

COLORADO STATEWIDE PARENT COALITION

PARTNERS IN EDUCATION

ENSURING THE

Academic Success

OF OUR CHILDREN



ENSURING THE
**Academic
Success**
OF OUR CHILDREN



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Contents

Parent Expectations	1
Effective Parent Engagement in Schools.	2
The Education System at the School Level	4
The Education System at the District Level	5
The Education System at the State Level	6
The Education System at the Federal Level	8
Parental Rights and Responsibilities.	10
Parents Supporting their Children's Learning at Home	12

Parent Expectations



According to Family Involvement in Children's Education, from the U.S Department of Education (1998):

Thirty years of research confirms that when families are involved in their children's education, children earn higher grades and receive higher scores on tests,

attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates and are more likely to enroll in higher education than students with less involved families.





Effective Parent Engagement in Schools

Q What does effective parent engagement in our children's education mean to you? What is your role?

A

Q What should schools do to encourage and increase parent involvement?

A

The Education System at the School Level



DO YOU UNDERSTAND THE ROLE OF EVERY STAFF MEMBER IN YOUR SCHOOL?

Principal

Assistant Principal

Teachers

Support Staff

Social Worker, Psychologist, Counselors

Paraprofessionals

School Improvement and
Accountability Committee (SIAC),
District Accountability Committee (DAC)
*Committee responsible for developing the School
Improvement Plan*

DO YOU UNDERSTAND THE PURPOSE OF EACH SCHOOL COMMITTEE?

Decision-making Team

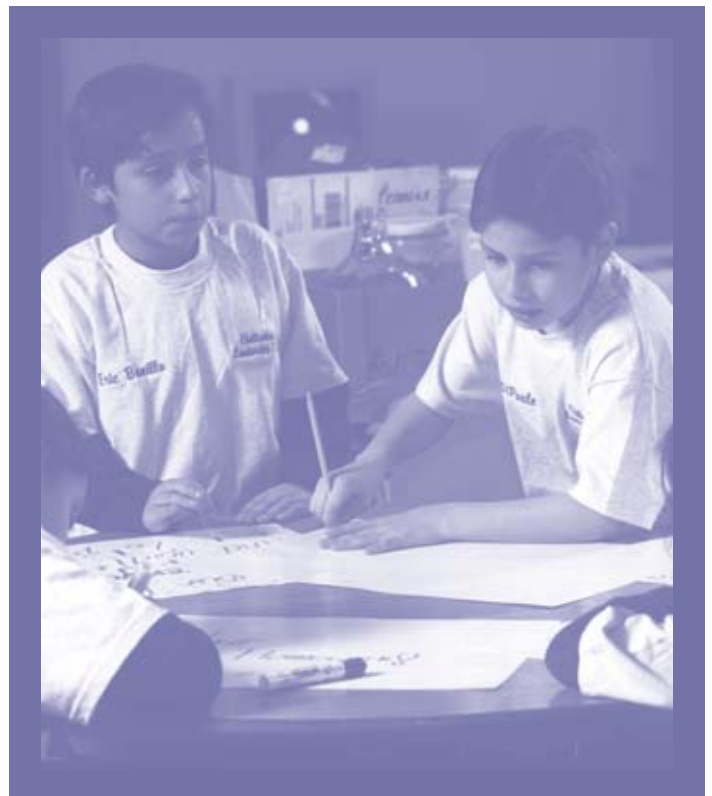
*Collaborative School Committee (CSC),
Site-based Management Team*

Parent-Teacher Associations (PTA),
Parent-Teacher Organization (PTO)

English-Language Acquisition

Parent Advisory Council (ELA PAC)

*Advisory councils for parents whose children
are English as a second language learners*



The Education System at the District Level



School Board Members

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Superintendent

- 1 _____

Assistant Superintendents

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

The Education System at the State Level

*State Department of Education
State Board of Education
The Commissioner of Education
State Laws*

SCHOOL ACCREDITATION LAWS

Basic Purpose

To foster greater accountability for public schools and school districts for the betterment of public education.

To provide a process for the State Board of Education to fulfill its constitutional responsibility for supervising the public schools of the state.

To encourage excellence by assessing student performance in relation to state standards and assessments.

Schools are assessed once every three years. If a school loses its accreditation, it loses state funding.

STATE DEPARTMENT OF EDUCATION

Colorado Basic Literacy Act

The Colorado Basic Literacy Act states that:

- All children must be reading on grade level by the end of third grade.
- Home and school must work together to help children learn to read.

- All third graders in Colorado must take a test each spring called the Colorado Student Assessment Program (CSAP), to provide one way of knowing which children are reading on grade level.
- Teachers can and should frequently check student progress with classroom assessments as another way of knowing if a child is reading on grade level.
- Students who are reading below grade level must be closely monitored, which may mean placement on an Individualized Literacy Plan (ILP). The development of an ILP involves the parent, the teacher and possibly the student.
- Students will receive reading instruction on their grade level.
- School districts are required to report the number and percentage of students not reading at grade level.

House Bill 93-1313 – Colorado Model Content Standards

This law requires school districts to redesign curriculum, instruction, testing and teacher development around academic standards that spell out what students should know and be able to do at various stages in their schooling.

The Colorado Model Content Standards represent the fundamental knowledge and skills that students in Colorado should possess at various intervals as they move through the education system.

CSAP is the assessment Colorado uses to determine whether or not a student is proficient in specific subject areas such as reading, writing, math and science.

STATE LAWS

Compulsory School Attendance 22-33-104

School attendance is very important in the State of Colorado. The Compulsory School Attendance Law CRS 22-33-104 mandates that every child who has attained the age of seven years and is under the age of sixteen years must attend school. This law also applies to a 6-year-old child who has been enrolled in a public school.

Parents are responsible for ensuring that their children attend school regularly.

Parents who do not comply with the law are subject to a court hearing and could possibly be charged with neglect and monitored by the local Department of Human Services.





The Education System at the Federal Level

FEDERAL LAWS

No Child Left Behind

This federal law requires the effective engagement of parents in their children's education. According to this law:

- Schools have to develop a parent involvement policy and plan. Parents must participate in the development of both the policy and the plan.
- Both parents and teachers have to take responsibility for the academic achievement of the students.
- Schools must describe how they will provide capacity building opportunities for parents so they can be effectively involved in their children's education.
- Schools must send information home in a language parents will understand.

No Child Left Behind – Title I

Many schools receive federal funding to support the learning of low-income students. These funds are to be used to provide qualifying students with

additional instruction in reading, writing and math. The amount of money each school receives is based on the number of students who qualify for free and reduced lunch.

If a school district receives \$500,000 or more in Title I funds, the district has to allocate 1% of the money toward their efforts to effectively engage parents in the education process.

No Child Left Behind – Title III: Language Instruction for Limited-English Proficient and Immigrant Students

Schools that serve limited-English proficient students receive additional funds from Title III to provide English language instruction. These schools must inform the parents of these students not later than 30 days after the beginning of the school year about the following:

- Reason for identification and the need for instructional program
- Level of English Proficiency, how such level was assessed and the status of the child's academic achievement level

- Method of instruction within the program and other programs, and how they differ
- How the program will meet the educational strength and needs of the child
- How the program will help the child learn English, meet age-appropriate standards and attain grade promotions and graduate
- Exit requirements, mainstreaming to regular classroom and expected graduation rate
- How such program meets the requirement of the child's Individualized Education Program
- Information about parental rights pertaining to the immediate removal or decline to enroll child in the program.





Parental Rights and Responsibilities

In Colorado, there are laws, such as the Colorado Basic Literacy Act, that support the parents' responsibility to make decisions regarding their children's learning.

Reflections

Q Do you think your school provides sufficient information to parents to help them make the best decisions regarding their children's education?

A



Parents Supporting Their Children's Learning at Home

“It is through good education that all the good in the world arises.”

IMMANUEL KANT

In Colorado, parents are expected to reinforce at home what their children are learning in the classroom and are often expected to teach their children specific skills.

Reflections

Q What can parents do at home to make a teacher's job easier in the classroom?
As a parent, how would you want this expectation communicated to you?

A



COLORADO STATEWIDE
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The primary goal of the Colorado Statewide Parent Coalition is to close the achievement gap and increase graduation rates for students who come from historically under-represented families.

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