

## **School Parental Involvement Plan**

South School agrees to implement the following statutory requirements:

- The school works to ensure that the required school level parental involvement plan meets the requirements of section 1118 of the ESEA
- The school notifies parents of this plan in an understandable and uniform format and, to the extent practicable, in a language parents can understand. The plan is made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school 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.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, parent comments will be submitted when the school submits the plan to the local educational agency (school district).
- The school involves parents of children served in Title I, Part A schools in decisions regarding Title I, Part A funds reserved for parental involvement.
- The school encourages parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school provides reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school is governed by the following statutory definition of parental involvement, and carries out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that 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 at school;
- (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;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

## **PARENTAL INVOLVEMENT COMPONENTS**

1. South School involves parents in planning parental involvement through activities such as the following but not limited to:

Regularly scheduled meetings between building or district administrators and parent representatives from various committees and organizations such as the Parent Teacher Organization, Parent Resource Network, etc.

2. South School involves parents in the process of school review and improvement through activities such as the following but not limited to:

Review and Revision of the building level School Improvement Plan;  
Review and Revision of the Technology Action Plan;  
Participation on the District Behavior Intervention Committee;  
Regularly scheduled meetings with staff members in identified areas to discuss specific curricular topics.

3. South School annually informs parents of the school's participation in Title I, Part A programs, and identifies the Title I, Part A requirements and rights of parents involved in Title I, Part A programs. School staff also meet with parents of children participating in Title I, Part A programs to review a child's program, progress, and parent involvement activities. These meetings occur during Parent/Teacher Conferences held twice each school year and additional parent contacts throughout the school year.

4. South School provides parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels. Thus information is shared during individual conferences and through information distributed annually such as the Parent/Student Handbook and web page documents.

5. South School provides opportunities for parents to formulate suggestions and participate, as appropriate, in decisions about the education of their children.

6. South School provides parents with individual student data regarding the performance of their child on assessments and AIMSWeb progress monitoring reports. Assessment information is provided to parents during Parent/Teacher Conferences minimally.

7. South School provides each parent timely written notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

8. South School provides assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
- the state's academic content standards,
  - the state's student academic achievement standards,
  - the state and local academic assessments including alternate assessments,
  - the requirements of Part A,
  - the District curricular foundations
  - the instructional strategies utilized within District classrooms
  - how to monitor their child's progress, and
  - how to work with educators.

Parents are offered opportunities to be involved and learn about their child's academic achievement in a variety of activities such as the following but not limited to:

- Parent Resource Network Programs
- Phonemic Awareness Parent Workshop
- Fluency Parent Workshop
- Parent/Teacher Conferences
- Go-to-School Curriculum Nights – for parents
- Parent Orientation Nights – by grade level

9. South School provides materials and training to help parents work with their children to improve their child's academic achievement and to foster parental involvement, by offering parent workshops, home activities, and in-school projects such as but not limited to:

- Phonemic Awareness Parent Workshop
- Fluency Parent Workshop
- Bookbag Activities
- Panda Partnership Activities
- Parent Author Chats
- Family Reading Night

10. South School educates its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering workshops and staff development programs such as but not limited to:

- Glencoe University Courses – Communicating with Parents
- Parent Resource Network Parent Programs
- Parent and staff joint summer workshops on topics such as “Dealing with the Challenging Student”
- Staff and parent presentations such as, Race to Nowhere, followed by staff and parent meetings
- Staff and parent presentations on Social and Emotional Learning and working as partners to reinforce skills

11. South School, to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other programs. The school conducts other activities that encourage and support parents in more fully participating in the education of their children by:

- Annually visiting area preschools
- Promoting programs of Family Awareness Network (FAN) of New Trier Township Schools
- Promoting programs of Parent Resource Network
- Promoting programs of Glencoe Parent Connections

12. South School ensures 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 alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Information is sent to parents through:

- Weekly building newsletters available electronically or in hard copy
- Classroom newsletters
- District webpage information regarding curriculum materials, documents, updates, and links to other services and organizations
- Classroom web pages

## **District Parental Involvement**

Glencoe School District has programs, activities and procedures to encourage parent involvement at any schools with Title I, Part A programs. These activities are consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures are planned and conducted with parent consultation.

The school district works with each school to ensure parental involvement meets the requirements of section 1118 of the ESEA.

The school district includes parental involvement in the district plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district provides 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 a language parents understand.

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, parent comments will be submitted when the school district submits the plan to the State Department of Education.

The school district involves parents of children served in Title I, Part A schools in decisions regarding the 1 percent of Title I, Part A funds reserved for parental involvement and ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

The school district provides reasonable support for parental involvement activities under section 1118 of the ESEA.

The school district is governed by the following statutory definition of parental involvement, and expects that Title I schools carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring:

- (A) that 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 at school;

(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;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA

## **PARENTAL INVOLVEMENT ACTIVITIES**

1. The Glencoe School District involves parents in planning parental involvement through activities such as the following but not limited to:

Regularly scheduled meetings between building or district administrators and parent representatives from various committees and organizations such as the Parent Teacher Organization, Parent Resource Network, etc.

2. The Glencoe School District involves parents in the process of school review and improvement through activities such as the following but not limited to:

Review and Revision of the building level School Improvement Plan  
Review and Revision of the Technology Action Plan  
Participation on the District Behavior Intervention Committee;  
Regularly scheduled meetings with the staff members in identified areas to discuss specific curricular topics.

3. The Glencoe School District provides 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 through activities such as the following but not limited to:

South School staff members receive support, assistance, and coordination for parental involvement activities through the District Literacy, Mathematics, Science, Social Studies and Staff Development Committees.

The Director of Curriculum and Instruction, Director of Finance and Operations,, and Superintendent assure that financial support, materials, and time are dedicated to the planning and implementation of effective parent involvement activities,

The in-house staff development program, Glencoe University, offers courses to all staff members to improve student academic achievement and performance.

4. The Glencoe School District coordinates and integrates parental involvement strategies in Part A through activities such as the following but not limited to:

- A Parent's Understanding of the Writing Process
- Phonemic Awareness Workshop for Parents
- Fluency Workshop for Parents
- Readers are Leaders program
- Family Literacy Night
- Book Fairs at each school
- Library Learning Center Parent Volunteer Programs
- Open House Evening Events for Families

5. The Glencoe School District evaluates the content and effectiveness of parental involvement in improving the quality of its Title I, Part A school(s). The evaluation includes identifying barriers to greater participation by parents in parental involvement activities. The findings of the evaluation are used to review and revise activities for more effective parental involvement.

- Parents have an opportunity to complete evaluation and feedback forms following each parent night or family activity.
- Parents are encouraged to forward comments either in writing or verbally to District staff regarding parental involvement. This information is used to revise programs and practices as necessary.

6. The Glencoe School District builds school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement through the following activities:

- A. The school district provides assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following-
  - the state's academic content standards,
  - the state's student academic achievement standards,
  - the state and local academic assessments including alternate assessments,
  - the requirements of Part A,
  - how to monitor their child's progress, and
  - how to work with educators.

Parents are offered opportunities to be involved and learn about their child's academic achievement in a variety of activities such as the following but not limited to:

- Parent Resource Network Programs
- Phonemic Awareness Parent Workshop
- Fluency Parent Workshop

Parent/Teacher Conferences  
Go-to-School Curriculum Nights – for parents  
Parent Orientation Nights – by grade level

- B. The school district, with the assistance of its schools, provides materials and training to help parents work with their children to improve their child's academic achievement and to foster parental involvement by offering parent workshops, home activities, and in-school projects such as but not limited to:

Phonemic Awareness Parent Workshop  
Fluency Parent Workshop  
Bookbag Activities  
Panda Partnership Activities  
Parent Author Chats  
Family Reading Night

- C. The school district, with the assistance of its schools and parents, educates its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by offering workshops and staff development programs such as but not limited to:

Glencoe University Courses – Communicating with Parents  
Parent Resource Network Parent Programs  
Parent and staff joint summer workshops on topics such as “Dealing with the Challenging Student”  
Staff and parent presentations such as, Race to Nowhere, and parent meetings  
Staff and parent presentations on Social and Emotional Learning and working as partners to reinforce skills

- D. The school district, to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other programs. The school conducts other activities that encourage and support parents in more fully participating in the education of their children by:

Annually visiting area preschool  
Promoting programs of Family Awareness Network (FAN) of New Trier Township Schools  
Promoting programs of Parent Resource Network  
Partnering with Glencoe Parent Connections

- E. The school district ensures 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 alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Information is sent to parents through:

Weekly building newsletters available electronically or in hard copy

Classroom newsletters

District webpage information regarding curriculum materials, documents, updates, and links to other services and organizations

Classroom web pages

## **SCHOOL-PARENT COMPACT**

The Glencoe School District and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

## School Responsibilities

The Glencoe School District will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - District officials hire, maintain, and support highly qualified instructors for every child's classroom.
  - The entire curriculum aligns to the State's academic achievement standards, and includes integrated higher-level learning through meaningful, challenging and engaging activities.
  - Curricular areas are refined, updated, and revised on a continuous basis by professional curriculum committees.
  - The district recognizes differences in students' learning strengths, styles, interests, and pace. In turn, instruction is matched to meet the varying needs of students.
  - Various levels of professional development supports excellence in instruction including but not limited to: tuition reimbursement for continuing education, Glencoe University, training within the school day for released teachers, and summer workshops on-site and outside the district.
  - Teachers are encouraged to fully participate in grade level and subject area teams for problem solving, instructional planning, and decision-making.
  - District educators utilize curriculum based measurements, formal assessment, and informal assessment to assist in making instructional decisions and determining needed support interventions.
  
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - November 11 and 12
  - February 18
  - Individual Conferences with the teacher as scheduled throughout the school year
  
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Progress reports are provided quarterly (November 5, January 28, April 15 and June 4
  - Curriculum Based Measures utilizing AIMSWeb are taken 3 times per year with Progress Monitoring completed on a regular basis
  
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff members are available to communicate with parents by telephone (each classroom has a telephone), e-mail (each classroom has a computer teaching station and all staff members have district e-mail accounts), communication books and assignment notebooks are utilized for daily written correspondence, team meetings for students receiving support services are regularly scheduled, and parents are encouraged to contact the teaching staff to schedule individual appointments.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:

Parents are encouraged to volunteer in the classrooms and Library Learning Center. At the beginning of each school year parents are encouraged to sign up for volunteer activities in their child's classroom. This includes science activities, math games, reading activities, writer's workshop, etc. Parents wishing to observe in the child's classroom contact the building principal to schedule a convenient date and time.

### **Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory and other parent-school partnership programs.

### **Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Do our homework every day and ask for help when needed.
- Read every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

