

Every Student Succeeds Act

Formerly No Child Left Behind

The PEAK School, Inc.

School-Student-Parent Compact and Core Beliefs

Mission Statement

The PEAK School's mission is to provide children the opportunity to receive an accelerated, individualized education designed to capitalize on each child's unique gifts, through the use of enriched curriculum, a supportive nurturing environment, and innovative systems for learning management.

Vision

- We will place the best interest of the child at the focal point of decision-making.
- We will create a community that engages in learning and teaching as a life-long process, valuing all experiences and opportunities to learn from each other.
- We will model healthy and appropriately high standards within a supportive and nurturing environment that helps students reach their personal best.
- We will utilize the Core Knowledge Sequence to provide a content-rich, gifted curriculum for all children
- We will teach children the general skills necessary for academic and personal success
- We will foster a safe and supportive learning environment that incorporates the traits outlined in the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.
- We will honor and build upon each child's individuality, limitless capabilities and strengths.
- We will respect and celebrate diversity among all members of our community, functioning sensitively and finding strength in our changing and diverse world.
- We will empower children to take charge of their success.
- We will maintain cooperative partnerships among parents, children, staff and the community by emphasizing the importance of interdependence of each within our school.

The School:

The staff and parents/guardians at the The PEAK School Inc. have high expectations of themselves and of the students at the school. In an effort to provide the highest quality instructional program to the students at The PEAK School and to show how the school and family are working together to educate the children at The PEAK School Inc., the staff and parents/guardians of The PEAK School agree to implement the following programs and activities.

* THE PEAK SCHOOL will provide an academic program that is rigorous and challenging and that enables students to meet the Arizona State Standards/Common Core Standards.

* THE PEAK SCHOOL will provide after school programs for all students.

* THE PEAK SCHOOL staff will communicate with families on an ongoing basis regarding the student's academic progress.

* THE PEAK SCHOOL will involve parents/guardians in the decision-making of the school.

The Student:

- * Will follow the rules outlined in the Parent/Student Handbook.
- * The student will attend school daily, arrive for school on time and be prepared to learn. (Exceptions are those deemed to be an excused absence).
- * The student understands that possession or use of tobacco, alcohol, drugs, firearms and/or other weapons at the school or its sponsored functions may result in referral to law enforcement and/or suspension or expulsion.

The Home:

The school and families of The PEAK School Inc. recognize that while both parties agree that the expectations listed here are necessary in order to strengthen the communication and commitment between the home and the school, rare occasions may arise where one or both parties will have difficulty fulfilling all or part of this compact. It is also recognized that the school's purpose is to support the community and its families in whatever manner is necessary and reasonable within its ability to do so, and likewise, it is the family's responsibility to support the child and the school community. Parents have the right and responsibility to participate in decision-making.

* Parents/guardians at THE PEAK SCHOOL will send their children to school appropriately dressed, prepared to learn and on time.

* Parents/guardians at THE PEAK SCHOOL will encourage their students to read each night.

* Parents/guardians will attend at least one parent/teacher conference a year to discuss the academic progress of their children.

* Parents/guardians at THE PEAK SCHOOL will assist their children with their homework assignments on a regular basis to ensure completeness.

The family-school compact from THE PEAK SCHOOL focuses on improving student's academic achievement by setting high expectations for all students and for all of the school's partners. The compact is only one piece of a larger family-school partnership focused on shared responsibility of the compact into a cohesive plan of action.

LEA/School Parent Involvement Policy

The Board of the The PEAK School, Inc. (THE PEAK SCHOOL) believes that all parents and families want the best for their children and acknowledges research showing that children do best when parents are enabled to play four key roles in their children's learning:

1. Teachers (helping children at home)
2. Supporters (contributing their skills to the school)
3. Advocates (helping children receive fair treatment)
4. Decision-makers (participating in joint problem-solving with the school at every level).

The Board recognizes parents/guardians are full partners with educators, administrators, and the Board to achieve the best possible learning experience for each child. A strong program of communication between home and school

must be encouraged, continually evaluated and maintained so the school and community are connected in meaningful and productive ways.

In order to institute and maintain this program of communication with parents and to facilitate and maintain active parental involvement, THE PEAK SCHOOL will:

Provide opportunities for equal access for parents who are ELL, migrant, homeless, or disabled;

Provide information to parents in a uniform format and in a language parents can understand by maintaining a list of interpreters in its office. PEAK Staff will elicit volunteers, family members, and staff members to assist in interpreting at PTG meetings, Parent-Teacher Conferences, Annual Title I Meeting, Title 1 Group Review Meeting. Additionally an interpreter (if necessary) will read the Parent Involvement Policy at the Annual Title 1 meeting;

Involve parents in the joint development of Schoolwide Plans and provide a rebuttal process in order to:

- Plan, implement, assess and, as necessary, revise effective parent involvement activities to improve student academic achievement and school performance.
- Build the school's and parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication and integration of parents into school activities.
- Coordinate and integrate parental involvement strategies under Title I and Title II with parental involvement strategies under such programs that encourage and support parents in more fully participating in the education of their children.

The PEAK School invites parental input into the evaluation of the effectiveness of The PEAK School Parent Involvement Policy by providing a copy of the policy in writing in The PEAK School Parent-Student Handbook, review and discussion (with interpreter as necessary) of the policy at Parent Teacher Group Meetings, review and discussion of the policy at Title I Group meeting, and review and discussion of the policy at Parent-Teacher Conferences.

As a component of its plan for parental involvement, THE PEAK SCHOOL will jointly develop with parents a school-student-parent compact that outlines how parents, the entire school staff, and 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 to help children achieve Arizona State's high standards.

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning. Parent responsibilities may include:
 - a) monitoring attendance and homework completion;
 - b) volunteering in their child's classroom and for school and community events;
 - c) participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- (2) address the importance of communication between teachers and parents on an ongoing basis through:
 - a) parent-teacher conferences at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

- b) frequent reports to parents on their children's progress; and
- c) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

In addition, THE PEAK SCHOOL will:

- (1) Convene an annual meeting, at a convenient time, to which all parents are invited and encouraged to attend, to: a) inform parents of the school's participation in programs described in the ESEA legislation b) to explain the requirements of these programs, and c) to explain and answer questions about the rights of parents to be informed about and involved in these programs.
- (2) Offer meetings throughout the year, to which all parents will be invited, to promote parent-school communication and increased parent involvement in their children's education. These meetings will be scheduled at times that are convenient to parents.
- (3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under ESEA including the planning, review, and improvement of the school parental involvement policy and the joint development of plans required by the ESEA.
- (4) Provide parents:
 - (A) timely information about programs supported by ESEA and included in the Consolidated Application;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
- (5) Provide assistance to parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of the Consolidated Application, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- (6) Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- (7) Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (8) Adopt and implement model approaches to improving parental involvement.
- (9) Establish a parent advisory council to provide advice on all matters related to parental involvement;
- (10) Develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- (11) Provide other reasonable support for parental involvement activities as parents may request.

Parent's Right-to-Know Professional Qualifications of Classroom Teachers

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA) the reauthorization of the Elementary and Secondary Education Act (ESEA). A provision of this new Title I law requires all districts to notify parents of all children that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers.

*According to the new ESSA law (Section 111-State Plans (6) Parents' Right-to-Know), LEAS must report:

(A) Qualifications-At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum the following:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which the state qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) Additional Information – In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent:

1. Information on the level of achievement of the parent's child in each of the State academic assessments as required under this; and
2. Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Because The PEAK School, Inc. receives Title I Part A funds, all teachers must be highly qualified by the end of 2005-2006 whether or not they are paid with Title I funds (Sec. 1119 (a) (2). State Plan). This means that any teacher that is hired prior to the first day of the 2002-2003 school year has four years to obtain the necessary credentials.

Note: The notices and information provided to parents shall be in an understandable and uniform format and, to the extent possible must also be provided in a language that parents can understand.

ESSA-Notice of Assignment of Teachers During the Year

In December 2015, the new federal law, the Every Student Succeeds Act (ESSA) was passed by Congress. The purpose of this letter is to inform you about a provision in this new law that requires all districts to notify parents regarding qualifications of their student's classroom teacher. Every district that receives Title I funds must ensure that all teachers teaching in "core academic subjects" are highly qualified not later than the end of the 2005-2006 school year. This means that any teacher who was hired prior to the first day of the 2002-2003 school year has four years to obtain the necessary credential.

In the event that your student has been assigned, or taught by a teacher who is in the process of completing the requirements to become highly qualified, you will be notified by letter to your home when applicable that indicates the professional education of the teacher. If your student also is provided services by a paraprofessional, the additional summary of his/her qualifications will also be attached.

As we implement this new law, the School's goal is to continue to keep parents informed about new requirements in a timely manner to enable us to work as partners in the education of our students.

Right to Receive Teacher Information

Federal law requires that we share with you the qualifications of teachers in The PEAK School. A public viewing file containing teacher credentials and resumes is available in The PEAK School front office.