year action plan specifying how parents can help support the school improvement plan and increase student achievement.

- D. *Integration of Parent Involvement Strategies:* CPS will coordinate and integrate parental involvement strategies in Title I, Part A schools with parental involvement strategies from other parental involvement programs such as: NCLB program, Head Start, State-operated preschool programs, bilingual programs, PACs and LSCs. Nothing in this policy shall be read to conflict with the Board Policy Establishing a Formal Governance Structure for the Chicago Public Schools Head Start Program and both the Head Start and Parental Involvement policies will be implemented in conjunction with the other to the extent feasible and appropriate.

- E. *Evaluation:* CPS will take the following actions to conduct, with the involvement of Title I parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. CPS will conduct, with the involvement of Title I parents, an inventory of centralized present practices of parent involvement, with the input of parents; in addition, CPS will encourage Title I, Part A schools to conduct an inventory of present practices. Title I, Part A schools will also be given evaluation tools to self-evaluate, with the input of parents, the effectiveness of their parental involvement programs and the effectiveness of their school-family-community partnership programs. The evaluation will include identifying barriers that prevent greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are homeless, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

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 (with the involvement of parents), if necessary.

- F. *Building Capacity for Parental Involvement:* CPS will continue its efforts to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the Title I, Part A schools, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - 1. CPS, with the assistance of its Title I, Part A schools, will provide assistance to parents of children served by the school district in understanding topics such as the following through an undertaking of the following actions:

- a. Conducting classes or providing information on the following:
 - i. the State's academic content standards,
 - ii. the State's student academic achievement standards,
 - iii. the State and local academic assessments including alternate assessments,
 - iv. the requirements of Title I, Part A,
 - v. how to monitor their child's progress and their school's adequate yearly progress (AYP), and
 - vi. how to work with educators.
 - b. Encouraging schools, to the extent feasible, to send parents to conferences that emphasize parental involvement and/or, to the extent feasible, conducting conferences that offer tools to parents to improve student academic achievement.
- 2. CPS will continue to encourage schools: to provide materials and training to help parents work with their children to improve their academic achievement and to foster parental involvement by aligning the CPS parent involvement program with NCLB requirements and by strongly linking the program to student achievement. Specifically, CPS will continue to offer training or other information to parents on the following:
 - a. Ways to help families establish home environments that support student academic achievement.
 - b. Information and ideas for families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - c. How to design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
- 3. CPS with the assistance of its schools and parents, will continue to provide staff development to its teachers, student services personnel, principals and other staff on how to reach out to, communicate with, and work with parents as full and equal partners; the value and utility of the contributions of parents; and how to implement and coordinate parent programs and build ties between home and school, by conducting professional development classes and working with schools to improve parent and community partnership programs that build ties between parents and schools.
- 4. CPS will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool and other programs. CPS will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by providing and/or facilitating:
 - A. Workshops
 - B. Trainings
 - C. Professional Development
 - D. Enrichment Classes
 - E. Collaborative PAC Informational Meetings

5. CPS will encourage schools to take the following 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, including alternate formats upon request, and, to the extent practicable, in a language the parents can understand:

Communicate information related to the school, LSC meetings, Parent Advisory Council meetings, Bilingual Advisory Council meetings, open houses, parent-teacher conferences, report card pickup and other parent-centered activities to parents in a language the parents can understand through the following means:

- a. Sending the information home with the students;
- b. Including the information on the school calendar;
- c. Including the information in the school newsletter;
- d. Posting the information on the school website;
- e. Posting the information on school news/parent information bulletin boards in the school.
- f. Posting the information on the school marquee;
- g. Translating the information into the parents' primary languages to the extent feasible and practicable.

IV. CPS Parental Involvement Policy Components

In order to build parents' capacity for involvement in the schools and to support their children's academic achievement, CPS will continue its efforts to:

- A. maximize parental involvement and participation in their children's education;
- B. encourage school meetings to be held at a variety of times;
- C. provide parents updates, policy changes and guidelines related to parental involvement in written form in a timely manner;
- D. adopt and implement model approaches to improve parental involvement; and
- E. develop 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.

V. ADOPTION

The concepts in this District-Wide Title I Parental Involvement Policy have been developed jointly with, and agreed on by, parents of children participating in Title I, Part A programs. The required parental involvement activities will be implemented to the extent NCLB funds such requirements under 20 U.S.C. §6318. The school district will present this policy and any proposed changes to the policy to parents of participating Title I, Part A children and the PIAB for review annually and will make the policy, as revised, available to parents within 45 days of Board approval.

Amends/Rescinds: Amends 04-0728-PO3
Cross References:
Legal References: