



**ROSEVILLE COMMUNITY SCHOOLS
GREEN ELEMENTARY**

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Principal: Donna Ambrose
Secretary: Kris Muehlbrandt GSRP Control Clerk: Connie Frikken

September 12, 2023

Dear Green Elementary 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.

Step 1

Review the following three documents:

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

Step 3

After attending the meeting and reviewing the documents above, please complete this brief survey to provide any feedback on the documents. Please use the QR code below. You will also have the opportunity to ask any questions about our Title I program at the meeting.

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

QR code for Survey



Sincerely,

Donna Ambrose
Principal-Ruth Green Elementary

Ruth Green Elementary Parent and Family Engagement Plan
In accordance with the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by *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 Huron Park in the ways listed in each Section.

ESSA Section	Ways in Which <u>Name of School</u> 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.	Describe the development of the Plan, including the stakeholders involved, the steps taken to ensure the Plan is understood, and the process for updating the Plan. _____
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: Annual information was given out to parents in the schools' <u>newsletter</u> at the beginning of school year on October 1, 2020 There will be a follow up meeting virtually on November 18, 2020 to present the annual Title 1 Parent meeting. _____
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.	Meetings are offered at times convenient for parents and if needed, transportation, childcare, and home visits can be arranged: There will be virtual Town Hall meetings, both in the a.m. and p.m., approximately every 6 weeks. (11/18 p.m., 1/6/21 a.m., 2/9 p.m., 3/24 a.m., 5/5 p.m.)
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: Parent representation at Continuous Improvement Planning meetings. Parent input into School/Parent Compact
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: School Newsletter School Facebook page

	Remind Class Dojo Call Command
1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the	Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: Parent Teacher Conferences I-RIP's (Individual Reading Instructional Program) Virtual Open House School's Youtube channel

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>Parent</u> Surveys Town Hall question/answer period Suggestion box (virtual)	
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>Virtual</u> Suggestion Box Town Hall meetings (virtual or face to face)	
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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students’ learning and providing high quality curriculum and instruction.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children’s learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1116(d) Describe specific ways students will be responsible for their learning.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact.	<input type="checkbox"/> Yes <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
1116(f) Communicate information using family friendly language and format.	<input type="checkbox"/> Yes <input type="checkbox"/> 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? Parent/Teacher conferences to discuss I-Ready results Parent Technology Night</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: Academic Material distribution Technology night Videos (Tutorials) on using technology and Schoology</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: Staff Book Study Regular Shout outs for successful engagements Virtual links to webinars</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: GSRP Title I virtual and/or in person events (as allowed) are available for parents Read-Ins, Hands on events, Make and take literacy)</p>
<p>1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.</p>	<p>Information is shared with parents in a language and format they can understand. Examples include: Call Command -various languages Class Dojo translates ISD translator upon request</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: _____</p> <p>How does the school collect this information? _____</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>Staff provide opportunities for full parent participation: _____</p>

Green Elementary Title I Targeted and Schoolwide Program 23-24

This template is aligned to the program requirements for Title I Targeted Assistance and Schoolwide schools as described in sections 1112, 1114, 1115, 1116, 2102 and 8101 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

Name of School: Green Elementary Title I

Program Type: Schoolwide

Requirement 1: Comprehensive Needs Assessment

[Sections 1112(b)(1), 1114(b)(6), 1115(e)(2)(A)]

1. The school has engaged in a comprehensive needs assessment as the basis of its program development and to determine the focus for the use of its Title I, Part A funds. **YES**

[RG CNA Summary 22-23.docx](#)

Requirement 2: High Quality Instruction and Supports for All Students

[Sections 1112(b)(1)(A), 1112(b)(1)(D), 1112(c)(7), 1114(b)(7)(A)(i), 1114(b)(7)(A)(ii), 1114(b)(7)(A)(iii)(I) and 1115(b)(2)(G)(i)]

1. The school has in place a high-quality curriculum aligned to State Standards. **YES**
2. Which strategies from your Continuous Improvement Plan are focused on developing, strengthening, or implementing a well-rounded program of instruction to meet the academic needs of all students?

Collective Responsibility

Data Based Decision Making

Family Engagement

Guaranteed and Viable Curriculum

MTSS General

3. If the school uses Title I, Part A funds for early childhood, we assure that such programs meet or exceed Head Start standards. **NA**
4. Which strategies from your Continuous Improvement Plan are focused on improving conditions for learning and skills for all students outside the academic subject areas?

- Family Engagement
- Guaranteed and Viable Curriculum
- MTSS PBIS Behavior
- Data Based Decision Making

Requirement 3: Identification and Monitoring of High Need Students

[Sections 1112(b)(6), 1112(b)(9), 1112(b)(1)(B), 1112(c)(1), 1114(b)(3), 1114(b)(7)(A)(iii)(III), 1115(a), 1115(b)(1), 1115(b)(2)(G)(iii), and 1115(c)]

1. Describe how teachers, in consultation with parents, administrators, paraprofessionals and specialized instructional support personnel will identify children who may benefit from Title I services.

Three times per year, I-Ready testing is administered to grades K-5. These scores are shared with the district and are used in house, along with teacher observation and classroom performance, to determine students who might need extra help or alternative lessons. The results from M-STEP, given to grades 3-5 in the spring, are also used to determine in which areas our students need extra help. Our Social Worker provides services to children and families whose emotional and familial conditions may hinder academic success. Title I/31A At Risk identification sheets allow classroom teachers to identify at risk students as well. Our instructional aides provide small group practice, and collaboration with teachers to provide tools and strategies to assist students struggling in Reading and Math. Bilingual services are available through the MISD. This school year, students identified through I-Ready testing in grades K-3 will be given an extensive assessment to aide in developing an Individual Reading Intervention Plan (IRIP,) will be initiated according to the Michigan Early Literacy Initiative. Huron Park follows the policy of the Roseville community schools and the Macomb County Homeless protocol for the identification and referral of homeless families.

2. Describe the entrance and exit protocol used to identify students who may have the greatest need for supplemental services and to exit those students from services when deemed no longer necessary.

Students that score at or below the 25th percentile in reading, on the I-Ready test, two testing periods in a row, qualify for Tier 2 Intervention services. A student can be released from Tier 2 Intervention services when their score is at or above the 26th percentile fo two testing periods in a row.

3. Describe how the progress of participating students is monitored and reviewed on an ongoing basis.

Three times per year, I-Ready testing is administered to grades K-5. These scores are shared with the district and are used in house, along with teacher observation and classroom performance, to determine students who might need extra help or alternative lessons. The results from M-STEP, given to grades 3-5 in the spring, are also used to determine in which areas our students need extra help. Our Social Worker provides services to children and families whose emotional and familial conditions may hinder academic success. Title I/31A At Risk identification sheets allow classroom teachers to identify at risk students as well. Our instructional aides provide small group practice, and collaboration with teachers to provide tools and strategies to assist students struggling in Reading and Math. Bilingual services are available through the MISD. This school year, students identified through I-Ready testing in grades K-3 will be given an extensive assessment to aide in developing an Individual Reading Intervention Plan (IRIP,) will be initiated according to the Michigan Early Literacy Initiative. Huron Park follows the policy of the Roseville community schools and the Macomb County Homeless protocol for the identification and referral of homeless families.

2. Describe the entrance and exit protocol used to identify students who may have the

Requirement 4: Services to High Need Students

[Sections 1112(b)(1)(C), 1112(b)(5), 1112(b)(6), 1112(b)(11), 1114(b)(7)(A)(iii)(III), 1115(b)(2)(A), 1115(b)(2)(B), 1115(b)(2)(G)(ii), 1115(e)(2)(A), and 1115(e)(2)(B)]

1. The school will minimize removal of children from the regular classroom during regular school hours for the delivery of supplemental services. **YES**
2. Describe the Title I, Part A program services which are provided to high need children to support the provision of a well-rounded curriculum to those children.

The teachers, literacy coach and instructional aides work together to develop a schedule to ensure that the students are pulled for additional instruction during independent work periods. Early Literacy Specialists service the students in K-3 who are on an IRIP according to the Michigan Early Literacy Initiative. We qualify for 100% free breakfast and lunch through a grant program. This way we can make sure the children are fed so that a basic need are met making it easier for them to concentrate on academics. If there is a need, ELL students will participate in a pull-out language program to learn the language necessary to succeed academically.

3. If applicable, describe any expanded learning time, before- and after- school programs, and summer programs and activities offered to high need children.

Green Elementary provided 2 sessions of an After School Program in the fall and winter

Which focused on Grades 3, 4 and 5 who were eligible for support in Math and Reading.

District Summer School is offered for all students Grades Kindergarten through 5th Grade.

4. If applicable, describe any schoolwide tiered model to prevent and address behavior problems and early intervention services designed to support high need students.

BIP per teacher, Restorative practices, Sensory Room, PBIS Rewards

[22-23 Ruth Green MTSS Plan.docx](#)

Requirement 5: Coordination, Integration, and Transitions

[Section 1112(b)(8), 1112(b)(10), 1112(b)(12), 1112(c)(4), 1112(c)(5), 1114(b)(7)(A)(iii)(II), 1114(b)(7)(A)(iii)(V), 1114(b)(5), 1115(b)(2)(C), and 1115(b)(2)(F)]

1. In what ways is the Title I, Part A program coordinating with and supporting the regular education program?

Green Elementary receives funds from a variety of federal, state and local sources: Title 1, Title II and 31A. This funding is distributed among various programs that Green Elementary teachers, students and parents participate in. Title I fund are utilized for the base salary of the Early Literacy Specialists, the instructional aides' salary, as well as educational materials and supplies for the building. Title I also funds the parenting component of the School Improvement Plan (SIP) This may include parenting workshops/conferences, the parenting activities themselves and parenting supplies/materials. Title II covers the cost of the majority of professional development and the cost of substitutes. Some professional development and or substitute costs may also be covered by grants. 31A monies are allocated to provide services for the homeless population in our district.

2. For schools with kindergarten or a Title I funded preschool program: Describe the school's early childhood transition strategies for preschool age children.

Preschool children are invited to the Kindergarten Information Night held at the end of February and May each year. Parents can register and students are able to meet the teachers. Enrichment activities are also available for the children to do. We are fortunate to have the Great Start Readiness Program (GSRP) housed in our building. They are invited to assemblies and activities sponsored by the rest of the school. Preschool students are invited to Kindergarten Round Up in August the week before school starts to get them familiar with the routines for kindergarten to make their adjustment easier once school begins. This lets the children coming in see a familiar face and feel excited about going to kindergarten.

3. For all schools: Describe the school's transition strategies for children entering or exiting the grade span served by your school.

Green Elementary offers Kindergarten Round up (orientation) for preschool students and parents transitioning into kindergarten. The Middle School offers "Sneak Peak" day and 6th Grade orientation for incoming 5th Grade Students. Students and Parents who enroll at Green Elementary during the school year are offered a tour and a one-on-one orientation from staff.

4. For high schools: Describe the school's preparation and transition strategies for children to transition to post-secondary opportunities, including supports offered for dual enrollment, AP, IB and CTE/work-based learning.

n/a

- 4. The school will coordinate and integrate Title I, Part A services with other educational services at the school to increase overall program effectiveness, eliminate duplication, and reduce fragmentation. The school will ensure that the funds from other federally funded programs will be used to supplement services provided to children with Title I, Part A funds under this program. This includes services and programs for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth. **YES**

- 5. The school will collaborate with the state and local child welfare agencies to address the transportation and other needs of children in foster care. **YES**

Requirement 6: Instruction by Effective, Qualified, and Licensed Staff

[Sections 1112(b)(2), 1112(c)(6), 1112(e)(1)(A) and 1114(b)(7)(A)(iii)(V); [MCL 380.1231](#)]

- 1. All the instructional support paraprofessionals, in the Title I, Part A building, meet state qualification requirements for instructional paraprofessionals. **YES**

- 2. All the teachers, in the Title I, Part A building, meet state qualification, certification, and licensing requirements for their assigned placement. **YES**

- 3. The school will support parental right-to-know requirements outlined in ESEA Section 1112(e)(1)(A) regarding teacher and paraprofessional qualifications. **YES**

- 4. If the school cannot answer “YES” to questions 1 and 2, please describe the local efforts to address disparities in the distribution of ineffective, inexperienced, or out-of-field teachers.

n/a

Requirement 7: High Quality and Ongoing Professional Learning

[Sections 2102(b)(2)(A), 2102(b)(2)(B), 2102(b)(2)(F), 1114(b)(7)(A)(iii)(IV), 1115(b)(2)(D), 1115(d), and 8101(42); [MCL 380.1527](#) and [MCL 380.1526](#)]

1. Please describe the school's professional development program that outlines ongoing professional learning for all instructional staff, principals, and other school leaders.

Green Elementary professional development consists of learning MICIP/licensing to go along with it.

- Macomb Literacy Learning Modules Grades 3-5
- Differentiated Reading Instructions Grades Kindergarten-3rd
- Literacy Intervention Conference
- Principal Leadership Learning Series
- Title I Principal Workshop Series
- Science of Reading Conference
- Threat Assessment Training
- Small Group Instruction Reading
- Small Group Instruction-Math
- Writing Across the Curriculum
- Autism Training
- Student Engagement
- CPI-Verbal De-Escalation
- TCI-Elementary
- Classroom Management-PBIS/Restorative
- Inspire Science
- CITW
- Using Benchmark Assessment Tools to Inform the Classroom
- Kagan Strategies
- Blended Learning
- Family Involvement
- Questioning and Inquiry
- Classroom Connection for Parents
- Discovery Education
- ACES
- Suite 360
- Mindfulness
- Community Partners
- Safe Talk
- Assistive Technology
- Parent Education Network
- Formative Assessment
- Data for Classrooms
- Sheltered Instruction Observation Protocol Training

2. Please describe the induction and mentoring program within your school.

Each new teacher is assigned a mento teacher by their building principal for the duration of their probationary teaching. The mentor teacher assists in acclimating the teacher to building procedures, district curriculum and behavioral strategies. Each new teacher must attend the new teacher must attend the New Teacher Academy offered through the MISD for additional CEU''s. The building principal oversees the mentoring program. The district also provides a new teacher orientation and district wide mentoring also.

3. The school assures that professional development activities funded by Title I, Part A will be coordinated with other professional development activities held within the school **YES**

Requirement 8: Strategies to Increase Parental and Family Engagement

[Sections 1112(b)(7), 1114(b)(2), 1114(b)(4), 1115(b)(2)(E), and 1116(b)-(f)]

1. Attach the school Parent and Family Engagement Plan that implements the district Policy.

[Green Family Engagement Plan 23-24.docx](#)

2. Attach the Title I School-Parent Compact.

[23-24 Green Parent Compact.docx](#)

Requirement 9: Program Development, Review and Revision

[Sections 1112(a)(1)(A), 1112(a)(5), 1114(b)(2), 1114(b)(3), 1115(b)(2)(G)(iii), and 8538; [MCL 380.1277 \(2\)\(c\) and \(1\)](#)]

1. The programs outlined above were developed, reviewed, and revised with timely and meaningful consultation that included:

- a. Teachers**YES**
- b. Principals and other school leaders**YES**
- c. Paraprofessionals**YES**

- d. Specialized instructional support personnel.....**YES**
 - e. Other appropriate school personnel.....**YES**
 - f. Parents and Families**YES**
 - g. Students**YES**
 - h. Community members.....**YES**
 - i. Tribes and Tribal Organizations.....**NO**
2. The Title I program will be reviewed at least annually and revised as necessary **YES**
 Date Title I program was last reviewed/revised: **6/21/2023**
3. The programs outlined above will be regularly evaluated and revised as necessary to ensure eligible children receive the assistance needed to enable them to meet the challenging State academic standards. **YES**

Schools with Title I, Part A funded programs should complete this Title I Program Template, together with any attachments, and retain a copy of the completed template along with supporting attachments locally.

The completed template, along with supporting attachments, may be requested and should be made available for review by the Michigan Department of Education during program monitoring.

**Green Elementary School
Roseville Community Schools
School/Parent Compact
2023-2024**

The Staff at Green Elementary School understand the importance of school/parent partnerships and supporting the child to succeed at school by mastering the state content standards. Therefore, each member of the student 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. Providing a safe learning environment
2. Providing high quality instruction and resources (aligned to the state standards)
3. Providing a nurturing and caring environment.
4. Providing timely feedback on student progress.
5. Providing two-way communication between home and school.
6. Providing opportunities for parent engagement.
7. Providing instruction that meets the federal, state and district expectations.
8. Providing an environment that honors the students, parents and community's diverse cultures at school.

Parents

I will support my child in their education by:

- Seeing that my child attends school every day on time.
- Promoting and monitoring safe behavior in and out of school.
- Having ongoing communication with my child's school and teacher.
- Attending Parent/Teacher Conferences
- Helping my child acquire materials for school and home use.
- Reading with my child daily.
- Establish a time and place for homework and provide support as needed.
- Attending parent engagement activities.

Students

I will do my best in school:

1. Come to school every day on time
2. Be ready with the necessary classroom materials and have my device here, and fully charged.
3. Following school expectations: Be Respectful, Responsible and Ready.
4. Always work to the best of my ability.

Reviewed at Parent Teacher Conferences:

Parent (First/Last Name)_____

Student (First/Last Name)_____

Date_____

The Board encourages active support and cooperation with parent organizations by administrators, teachers, and other employee groups.

Approved: November 5, 2001
Complete Policy Manual Approved: June 2, 2003

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.

Approved: March 2, 2009

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.

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PARENT INVOLVEMENT

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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.

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INTERMEDIATE DISTRICT RELATIONS

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The Board is committed to cooperating with the intermediate school district in special programs and services provided by such districts. The Superintendent shall assume the responsibility of evaluating the various programs and services provided, alerting the Board to such services and recommending to the Board participation in various services and programs. Guidance to the Board shall be given by:

1. The educational value to students;
2. The effect on the efficiency of operation of the school system; and
3. The economic factors involved in relationship to the service and the district's budget.

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LGB

STUDENT TEACHING AND INTERNSHIPS

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The Board may consider the use of student teachers and interns in classes and programs by the district upon conclusion of a WSU Student Teacher Workers Compensation Agreement.

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