



# Roseville Area Schools

*Quality Teaching & Learning for All...Equity in All We Do*

## **RAMS 2019-2020 Parent and Family Engagement Plan**

RAMS is committed to the goal of providing quality education for every child in this district. We want to establish partnerships with parents and with the community. Everyone gains if school and home work together to support high achievement of our children. We can't do this job alone. Parents and families play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

### **Part I. Description of how the District and School will Implement Required Components**

1. RAMS will engage parents and families who have Title I students in developing/revising the district and school Plan.
  - *Evaluation of school year plan 2018-2019/Planning for 2019-2020 school wide plan - April of 2019 and May of 2019*
  - *School Year plan sharing – Fall Family Night at RAMS – (October, RAMS)*
  - *Plan sharing and update with parents at conferences Fall (November) and Winter (January)*
  - *Plan update -Winter Family Night at RAMS - (January, RAMS)*
  - *Sharing and planning update with Parents at Connections Family Night (March)*
  - *Update and future planning - Spring Family Night at RAMS - (May, RAMS)*

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2. RAMS will convene an annual meeting, at a convenient time, when the parents of participating children are available to attend. The Title I annual meeting will inform parents about the Title I program, explain the requirements of parent and family engagement and the rights and responsibilities of the parents to be involved.

*An annual meeting to gather insights ideas and feedback from parents will be held in October as part of a larger schoolwide Family Night. The Academy teacher will also inform parents during fall conferences (November) at RAMS. Interpreters are available onsite for parents needing that support in Spanish, Karen, Hmong, Somali and Nepali. If a parent needs another language we will make arrangements prior to the conference. Transportation to Family Nights and conferences will also be provided to families as needed.*

3. RAMS will offer flexible meeting times during morning, evening or weekends and may provide transportation, childcare or home visits.  
*RAMS will offer families flexible meeting times in the morning, evening or during school as needed to support students and families. Transportation, child care or home visits may be provided as needed. Information will be shared during our fall Open House, Title I Family Nights, Conference nights, via e-mail and phone calls home. We have found these methods highly effective to communicate with parents.*

4. RAMS will involve parents in the planning and review of the school improvement plan and the joint development of the schoolwide plan when applicable. If the schoolwide plan is not satisfactory to the parents, submit comments on the plan when submitted to the district. [Section 1114(b)]

*RAMS will meet this requirement through our site improvement plan and by gathering input regarding the Parent and Family Engagement (PPE) plan from our Fall Family Night in October. Parents are surveyed at evening events (Family nights and PTA meetings) for feedback into our practices. The information gathered is included in the SIP.*

5. RAMS will provide assistance to parents of Title students:
  - a. Timely information about programs offered to engage in their child's education.
  - b. An explanation of the curriculum, state and local academic assessments including alternate assessments, and the achievement levels of the state academic standards.
  - c. If they request, opportunities for regular meetings to hear their suggestions and participate in decisions related to their child's education.
  - d. (List activities, such as workshops, conferences, classes, website, including any equipment or other materials that may be necessary to ensure success.)

*At our events throughout the school year, RAMS Title I Parents will be asked about their satisfaction with the Academy program. We will fully explain the curriculum and assessments used during the program to measure achievement levels of the academic standards. We will request feedback and input through surveys and parent/teacher conferences.*

*Planned events:*

- ***Family Nights (October, November, January, March and May)***

*Title I Family Nights are used to teach parents and students together what's needed to be a successful reading and math student. We have the following focuses for each of the nights:*

***-October - Organization and Digital Apps-** On this technology focused evening, we will focus on the Academic Mindset subsets of the SIP goal (Organization and Fixed vs Growth Mindset). These are two key components of success in middle and high school. We will teach parents and students how to organize print and digital materials, including binders and e-binder (Notability). We will also teach how to use Schoology, the various curricular apps and websites, and Student/ParentVue for completing, submitting and checking assignment scores. Parents will know how to see if a student has missing work. We will talk with parents about iPad use and provide strategies on how to set family guidelines for their student's use. We will explain the difference between having a growth vs. a fixed mindset and its impact on student learning. We will show what we do at school to help students move to a growth mindset for learning and share information on how families can support their student at home.*

*-November – We will continue our focus on Academic Mindset, but will also explain and show examples of the other SIP goals of Focused Note-Taking and Critical reading. Within the Academic Mindset goal, we will discuss Executive Functioning Skills and their impact on learning. We will show how we are helping students develop these strategies at school and provide strategies on how parents can support the development of these skills at home. Will also discuss the importance of self-advocacy and how parents can support their student engage with teachers to improve their learning.*

*-January and March- We will update families on how students are progressing in Academy. We will share which literacy and math curriculums/programs students are using and how students can continue these programs outside of school.*

*We will also help families with 2020-2021 school year registration. We will share information with families about registration for the following year and help complete these as needed. We will continue our collaboration with RAHS and the Connections program as an intervention option for some of our students.*

*We will provide instruction for families about Reading and Math skill development, including specific ideas for what they can do at home to build these skills. We will be providing differentiated grade-level books and games that build math automaticity for students to choose from, so that families can take them home and use strategies provided with these materials.*

*-May - End of Year Celebration and Growth Recognition, Summer Learning Loss discussion and strategies on how to prevent it. We will share book recommendations from the Ramsey County library. We will provide students with a high interest and appropriately leveled book and have them write down other books from the book recommendations to check out during the summer. We will also share tested math games for families to play together. We will provide families with a list of games, provide each family with one game and QR codes that link to how to play the various games.*

- *Parent/Teacher Conferences (November and January)*

*We will share Fall FAST aReading and aMath scores and interpret them for families. We will share the Academy Weekly Connection sheet and its purpose of helping students be organized and tracking assignments. We will also share CLPs with families, and begin the discussion around future Academy placement.*

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## **Part II. Description of the Shared Responsibilities for High Student Academic Achievement**

RAMS will jointly develop with Title I parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement to meet the State academic standards. The compact should:

6. Describe the curriculum and instruction that help their student meet the state standards, identify where their child is performing and discuss ways the parent can support their child's education at home and at school.
7. Talk about the importance of the teachers and parents communicating on an ongoing basis at a minimum:
  - a. Conduct a parent-teacher conference in elementary schools, at least annually, during which time the compact is discussed as it relates to the individual child.

- b. Provide frequent reports to parents on their children's progress.
- c. Provide information on how parents can contact staff and staff can best contact parents, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- d. Make sure that two-way meaningful communication between family members and school staff is addressed and when at all possible, is in a language the parents and family members can understand.

- *Fall and Winter conference times. Interpreters and transportation provided when needed. Information regarding student progress toward goal will be provided.*
- *Report cards sent home or given to parents three times per year. Progress updates will also be provided from the Academy teachers separately at the end of each trimester.*
- *Family Nights - Fall, Winter, Spring*
- *We will be gauging interest regarding more frequent meetings with family regarding topics around school success. We are interested in starting a more formal family committee as part of PTA that would include families from Academy, AVID, DLI, EL, GT, and other families interested in improving the School/Family connection on our way to being a Partnership School.*

### **Part III. Accessibility**

RAMS will meet the requirements of parent and family engagement of Title I, to the extent practicable, we will provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

*We will support parent and engagement and communication by using the following:*

- *Google translate link available from website*
- *Teachers also use the language line to communicate with families allowing families to communicate using their home language.*
- **Cultural Liaisons**  
*Shvonne Johnson - African American Liaison*  
*Afton Delgado – American Indian Liaison*  
*Maiden Lee -Hmong Liaison*  
*Hsar Htoo - Karen Liaison*  
*Cecilia Martino – Latino Liaison*  
*Rita Rai – Nepali Liaison*  
*Kowthar Ismail - Somali Liaison*
- *Interpreters available on request.*
- *Synergy e-mail and updates from Academy and Classroom teachers regarding student progress and upcoming school events.*
- *School Newsletter.*
- *Teachers (Title I Academy teachers and regular education) and staff will communicate with parents through:*

- ❖ *classroom and scheduled conferences,*
- ❖ *phone conversations,*
- ❖ *Synergy Updates (homework, grades, event notification)*
- ❖ *internet/email.*

*Communication will include information about student progress; assessment and progress monitoring information; information about the Title I program; strategies, concepts and skills taught by interventionists and the classroom; news about school and/or Title I events and activities; school volunteer needs; and opportunities for school involvement such as PTA or school committees.*

#### **Part IV. Family Engagement Budget**

List activities for which your school plans to spend Family Engagement funds. State the estimated amount of funds the school anticipates to spend on transportation, supplies, etc. for each activity. All activities listed in this section should be activities that are included in the School and Family Engagement plan. Examples of such activities include transporting parents to conferences, food for Reading/Math event, technology training, supplies for Math night, supplies for family book club, etc.

<b>Activity</b>	<b>Transportation -Estimate</b>	<b>Supplies - Estimate</b>	<b>Food - Estimate</b>	<b>Contracted Services - Estimate</b>	<b>Other</b>
<b>Transporting parents to Title I family nights (3)</b>	<b>536.02</b>				
<b>Food for Title I Family Nights and/or monthly meetings</b>			<b>900</b>		
<b>Supplies for Title I Family Nights and/or monthly meetings (family board games, book clubs, math games etc.)</b>		<b>1991.44</b>			
<b>Childcare</b>				<b>400</b>	

<b>Speakers/Interpreters for Title I Family Nights and/or monthly meetings</b>				<b>300</b>	
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**Part V. Adoption**

The RAMS Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On September 3, 2019 the RAMS Parent and Family Engagement Plan will be in effect for the period of the school year.

RAMS will distribute this Plan to all parents of participating Title I children and make it available to the community.



(Signature of Title I Authorized Representative)

Date: August 9th, 2019

These parents were involved with the development of this document:

<b>Parent Name</b>	<b>Email Address</b>
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