



- Roseville Community Schools -

KMENT ELEMENTARY SCHOOL

"A Title I Schoolwide School"

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October 4th, 2021

Dear Families,

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

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

Step 1

Watch the short Power Point video: <https://youtu.be/6kNNN2rn7-M> The video gives some background information on Title I and discusses three important documents that we ask you to review.

Step 2

Review the following three documents:

- Our district Parental Involvement Policy Parent involvement District Policy 2020-2021
- Our school Parental Involvement Plan Kment Family Engagement Plan 21-22
- Our Parent-School Compact Title 1 School Compact 2021-2022

Step 3

After watching the video and reviewing the documents above, please complete this brief survey (<https://tinyurl.com/n9wxsbs>) to provide any feedback on the documents. You will also have the opportunity to ask any questions about our Title I program.

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

Sincerely,
Donovan Stec
Principal

MISSION

The mission of Roseville Community Schools and Kment Elementary School, in a cooperative partnership with the students, the home and the community, is to develop lifelong learners prepared to meet the challenges of the future.

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.

LF

INTERMEDIATE DISTRICT RELATIONS

LF

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.

Complete Policy Manual Approved: June 2, 2003
LEGAL REF: MCL, 380.624

LGB

STUDENT TEACHING AND INTERNSHIPS

LGB

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.

Complete Policy Manual Approved: June 2, 2003

Kment 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 Kment 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.	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 <u>parents</u> and school.
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 <u>parents</u> on: 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.?
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, childcare may be provided at the school by NHS students from the high school. For the 20/21 Schoolyear, meetings were held online via Zoom.
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:
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: Attending Open House Newsletters Teacher reminders via Schoology, Remind, etc

<p>1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the</p>	<p>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.</p>
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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</u> 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.
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: _____ Completing a survey
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?</p> <p>School staff annually shares the State's content expectations with parents, the state's annual assessment (MSTEP) with parents, and how to monitor their child's progress. Due to COVID-19, state assessments were not given in the 19-20 school year. Data from nationally normed benchmark testing is reported to the parents for the 20-21 school year. The district webpage provides the following videos/documents to assist parents:</p> <ul style="list-style-type: none"> Student online resources Curriculum resources Affordable Internet options Learning plans Education Tools Virtual technology night for parents PowerSchool Parent
<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:</p> <p>Schoology support for parents through instructional videos and documents</p> <p>All training and support materials are available virtually. Staff will provide parents with i-Ready diagnostic assessment results as completed in math and reading. Online resources accompany our reading and math programs for parents to participate in supporting their child's learning. ALL students are provided a device (laptop or ipad) to allow access to online/virtual content.</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:</p> <p>District Provided Professional Development days are scheduled throughout the school year. Professional Learning Communities at building and district levels focus on instruction and communication topics. Teachers receive diversity training. Late starts provide staff the opportunity to discuss effective ways to increase parental involvement. Teachers have time built into their schedules for parent communication.</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:</p> <p>Coordination and integration of Federal, state and local programs and services to support eligible Title I, Part A students is planned, organized, and implemented through district and building level teams (i.e., Early Literacy Specialist, Reading Interventionist, Math Interventionist, social worker, teacher consultant, psychologist, speech pathologist, School Aged Child Care, GSRP, MISD Homeless liaison, etc.).</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.</p> <p>Daily office hours for parent/student communication (2:51-3:35) ELL interpreters, BIA available through the MISD to facilitate meetings if needed. Paper copies, virtual copies, videos are available for parents to read.</p>
<p>Gray Area - Recommended Best Practice, but Not Required</p>	
<p>1116(e)(6) May involve parents in the development of training for teachers, principals, and other educators</p>	<p>_____</p>

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: PTO meetings and events, classroom activities/parties, and field trips.</p> <p>How does the school collect this information? PTO Meetings, teacher, and Main Office</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: by offering both interpreters for parents of ELL students and American Sign Language interpreters.</p>

- KMENT ELEMENTARY SCHOOL -
2021-2022 Title I School/Parent COMPACT

Kment Elementary School TEACHER Agreement:

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

1. Provide a positive learning environment that encourages and motivates all students to learn.
2. Communicate regularly with families about student achievement and progress.
3. Provide meaningful homework assignments that reinforce and extend upon student learning.
4. Respect all school administrators, faculty, students, families, and community members.
5. Clearly outline classroom procedures, rules, and expectations for all students.

Kment Elementary STUDENT Agreement:

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

1. Come to school on time every day, ready to learn, and do my very best.
2. Bring all necessary materials, assignments, and homework to class.
3. Understand and follow all school policies, procedures, guidelines, and rules.
4. Communicate regularly with my parents and teachers about school or social problems so that they may help me to become a successful student/citizen.
5. Complete my studies, assignments, and homework every day.
6. Respect all school administrators, faculty, students, families, and community members.
7. Be responsible for my own behavior and learning.
8. Work cooperatively with others.
9. Do my part to keep my school clean, safe, and orderly.

Kment Elementary PARENT Agreement:

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

1. Assure adequate rest, any necessary medical attention, and proper nutrition for my child.
2. Regularly monitor my child's assignments and progress in school (e.g., homework, tests, etc.).
3. Make an effort to volunteer or participate in at least two school activities, field trips, or functions.
4. Read to my child or encourage him or her to read every day.
5. Support ALL school policies, guidelines, and procedures so as to maintain consistency between home and school.
6. Provide a quiet, well-lit place for my child to study.
7. Communicate with my child's teachers on a regular basis and attend all parent/teacher conferences.
8. Ensure that my child attends school on a regular basis and is punctual every day.
9. Review all information my child brings home from school.

Kment Elementary PRINCIPAL Agreement:

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

1. Provide and maintain a positive atmosphere for learning.
2. Offer opportunities for parents to be involved in the school and in their child's education.
3. Encourage positive communication between home and school.
4. Provide a clean, safe, and orderly environment where ALL children are treated fairly.