



# Roseville Area Schools

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

## 2019-2020 Roseville Area Schools Parent and Family Engagement Plan

Roseville Area Schools 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 the 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. District Expectations**

Roseville Area Schools agrees to implement the following requirements:

1. The school district will put into operation programs, activities and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
3. In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
4. The school district will incorporate this district wide parent and family engagement plan into its district plan developed under section 1112 of the ESSA.

5. If the district plan for Title I, Part A found in the State Educational Record View and Submission (SERVS), developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Minnesota Department of Education.
6. The school district with a Title I, Part A allocation of over \$500,000, will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90 percent of the 1 percent reserved goes directly to the schools.
7. The school district will be governed by the following definition of the term “parent” includes legal guardian or other person standing in place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).
8. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
  - a. that parents play an integral role in assisting their child’s learning;
  - b. that parents are encouraged to be actively involved in their child’s education at school;
  - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  - d. that other activities are carried out, such as those described in section 1116 of the ESEA.

## **Part II. Description of How the District Will Implement Required Components**

1. Roseville Area Schools will engage parents and families who have Title I students in developing/revising the district policy.

Over the course of the year, parents from Title 1 schools provide on-going input for the parent and family engagement plan. Each Title I school gathered feedback from parents at school/family events such as math nights and literacy nights, Annual Title I Information Meetings, PTA meetings, and Title I Program Evaluation meetings. Feedback was also gathered through surveys and formal and informal discussion with families. Building Title I Planning Teams discussed/analyzed the information gathered when developing their school plans for the 2018-2019 school year. Parents are informed and encouraged to provide input anytime during the school year. The District Title I coordinator uses input gathered from families to inform the District Title I Plan.

2. Roseville Area Schools will take the following actions to engage the parents and families in jointly developing the district Title I plan (section 1112) which is in the SERVS application and the development and review of the Schoolwide or Title I Targeted Assistance Plan. If applicable the Comprehensive Support and Improvement and the Targeted Support and Improvement plan in the schools' identified for improvement plans. [Section 1111(D) (1)(2)]

Throughout the 2018-2019 school year, parents from Title I schools were involved in the school improvement plan process. Parents are provided several opportunities to provide input. Title I schools gathered feedback from parents at school/family events such as math nights and literacy nights, Annual Title I Information Meetings, PTA meetings, and Title I Program Evaluation meetings. Feedback was also gathered through surveys and formal & informal discussion with families. At the end of the school year, through the comprehensive needs assessment process, Building Title I Planning Teams analyzed assessment results and the information gathered. Based on results of the comprehensive needs assessment, schools determine priorities and set school improvement SMART Goals that are aligned with the World's Best Workforce Goal areas. The District Title I Coordinator reviews the information gathered from all Title I Schools and their Title I Plans and uses the information to inform the 2019-2020 District Title I Plan, which is in the SERVS application. The District Title Goals in the SERVS application align with the district's WBWF Goals.

3. Roseville Area Schools will coordinate technical assistance and other support that is necessary to build the capacity of staff in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. This could include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with experience in effectively engaging families in education.

Below are ways the district provides technical assistance and support necessary for schools to build capacity of staff in planning and implementing effective parent and family engagement activities.

- Cultural services coordination: The district employs several cultural liaisons (Spanish, Somali, Karen, Hmong, Somali, Nepali, African American, Native American) to enhance communication and consultation with non-English-speaking families as well as African American and Native American families.
- The district pays for interpreters to enhance effective communication during parent-teacher conferences, meetings with parents, and family events.
- Staff members have the option of using Language Line to communicate with non-English speaking families.
- Robo calls are used to strategically communicate with families (whole school and subgroups). Some of the calls are made in languages other than English.

- Schools strategically use social networking tools such as Facebook and Twitter to communicate with families.
  - The district works with principals to schedule parent-teacher conferences to ensure that enough interpreters and cultural liaisons are at the school sites.
  - Schools provide transportation and childcare to families who need such services to allow them to participate in school events. Some Title I schools have allocated Title I Parental Involvement funds for this purpose.
4. Roseville Area Schools will coordinate and integrate with federal, state and local programs, including public preschool programs, to implement effective parent and family engagement strategies that improve student achievement and school performance.

Title I Planning Teams work closely with the Title I Coordinator, the EL Administrator, the Early Childhood Manager, the Director of Students Services, and the business office to maximize funds allocated for parent involvement. Such coordination allows the district and Title I Schools (including the preschool program) to implement meaningful parent and family engagement strategies.

5. Roseville Area Schools will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement plan (programs/activities) in improving the academic achievement of Title I students and the schools.

Reviewing and evaluating the parent and family engagement activities/programs:

- a. Identify barriers and the needs of parents and family members that keep them from participating in their child's education especially the economically disadvantaged, disabled, limited English proficiency or any racial or ethnic minority.
- b. Identify the needs of the Title I parents and family members to assist the learning of their children and the teachers and school staff.
- c. Identify strategies to support successful school and family interactions.

(Describe actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)

All Title I Schools conduct an annual evaluation of the parent and family engagement activities and plan as outlined in each school's Parent and Family Engagement Plan. The district will take the following actions to evaluate the District Parental Involvement Plan: Title Coordinator will...

- review each school's evaluation of Title I Plans.
- review and analyze feedback gathered from parents over the course of the year regarding parental involvement activities and the Title 1 program at each school.

- use insights/findings gathered from each school's evaluation and feedback from parents along with input from parents on the Title I Planning Teams to remove possible barriers to parent participation and revise/evaluate the District Parent and Family Engagement Plan.
6. Roseville Area Schools will use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement as necessary and to revise the parent and family engagement plan as necessary.

Title I Schools revised the parent engagement plan based on the findings from the evaluation of the 2018-2019 Parent and Family Engagement Plan. The Title I coordinator reviews evaluation notes from all the schools and uses the information to inform the District Parent and Family Engagement Plan. As we continuously strive to improve our partnerships with families, Title I Lead Teachers and the Title I Coordinator read *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* by Anne T. Henderson et al. As a result of the book study, Title I Leads brought back improvement suggestions to their principals, staff and families. Most schools have revised the compact based on suggestions from the book and feedback from families.

Parent engagement strategies and activities included in schools 2019-2020 Title I Parent and Family Engagement Plans include academic events (math, reading, writing, science fair, STEM etc.) conferences, and curriculum nights, social emotional learning topics, use of SeeSaw APP to enhance communication with families and engage them in their children's academic performance, tips of helping students with organization, student advocacy, technology, African American Parent Involvement Day, , what I need (WIN) strategies, parent education classes, college application, FAFSA application, and scholarship application and listening sessions. At these events, families are provided with materials and/or suggestion for materials they can use with their children. Additionally, teachers regularly send home materials and learning extensions such as book bags and math games with ideas and materials for families. Weekly, biweekly, or monthly classroom/school newsletters include information about specific content for the week and/or month.

7. Roseville Area Schools will involve parents in activities at the Roseville Area Schools. This could be establishing a parent advisory board that represents the population of Title I parents and family members that develops, evaluates and reviews or revises the parent and family engagement policy.

All Title I schools involve parents in developing/revising/evaluating the schools' Title I Parent and Family Engagement Plan. Parents who were involved in the development of the schools' plans were also involved in the development of the District Title I Parent and Family Involvement Plan by doing one or more of the following:

- Provided input for a school's Title I Plan and Parent and Family Engagement Plan.
- Reviewed and assisted with development of a school's Title I Plan and Parent and Family Engagement Plan.
- Participated in the evaluation of a school's Title I and Parent Involvement Plans.
- Reviewed the District Parent and Family Engagement Plan and provided feedback.

The district Title I coordinator reviewed feedback gathered over the course of the year and used the information, as well as input from the parents on the Title I Planning/Leadership Teams to inform the District Parental Involvement Plan.

8. Roseville Area Schools will involve parents and family members of the children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent reserved goes directly to Title I schools.

Roseville Area Schools reserved 1% of the current year's Title I award for parental involvement. 100 % of the reserved funds was equitably distributed to Title I schools to support the schools' parental involvement programs and activities. The district provides clear guidance and communication to assist each Title I school in developing an adequate parental involvement budget that addresses their needs assessment and parent recommendations. Parents and other stakeholders have several opportunities to provide input on how the funds are spent. Such input is gathered during ...

- The Annual Title I Information meeting
- School Leadership Team Meetings
- PTA/PTO meetings
- Development/revision of the Parent and Family Engagement Plan
- Evaluation of the Parent and Family Engagement Plan

### **Part III. Accessibility**

Roseville Area Schools will meet the requirements of parent and family engagement of Title I, to the extent practicable, 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 that parents can understand.

The District Title I Coordinator will collaborate with other district departments to ensure full opportunities for participation of parents with limited English proficiency, and parents with disabilities including providing information in a language parents can

understand. Below are systems put in place to ensure that parents are receiving information in the language they understand.

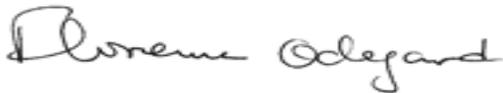
- Cultural liaisons and interpreters are present at events such as the Annual Title I Information Meeting, Conferences, Math Night, Literacy Nights, and other family gatherings.
- Cultural liaisons' schedules allow them to be present at school sites readily available for families.
- Teachers use Language Line to communicate with families via an interpreter.
- Schools use common wording for parental communications that has language translation when a signature of a parent is required.
- Select information is translated for families who speak languages other than English.

#### **Part IV. Adoption**

The Roseville Area Schools 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 Roseville Area Schools Parent and Family Engagement Plan will be in effect for the period of the school year.

Roseville Area Schools 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)

August 29, 2019  
(Date)

The parents listed below were involved in the development of this document by doing one or more of the following:

- Provided input for a school's Title I Plan and Parent and Family Engagement Plan.

- Reviewed and assisted with development of a school’s Title I Plan and Parent and Family Engagement Plan.
- Participated in the evaluation of a school’s Title I and Parent Involvement Plans.
- Reviewed the District Parent and Family Engagement Plan and provided feedback.

The district Title I coordinator reviewed feedback gathered over the course of the year and used the information, as well as input from the parents on the Title I Planning/Leadership Teams to inform the District Parental Involvement Plan.

<b>Parent Name</b>	<b>School</b>
Stacey Whitwood	Edgerton Elementary School
Erica Anderson	Edgerton Elementary School
Rachel Coleman	Edgerton Elementary School
Sarah Montgomery	Central Park Elementary School
Jennifer Endres	Central Park Elementary School
Theresa Nordenstam	Harambee Elementary School
Emily Garzon	Harambee Elementary School
Mechelle Doyal	Fairview Alternative High School
Joy Spencer	Fairview Alternative High School
Alissa Elles	Fairview Alternative High School
Erica Morrow	Little Canada
Margaret Grafenstein	Little Canada
Mike Bradbury	Little Canada
Emmanuel Ngong	Little Canada
Whitney Hemsath	Little Canada
Kiarra Nivens	Roseville Area Middle School
Jamie Jackson	Roseville Area Middle School
Karon Smith	Roseville Area Middle School
Casandra Loranca	Roseville Area Middle School
Agnes Horton Nushann	Roseville Area Middle School
Artika Churcher	Roseville Area Middle School
Stacy Levitz	Roseville Area Middle School
Dayna Thomas	Roseville Area Middle School
Kate Nilson	Preschool
Keely Vandre	Preschool
Amy Ash	Preschool
Kara Shrestha	Preschool

