

SCHOOL-PARENT/GUARDIAN COMPACT

Will Rogers Elementary 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.

This school-parent compact is in effect during school year 2021-2022.

School Responsibilities

Will Rogers Elementary 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 standards as follows:

Highly qualified teachers will utilize District 11 curriculum guides aligned to Colorado Academic Standards, Wonders Reading Program, Multi-Sensory Reading Intervention, Social Studies Alive, Writing Programs and Science Kits for Science along with frequent assessments to target the specific learning needs of every child.

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:

Conferences will be held for all students on October 28 and 29, 2021. Conferences will be held in December for students who test and qualify for an ILP at that time. Teachers or parents will schedule conferences at any time when they are scheduled in advance to respect both involved parties.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Standards-based report cards will be shared quarterly. Parent/Teacher conferences will be held for all students in the fall and for students with ILPs in the spring. The results of the previous year's Colorado Measures of Academic Success (CMAS) assessments will be shared with parents the following fall. Data regarding children's progress will be shared at parent/teacher meetings throughout the year, and in depth data will be shared at RtI parent meetings for students who need extra academic support.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Staff is available during prescheduled conference times, and before and after school for consultation. Staff can be contacted through phone, email, student planners, and through meetings. Staff is also available during parent involvement activities in the evening such as open house and parent/guardian literacy nights.

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

Parents are encouraged to visit classrooms for the purpose of observation at any time through contacting the teacher in advance to ensure that the goal of the visit is met and outlined in advanced. Any parent who wishes to volunteer and participate in the classroom will be welcomed. Parents may sign up at Open House in the fall to volunteer for certain events, volunteer on certain days, or volunteer on an "on call" basis. PTO will also send home a volunteer sign-up sheet and information about up-coming events to increase volunteer opportunities and more parent/family involvement in school activities.

Parent/Guardian Responsibilities

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

Monitoring attendance.

Making sure that homework is completed.

Monitoring amount of television our children watch.

Volunteering in my 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 received either by my child or by mail and responding, as appropriate.
Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I 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.

Student Responsibilities

I will share the responsibility to improve my academic achievement and achieve the state's high standards. Specifically, I will:

Do my homework every day and ask for help when I need to.
Read at least 30 minutes every day outside of school time.
Give to my parents/guardian or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Additional Required School Responsibilities

Will Rogers Elementary will:

Involve parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents/guardian to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians, 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 I, Part A programs (participating students), and will encourage them to attend.

Provide information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardian with disabilities, and, to the extent practicable, in a language that parents/guardian can understand.

Provide to parents/guardians 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 students are expected to meet.

On the request of parents/guardians, provide opportunities for regular meetings for parents/guardians to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent/guardians an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent/guardians 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 within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).