

Parents Right to Know

As a parent of a student at Penrose Elementary School, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all districts that receive Title 1 funds. Federal law allows you to request certain information in a timely matter upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- *Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for grades and subjects taught.*
- *Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.*
- *The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.*
- *Whether any teacher's aides or similar Para educators provide services to your child and, if they do, their qualifications.*

Penrose Elementary School Parent Compact

The Penrose Elementary School, and the parents of the students participating in service activities, services, and programs provided by Title 1, 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.

The student parent compact is in effect during the 2015-2016 school year.

Required School-Parent Compact Provisions

(Provisions bolded in this section are required to be in the Title 1, Part A school parent compact.)

School Responsibilities:

The Penrose Elementary School will:

- **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 standard as follows:**

Provide instruction guided by state curriculum standards and assessments in a supportive and effective learning environment. Continue the positive behavior supportive and effective learning environment.

- **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.**

Parent Teachers Conferences will be held:

- **Provide parents with frequent reports on their child's progress. Specifically the school will provide reports as follows:**

The school will provide report cards on a Tri-Semester basis.

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

Teachers will be available before and after school to meet with parents.

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

Teachers will provide parents with opportunities to volunteer and participate in their child's class for field trips, celebrations, as well as instructional support. Parents are always welcome to come in and observe by appointment with the teacher or the principal.

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

1. *Make sure my child attends school daily.*
2. *Check on school assignments and make sure homework is completed.*
3. *Schedule homework first before TV.*
4. *Limit watching TV.*
5. *Encourage reading, writing, and math at home by: reading together, writing letters, notes and lists together, helping my child understand time and money.*
6. *Attend parent teacher conferences.*
7. *Communicate information about my child's needs (i.e.: health, social, emotional, academic)*
8. *Volunteer in my child's classroom and serve, to the extent possible, on policy advisory groups, such as be the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

The Penrose Elementary School will:

1. *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.*
2. *Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.*
3. *Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.*

4. *Provide information to the parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practical, in a language that parents can understand.*
5. *Provide parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessments used to measure children's progress, and the proficiency levels students are expected to meet.*
6. *On request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about education of their children. The school will respond to any such suggestions as soon as practicably possible*
7. *Provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*
8. *Provide each parent timely 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 with the meaning of the term in section 200.56 of the Title 1 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*