

October 4th, 2021

Dear Families,

Each year, our school typically holds a meeting with families to let you know about our Title I program. At this meeting, parents also have an opportunity to provide feedback on the program and our parental involvement plans. Due to the ongoing COVID-19 situation, we will hold our Annual Title I meeting virtually this year.

We ask that you complete the steps below by (October 12, 2021), so we can review your feedback at our next Continuous Improvement Meeting.

Step 1

Watch this short video <https://youtu.be/E4LS0AnGhcs> (right click, open hyperlink) The video gives some background information on Title I and discusses three important documents that we ask you to review.

Step 2

Review the attached three documents:

- Our district Parental Involvement Policy
- Our school Parental Engagement Plan
- Our Parent-School Compact

Step 3

After watching the video and reviewing the documents above, please complete this brief survey (<https://tinyurl.com/n9wxxsbs>) to provide any feedback on the documents. You will also have the opportunity to ask any questions about our Title I program.

Thank you for participating in our Virtual Title I Meeting. This feedback is important to our school, and we appreciate your time.

Sincerely,
Kelly Torpey
Principal

(You can remove CC information)



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The Board strongly encourages and welcomes the involvement of parents/guardians in the District Title I Programs and Activities. The Board recognizes that parents/guardians are the “first teachers” of their children and that their interests and involvement in the education of their children should not diminish once their child enters the district’s schools. In order to meet the requirements of the No Child Left Behind Act, the Board directs administration to design a program that will encourage parental/guardian participation in all District Title I Programs and Activities.

In accordance with the requirements of the No Child Left Behind Act, Roseville Community Schools Board of Education encourages parent/guardian participation in Title I programs/services. Parents/guardians must be offered substantial and meaningful opportunities to participate in the education of their children. The Board directs that the following actions be implemented to insure compliance with federal law:

Parent/Guardian Involvement Policy – Title I Programs/Activities

1. Involvement of parents/guardians in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams and/or Parent Advisory Committees.
2. Invitations to parents/guardians to attend at least three meetings, at the building level, designed to provide Title I information and program services, and to solicit parent/guardian’s suggestions on program development, planning, evaluation, and operation.
3. Assistance to parents/guardians in understanding Title I, including the providing of information in a language understandable to the parent/guardian if practicable.
4. Parent/guardian notification of Title I student selection and criteria for selection.
5. Opportunities to share information regarding student achievement and progress.
6. A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent/guardian.
7. Opportunities to enhance parent/guardians’ capacity to work with children in the home on school learning.

8. Other appropriate activities such as: Family Curriculum Nights (math, science, language arts, technology, etc.) parenting/guardian sessions to improve student achievement (motivation, homework, supplementary academic services, etc.).

Roseville Community Schools as a recipient of Title I funds also adopts the following policy statement regarding the development of a district plan and school level plans for parental/guardian involvement in the development of Title I plans, and directs the administration to:

District Level

1. Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance.
2. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies.
3. Integrate and coordinate the plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Early Childhood Programs.
4. Review and evaluate the district plan annually and to share the results of that review and evaluation with the Board.

School Level

1. Involve parents/guardians in the development of the plan.
2. Develop a plan that provides for the involvement of parents/guardians in the Title I activities of the school.
3. Assure that the policy/plan contains a compact that outlines how parent/guardians, the school staff, and students will share the responsibility of improved student achievement.
4. Distribute the school and district plans to parents/guardians of participating children and to the local community.

5. Review and evaluate school plans annually and to share the results of that review and evaluation with parents.

The Board also recognizes special populations within the district and the importance of eliminating possible barriers for their participation in programs and activities.

Migrant Education Program (MEP) Parent/Guardian Involvement

Parents/guardians of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent/Guardian Involvement

1. In accordance with federal law, parents/guardians of LEP students will be provided notice regarding their child's placement and information about the district's LEP program.
2. Parents/guardians will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.
3. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

The Board and district administration direct the establishment of a parent/guardian involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the district. The plan encompasses parent participation through meetings and other forms of communication. It shall be distributed to all parents and students through publication in the student handbook or other suitable means. The Roseville Community Schools Parent Involvement Plan includes the following strategies:

Curriculum/Assessment

1. Provide a description and explanation of the curriculum in use by the district, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The district will also provide each school's discipline policy along with the absence/tardy policy.
2. Have school administrators and staff provide test data and interpretation meetings and answer parent/guardian questions.
3. Arrange flexible schedule parent/teacher conferences and other parent meetings as needed or at parent request to report student progress.
4. Provide weekly reports of student progress to parents/guardians who request them.
5. Provide an annual report to parents/guardians informing them of the school's and district's progress in areas indicated by Public Act 25.
6. Provide information and understanding of school programs and activities through regularly scheduled meetings of the Superintendent's Discussion Group.

Communication

1. Schedule periodic meetings in school buildings where parents/guardians can share concerns and desires to better improve the school environment and student achievement.
2. Post PTA/PTO meetings and agendas on the district website.
3. Publish district and school newsletters informing parents/guardians about opportunities for parent involvement and other events at the schools.
4. Maintain open communication with parents/guardians using a variety of communication tools (notes, e-mail, call command, etc.).
5. Provide to parents/guardians information about the appeal process in disciplinary matters and conduct necessary meetings to insure student due process.

Participation

1. Encourage active faculty participation in PTA/PTO, parent teacher conferences, open houses and curriculum information nights.
2. Encourage parents to serve as chaperones for class field trips and chairpersons for other school activities.

Finally, the Board requires parents/guardians to assume and exercise responsibility for their child's behavior and encourages parents to support their child in school by:

1. Participating in school functions, organizations and committees.
2. Supporting teachers, administrators and the schools in maintaining discipline and a safe orderly learning environment.
3. Requiring their child to observe all school rules and regulations.
4. Supporting and enforcing consequences for their child's misbehavior in school.
5. Sending their child to school with proper attention to his/her personal cleanliness and dress.
6. Maintaining an active interest in their child's daily work.
7. Cooperating with the school in attending conferences set up for the exchange of information about their child's progress in school.

Kaiser Elementary School Parent and Family Engagement Plan

Address:

16700 Wildwood

Roseville, MI 48066

In accordance with the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*

Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Kaiser Elementary School in the ways listed in each Section.

ESSA Section	Ways in Which <u>Name of School</u> Staff Accomplish These Activities
<p>1116(b)(1) This Plan has been jointly developed and distributed to parents and family members in a language that can be understood. The Plan is updated periodically to meet the changing needs of parents and the school.</p>	<p>The Title I Parent and Family Engagement section of Every Student Succeeds Act (ESSA), Section 1116(b) requires each school to develop a written parent and family engagement plan that describes the means for carrying out the requirements of Section 1116, subsections (c-f). The school will ensure that parents and families are notified of the plan and that the plan will be:</p> <ul style="list-style-type: none"> • presented to parents and families in an understandable and uniform format. • provided in a language that parents/families can understand. • developed jointly with and agreed upon by parents and family members. • distributed to all parents and family members. • made available to the local community. • updated periodically to meet the changing needs of parents, family members, and the school
<p>1116(c)(1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved.</p>	<p>Parents and family members will be made aware of the Annual Title I Meeting through: invitations sent home with students, monthly postings on the school’s calendar, postings on the school’s marquee, and postings on the school’s website. The following will be discussed during the Annual Title I Meeting:</p> <ul style="list-style-type: none"> ▪ An overview of a Title I Schoolwide Program and services available. <ul style="list-style-type: none"> ▪ The Home-School Compact will be revisited and modified, if needed. ▪ The Parent and Family Engagement Plan will be revisited and modified, if needed. ▪ Families will be invited to attend the Annual Title I meeting to become informed about school services. <ul style="list-style-type: none"> ▪ Parents and family members may meet with teachers and/or administrators to receive answers to questions regarding school procedures after they have been reviewed. ▪ Parents and family members will be informed about curriculum and academic planning.

	<ul style="list-style-type: none"> ▪ The Annual Education Report (AER) is discussed and explained to parents and family members. ▪ Michigan’s required assessments and the school’s state and local data points. ▪ Spending of Title I Parent and Family Engagement Funds are also reviewed and discussed.
<p>1116(c)(2) Offer flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement.</p>	<p>Parents and family members that are unable to attend meetings shall be invited to submit written questions and concerns that may be addressed during and/or after meetings. When at all possible, meetings will be scheduled on the same day, but at different times, as other evening activities to make it easier for parents and family members to attend. Parents and family members shall be invited and encouraged to attend the following meetings:</p> <ul style="list-style-type: none"> ▪ The Annual Title I Meeting ▪ School Improvement Team meetings and Teacher Conferences ▪ Morning and evening workshops
<p>1116(c)(3) Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement of Title I programs, including the development, review, and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan.</p>	<p>Parent and family members will participate and provide input in, on, or through:</p> <ul style="list-style-type: none"> ▪ School Improvement Team Meetings ▪ PTO Meetings ▪ Distribution of surveys ▪ The Annual Title I Meeting ▪ Program Evaluations. <p>Each year, amendments shall be made as necessary.</p> <ul style="list-style-type: none"> ▪ All proposed amendments will be presented to the School Improvement Team in writing. Should the majority of the team vote to proceed with the proposed amendment the change will be made and shared with stakeholders. <p>Course outlines/syllabi provided to every child,</p> <ul style="list-style-type: none"> ▪ Progress reports (issued every trimester—three times per year) ▪ Reports cards (issued each semester—three times per year) ▪ Online resources provided through the Michigan Department of Education <ul style="list-style-type: none"> ▪ Online resources provided through Roseville Community Schools ▪ Common Core State Standards (available online and in print) ▪ Fall parent-family-teacher conferences (PFC) ▪ Parent friendly written communications ▪ Phone call and emails. <p>Provided in a language parents can understand by ensuring:</p> <ul style="list-style-type: none"> ▪ The parent and family engagement plan written in a parent-friendly format.

	<ul style="list-style-type: none"> ▪ The parent and family engagement plan translated into other languages, as need. ▪ That one-on-one support is provided, as needed
<p>1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program.</p>	<p>Parents and family members will be kept abreast through or during:</p> <ul style="list-style-type: none"> ▪ Open House ▪ Course outlines/syllabi provided to every child ▪ Progress reports (issued 3 times per year) ▪ Reports cards (issued 3 times per year) ▪ Online resources provided through the Michigan Department of Education ▪ Online resources provided through Roseville Community Schools ▪ Common Core State Standards (available online and in print) ▪ Fall parent-family-teacher conferences (PTC) ▪ Parent friendly written communications ▪ Phone Call and emails.
<p>1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the</p>	<p>Parents and family members will be provided support in understanding the curriculum, academic assessments, growth measurements, and proficiency levels through:</p> <ul style="list-style-type: none"> ▪ The school’s curriculum portal PTO monthly meetings ▪ Parent workshops ▪ PTC-Parent Teacher Conferences <p>The following will be discussed:</p> <ul style="list-style-type: none"> ▪ Grade level expectations and Common Core State Standards ▪ Proficiency levels expected on assessments ▪ Pretest and posttest Assessment Data ▪ Growth targets ▪ iReady Diagnostic ▪ M-STEP (Michigan Student Test of Education Progress)

ESSA Section	Ways in Which School Staff Accomplish These Activities	
school, the forms of academic assessment used to measure progress, and the achievement levels students are expected to meet.		
1116(c)(4)(C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child’s education, and to respond to any suggestions as soon as possible.	Such requests may be made verbally or in writing: <ul style="list-style-type: none"> ▪ To a representative of the school staff ▪ Individual conferences to be scheduled in accordance with teachers’ preparation period ▪ Surveys will be provided for input and feedback ▪ Representation on the School Improvement Team ▪ Phone calls ▪ Frequent communication including written responses and e-mails. ▪ Suggestions Mailbox in the main office 	
1116(c)(5) Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan when the school makes the Plan available to the Local Educational Agency (LEA).	Parent and family members comments will be submitted to: <ul style="list-style-type: none"> ▪ Ms. Kelly Torpey, Principal 	
The School-Family Compact		
1116(d) Jointly, with parents, develop a School-Parent Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement.	<u>Yes</u> No	
1116(d)(2)(A) Addresses the importance of communication between teachers and families on an ongoing basis at elementary schools through, at a minimum, parent teacher conferences, as it relates to an individual child’s achievement.	<u>Yes</u> No	
1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.	<u>Yes</u> No	
1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students’ learning and providing high quality curriculum and instruction.	<u>Yes</u> No	
1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children’s learning.	<u>Yes</u> No	
1116(d) Describe specific ways students will be responsible for their learning.	<u>Yes</u> No	
1116(d) & 1116(d)(2)(C) Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.	<u>Yes</u> No	
1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact.	<u>Yes</u> No	
1116(d)(1) & 1116(d)(2)(A-C) Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students’ progress and get regular tips on home learning.	<u>Yes</u> No	

1116(f) Communicate information using family friendly language and format.

Yes
No

ESSA Section	Ways in Which School Staff Accomplish These Activities
<p>1116(e)(1) Shall provide assistance to parents of students served by the school in understanding the State’s academic content standards, the State and Local assessments, and how to monitor their child’s progress and work with educators to improve the achievement of their children.</p>	<p>Kaiser Elementary School will provide assistance to parents through:</p> <ul style="list-style-type: none"> ▪ the Annual Title I Meeting ▪ the annual Open House ▪ question and answer sessions during PTA meetings ▪ parent workshops ▪ Scheduled conference ▪ Telephone and email ▪ School and Class Dojo ▪ PTC’s (Parent Teacher Conferences)
<p>1116(e)(2) Shall provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.</p>	<p>This will be done during:</p> <ul style="list-style-type: none"> ▪ the Annual Open House, ▪ the Annual Title I Meeting ▪ PTCs, (Parent Teacher Conferences) ▪ Email and Class Dojo ▪ parent workshops
<p>1116(e)(3) Shall educate staff in the value and utility of parents’ contributions, in how to reach out to, and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school.</p>	<p>Assistance will be provided under the leadership of Kaiser Elementary School administrators, and through a shared effort of staff. This will occur during/through:</p> <ul style="list-style-type: none"> ▪ Professional developments (county, district, and school-based) ▪ Weekly staff meetings ▪ SIP Meetings ▪ One-to-one conferences with principal and staff, and ▪ Written communications from administrators to staff
<p>1116(e)(4) Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local Programs, including public preschool Programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</p>	<p>Parents shall be involved in all aspects of Kaiser Elementary School, including, but not limited to:</p> <ul style="list-style-type: none"> ▪ School Improvement Team ▪ Workshops ▪ Extra-curricular activities, teams, and clubs
<p>1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.</p>	<p>Kaiser Elementary School shall provide:</p> <ul style="list-style-type: none"> ▪ Printed communications in larger print ▪ Auditory communications ▪ Parent-friendly communications including, charts, and graphs ▪ Phone call and parent friendly emails ▪ Other accommodations as are needed and deemed feasible
Gray Area - Recommended Best Practice, but Not Required	

1116(e)(6) May involve parents in the development of training for teachers, principals, and other educators



ESSA Section	Ways in Which School Staff Accomplish These Activities
to improve the effectiveness of such training.	
1116(e)(7) May provide necessary literacy training from funds received under this part if the LEA has exhausted all other reasonably-available sources of funding for such training.	_____
1116(e)(8) May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions.	_____
1116(e)(9) May train parents to enhance the involvement of other parents.	_____
1116(e)(10) May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.	_____
1116(e)(11) May adopt and implement model approaches to improving parental involvement.	_____
1116(e)(12) May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Programs supported under this Section.	_____
1116(e)(13) May develop appropriate roles for community-based organizations and businesses in parental involvement activities.	_____

ESSA Section	Ways in Which School Staff Accomplish These Activities
<p>1116(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.</p>	<p>Kaiser Elementary School shall provide:</p> <ul style="list-style-type: none"> ▪ Academic programs and workshops for parents ▪ Technology support services offered by school and staff ▪ Volunteer services are offered to parents ▪ Community referrals and local services are rendered through school by local agencies <p>Additional reasonable support will be provided upon request.</p>
<p>1116(f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p><u>Limited English:</u></p> <ul style="list-style-type: none"> ▪ ELL, ESL parents can request an interpreter if needed during meetings or designated time.

The staff at Kaiser Elementary School understand the importance of the School/Parent partnerships in supporting the child to succeed at school by mastering the state content standards. Therefore, each member of the student's support team agrees to the following commitments with opportunities for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.

Staff: I will support every student in their education by:

1. Provide a safe learning environment
2. Provide a nurturing and caring learning environment
2. Provide timely feedback on student progress
4. Providing two-way communication between home and school
5. Provide high quality instruction and resources (aligned to state standards)
6. Provide opportunities for parent engagement

Parents: I will support my child in their education by:

- 1. Getting them to school on time every day
- 2. Promoting and monitoring safe behaviors in and out of school
- 3. Communicating with teachers about student progress.
- 4. Attending Parent/Teacher Conferences
- 5. Sending them to school with appropriate attire
- 6. Provide a QUIET, well-lighted place for my child to work
- 7. Reading my child's schoolwork and communications they bring home daily

Students: I will do my best in school by:

1. Coming to school everyday
2. Be prepared for class and ready to learn so my teacher can teach all students (showing respect)
3. Keeping my school clean and neat
4. Follow the school PBIS expectations (Being Responsible, Ready, Respectful and Safe)

<u>Student name:</u>
<u>Date:</u>
<u>Parent Signature:</u>
<u>Teacher Signature:</u>
<u>Principal Signature:</u>