

Community Relations

Administrative Procedure - Parental Involvement

Principals/Program Administrators shall advocate effective, comprehensive family involvement in education that will promote parents/guardians becoming active partners in education. Principals/Program Administrators shall inform the Executive Director on parental involvement programs and efforts in their buildings/programs. This administrative procedure identifies opportunities for parental involvement.

The Cooperative or school provides notices to parents/guardians on the following topics (list may not be exhaustive):

Public hearing on holding school or scheduling teachers' institutes, parent-teacher conferences, or staff development on certain holidays. 105 ILCS 5/24-2(b)(2).

Applications of pest control and/or lawn care products. 225 ILCS 235/10.3, 415 ILCS 65/3.

Instruction on recognizing and avoiding sexual abuse. 105 ILCS 5/27-13.2.

Parental school visitation rights. 820 ILCS 147/25.

Major school-sponsored events, including parent-teacher conferences, given to non-custodial parents. 105 ILCS 5/10-21.8.

Unexplained absence from school of a student in K-8 (within two hours). 105 ILCS 5/26-3b.

Electronic audio and/or visual recording devices if located on school buses. 720 ILCS 5/14-3(m).

Physician who prescribes Cooperative's supply of epinephrine auto-injectors is protected from liability, with limited exceptions. 105 ILCS 5/22-30(c).

State laws have created parental involvement opportunities on the following topics:

Curriculum Involvement

The Cooperative must involve the parents/guardians of a child with disabilities in their child's education and placement. 20 U.S.C. §1414 and 1415; 34 C.F.R. §300.322, 501, 503, 504, 507 and 508; 105 ILCS 5/14-1 et seq., 23 Ill.Admin.Code §§226.500, 510, 520, 530 and 610.

If a parent/guardian objects, the student is not required to take sex education classes or courses. 105 ILCS 5/27-9.1, 5/27-9.2, and 110/3.

A parent/guardian has the right to examine instructional materials to be used in sex education classes or courses. 105 ILCS 5/27-9.1(a-5), 5/27-9.2, and 110/3.

The Board may use parent/guardian volunteers as: (1) assistants under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34); (2) supervisors, chaperones, or sponsors for non-academic activities (105 ILCS 5/10-22.34a); and (3) guest lecturers or resource persons under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34b).

Upon a parent/guardian's request, a student must be released for religious instruction or observance. 105 ILCS 5/26-1(5).

Conferences and Hearings

The Cooperative must notify parents/guardians and consult with them and keep them involved with the education and placement of their child with disabilities. 20 U.S.C. §1414 and 1415; 34 C.F.R. §300.322, 501, 503, 504, 507 and 508; 105 ILCS 5/14-1 et seq., 23 Ill.Admin.Code §§226.500, 510, 520, 530 and 610.

Parents/guardians have the right to an unpaid leave from work to attend educational or behavioral conferences. 820 ILCS 147/1 et seq.

The Cooperative may use two days for parent-teacher conferences and may add more days to the teacher work year subject to collective bargaining. 105 ILCS 5/3-11.

A non-custodial parent receives notices of parent-teacher conferences. 105 ILCS 5/10-21.8.

School-level parental involvement programs include:

1. Keeping parents/guardians thoroughly informed about their child's school and programs.
 - Develop and distribute a comprehensive student handbook.
 - Distribute information to parents/guardians on their school visitation rights.
 - Promote open houses.
 - Promote parent/guardian-teacher conferences.
 - Provide progress reporting and report cards, and keep parents/guardians informed when their child is not adequately progressing and there is a likelihood he or she may be retained.
 - Publish newsletters.
2. Encouraging involvement in their child's school and education.
 - Support and encourage parents/guardians volunteer opportunities.
 - Develop and use outreach programs to community groups and organizations.
3. Establishing effective two-way communication between all parents/guardians and Cooperative personnel.
 - Train personnel to collaborate with families of diverse backgrounds, including backgrounds that might impede parental participation, e.g., illiteracy or language difficulty.
4. Informing parents/guardians how they can assist their children's learning
 - Provide information to parents/guardians about activities they can do at home.
 - Provide programs on how to establish a home environment that supports learning and appropriate behavior.

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