

Dear Dort Families,

Each year, our school 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. Our Annual Title I meeting this year will be on Wednesday, September 13, 2023. We ask that you complete the steps below by (9-13-23), so we can review your feedback at our next Continuous Improvement Meeting.

Step 1

Review the following three documents:

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

Step 2

Attend our Title 1 night. Please complete the brief survey 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 Title I Meeting. This feedback is important to our school, and we appreciate your time.

Sincerely,

Brenda Baker

Dort Parent and Family Engagement Plan

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 Name of School in the ways listed in each Section.

ESSA Section	Ways in Which Dort Staff Accomplish These Activities
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.	<u>Parent stakeholders were involved in reviewing the School-Parent Compact to ensure that the language can be understood and that it meets the current needs of the parents and school.</u>
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.	An annual meeting is held which includes information for parents on: <u>Parents are encouraged to attend virtually by watching a video of our presentation. We will send our parents a link to the video as well as a link to a survey for feedback.</u>
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.	<u>Meetings are offered at times convenient for parents and if needed, childcare may be provided at the school by NHS students from the high school.</u>
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.	Parents are involved in the development of the School Improvement Plan and Title I Program development in the following ways: <u>PTO Meetings, Conferences, Open House, Daily Office Hours</u>
1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program.	Parents are provided information regarding the school Programs in the following ways: <u>Attending Open House, Newsletters, Videos, All-Call, and Schoology</u>
1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the	<u>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations during open house and Parent/Teacher Conferences. The school will use local and state assessments to measure progress.</u>

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.	Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways: <u>Parents are given the opportunity to attend PTO meetings, run for PTO positions, attend Superintendent Discussion Groups, join district-wide committees, and participate in school board meetings.</u>	
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).	If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by: <u>Completing a survey, communicating their displeasure with the principal, superintendent, and/or Board of Education.</u>	
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.	Yes 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.	Yes No	
1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.	Yes No	
1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students’ learning and providing high quality curriculum and instruction.	Yes No	
1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children’s learning.	Yes No	
1116(d) Describe specific ways students will be responsible for their learning.	Yes 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.	Yes No	
1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact.	Yes 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.	Yes 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>How does the staff provide assistance to parents to help them understand the content standards, assessments, how to monitor their child’s progress, and how to work with educators to improve the achievement of their children? What training is provided to families?</p> <p><u>The school will assist the parents by educating them on the standards, assessments, and student monitoring process at Open House, Parent/Teacher Conferences, and sharing training videos with families on how to access this information on Schoology and Iready.</u></p>
<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>Staff will provide parents with appropriate materials and offer training in our school to enable them to support their child’s academic progress. These include: <u>The district hosted a Virtual Parents Schoology Night to give them the opportunity to familiarize parents with the learning management system. The district and city passed a bond that provided either a laptop or Ipads to all staff and students. Training videos were also created by staff to share with students and their parents to assist in the use of our LMS.</u></p>
<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>On-going professional development for staff on effective ways to increase parental involvement occurs annually. They include: <u>District Provided Professional Development, Virtual Links to Webinars, and building specific PLC involvement and committees.</u></p>
<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>Coordination with other Programs for parental involvement includes: <u>We house one of the counties Head Start programs and communicate with them and their parents about events happening in our district. The district hosted a Virtual Parents Schoology Night to give them the opportunity to familiarize parents with the learning management system.</u></p>
<p>1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.</p>	<p><u>Information is shared with parents in a language and format they can understand. We often use our Call Command system, Social Media Flatforms, Letters, Class Dojo, Relay (for the hearing impaired), etc.</u></p>
<p>Gray Area - Recommended Best Practice, but Not Required</p>	

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>Parents are provided with other reasonable support such as: <u>PTO meetings and events, classroom activities/parties, and field trips.</u></p> <p>How does the school collect this information? <u>PTO Meetings, teacher, and Main Office.</u></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>Staff will provide opportunities for full parent participation: by offering both interpreters for parents of ELL students and American Sign Language interpreters.</u></p>

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.

2023-2024 Dort Elementary School/Parent Compact

Student Name: _____

The staff at Dort 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:

Dort Elementary School Staff Compact:

To the best of my ability, I WILL...

1. Encourage and motivate ALL students to learn lesson objectives.
2. Have HIGH expectations and help EVERY student realize his or her potential.
3. Communicate regularly with families about student achievement and progress.
4. Provide meaningful assignments that reinforce and extend student learning.
5. Participate in ongoing professional development opportunities that foster academic excellence.
6. RESPECT all staff, students, families, and community members.
7. Clearly outline classroom procedures, rules, expectations and grading guidelines.
8. Provide timely feedback on ALL student assessments (i.e., tests, homework, assignments, etc.).
9. Provide opportunities for parents to be involved in their child's education.

Teacher signature: _____ Date: _____

Dort Elementary Student Compact:

To the best of my ability, I WILL...

1. Attend school every day ready to learn and do my very BEST!
2. Be prepared by having all necessary materials to succeed.
3. Understand and follow ALL school policies, procedures, guidelines, and rules.
4. Communicate with my parents/guardians and teachers about school or social problems so that they may help me to become a successful student/citizen.
5. Complete my assignments in a timely manner.
6. RESPECT all staff, students, families, and community members.
7. Be responsible for my own behavior and learning.
8. Work cooperatively with other students.

Student Signature: _____ Date: _____

Dort Elementary Parent Compact:

To the best of my ability, I WILL...

- 1. Assure that my child attends school on a regular basis and is punctual every day.
- 2. Assure that my child gets adequate rest to be an active participant in the classroom.
- 3. Daily/Weekly monitor my child's assignments and progress in school (e.g., homework, tests, etc.).
- 4. Make an effort to volunteer or participate in school activities, field trips, functions, or stakeholder groups.
- 5. READ to my child or encourage him or her to read every day!
- 6. Support school policies, guidelines, and procedures in efforts to maintain proper discipline.
- 7. Provide a quiet, well-lit workspace for my child.
- 8. Communicate with my child's teachers on a regular basis.
- 9. Other: _____

Parent Signature: _____ Date: _____

Principal Signature: _____ Date: _____