



Parent Engagement

It is the intention of Colorado Early Colleges (CEC) to cultivate and support active parental engagement and to set and realize goals for parent-supported student learning.

All CEC schools shall:

- Work with parents to jointly develop a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved academic achievement.
- Consult with and encourage parents/guardians to participate in School Accountability Committees (SAC) to improve the school's Title 1 program.
- Involve parents, when needed, in the joint development of a School Improvement Plan.
- Communicate with parents, in a timely manner, to help them understand the educational process and their role in supporting student achievement.
- Inform parents about CEC's program that enables their student to graduate with an associate degree and/or a postsecondary or industry certification or 60 college credits.
- Notify parents about their student's progress toward attaining proficiency on state academic standards. Explain how the student's progress will be measured and how parents will be informed of such progress.
- Provide appropriate avenues for parents to obtain support and resources.
- Provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students
- Welcome and encourage parent volunteers.

Title I Funds

Pursuant to federal law, CEC and the parents/guardians of students participating in Title I programs will jointly develop the Parent Engagement Policy. A CEC school that receives Title I funds will hold an annual meeting for the parents/guardians of students in Title I programs to discuss Title I programming, Title I implementation, Title I funds allotment, and suggestions on how to improve the program. Meeting participants will include Title I school staff, administrators, and other interested persons.

The purpose of this annual meeting is to improve academic quality for all CEC students, and to identify barriers to increased participation by parents in activities authorized by law, specifically parents who:

- are economically disadvantaged;
- have disabilities;

- have limited English proficiency;
- are of any racial or ethnic minority background; or
- are parents of migratory children.

In addition to the annual meeting, any CEC school that receives Title I funding will offer school-based parent activities, parent information meetings to discuss relevant educational topics, a variety of volunteer opportunities, and presentations by subject-matter experts in related fields.

All parental-involvement opportunities will be advertised through written notices sent home with students, school newsletters, and/or email messages, in a format and language that parents can understand. Parental-involvement opportunities and meetings will be offered at varying times to increase participation.

Parent's Right to Know

Parents have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all schools that receive Title I funds. Federal law allows parents to request certain information about their student's classroom teacher. The law also requires the school to give parents this information in a timely manner upon request. Parents have the right to ask the following information regarding each of their student's classroom teachers.

- Whether the Colorado Department of Education has licensed or endorsed your student's teacher for the 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 teachers' aides or similar paraeducators provide services to your child and, if they do, their qualifications.

Annual Evaluation

CEC will conduct an annual survey to determine the effectiveness of this policy. The evaluation shall specifically address the academic quality of the schools, including identifying:

- Barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have a disability(ies), have limited English proficiency and/or literacy skills, or are of any racial or ethnic minority background.
- The needs of parents and family members to support their student's learning and engage with school personnel and teachers.
- Strategies to support successful school and family interactions.

Additional Legal References:

C.R.S. 8-13.3-101 et seq. (leave for parental involvement in academic activities)
C.R.S. 22-7-301 et seq. (measures to increase parental involvement in public education)
C.R.S. 22-7-407 (5) (informing parents about standards-based education)
C.R.S. 22-11-302 (g) (duties of the district accountability include increasing parental engagement)
C.R.S. 22-11-402(1)(h) (duties of the school accountability committees include increasing parental engagement)
C.R.S. 22-30.5-109 (publicity regarding educational options)
C.R.S. 22-32-142(1) (board must adopt parental engagement policy and identify a district employee to act as "point of contact")