

September 14, 2022

Dear Patton Families,

Each year, our school typically holds a meeting with families to share information about Title I programming. At this meeting/Open House, parents will also have an opportunity to provide feedback on the program and parental involvement plans.

We ask that you complete the steps below by (September 19, 2022), so we can review your feedback at our next Continuous Improvement Meeting.

Step 1

- Review the following three documents:
 - Our district Parental Involvement Policy: attached
 - Our school Parental Engagement Plan: attached
 - Our Parent-School Compact: attached

Step 2

- **Attend the Title 1/Open House Night on September 14th from 5:30-7 pm.**
- You will have the opportunity to ask questions about Title 1 and our programs created from Title 1 funding.

Step 3

- Please complete the brief survey to provide your valuable input on the documents and our school.
- <https://tinyurl.com/24wsw4y>



Thank you for participating in our Title I meeting. Your participation and feedback are important to our school's ongoing development.

Sincerely,

Jeanne M. Williams, Ed. S.
Principal

Patton Elementary 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 Patton Elementary in the ways listed in each Section.

ESSA Section	Ways in Which <u>Patton Elementary</u> Staff Accomplish These Activities
<p>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.</p>	<p>The Title I Parent and Family Engagement section of Every Student Succeeds Acts (ESSA), Section 1116(b) requires each school to develop a written parent and family engagement plan that describes the means for carrying out the requirements of Section 1116, subsections (c-f). The school will ensure that parents and families are notified of the plan and that the plan will be:</p> <ul style="list-style-type: none"> • Presented to parents and families in an understandable and uniform format • Provided in a language that parents/families can understand • Developed jointly with, and agreed upon by parents and family members • Distributed to all parents and family members • Made available to the local community • Updated periodically to meet the changing needs of parents, family members and the school
<p>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.</p>	<p>Parents and family members will be made aware of the Annual monthly postings on the school’s calendar, postings on the school’s marquee, posting on the school’s website and thru robo call, newsletter. The following will be discussed at the Title I Schoolwide meeting:</p> <ul style="list-style-type: none"> • An overview of a Title I Schoolwide Program and services available • The Home-School Compact will be revisited and modified if needed • The Parent and Family Engagement Plan will be revisited and modified if needed • Families will be invited to attend the Annual Title I Meeting to be informed about school services • Parents and family members may meet with teachers and/or administrators to receive answers to questions regarding school procedures after they have been reviewed • Parents and family members will be informed about curriculum and academic planning • The Annual Education Report (AER) is discussed and

	<p>explained to parents and family members</p> <ul style="list-style-type: none"> • Michigan required assessments and the school's state and local data points • Spending of Title I Parent and Family Engagement Funds are also reviewed and discussed
<p>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.</p>	<p>Parents and family members that are unable to attend meetings shall be invited to submit written questions and concerns that may be addressed during and/or after meetings. When at all possible, meetings will be scheduled on the same day, but at different times, as other evening activities to make it easier for parents and family members to attend. Parents and family members shall be invited and encouraged to attend:</p> <ul style="list-style-type: none"> • The Annual Title I Meeting • School Improvement Team meetings and Teacher Conferences • Morning and afternoon workshops
<p>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.</p>	<p>Parents and family members will participate and provide input in, on or through the following: the development of the School Improvement Plan</p> <ul style="list-style-type: none"> • PTO Meetings • Distribution of Surveys • Conferences • Open House • Title I Meetings • progress reports • report cards • online resources thru Michigan Department of Education and/or Roseville Community Schools • Phone calls and emails
<p>1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program.</p>	<p>Parents are provided information regarding the school Programs in the following ways:</p>
<p>ESSA Section</p>	<p>Ways in Which School Staff Accomplish These Activities</p>

	<p>Teachers communicate weekly with parents through newsletters, emails, various multimedia (Remind, DoJo, Messenger, etc) Monthly Newsletters Open House Progress reports Report Cards Common Core Standards (I Can Statements) online/print Conferences Phone Call</p>
<p>1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels students are expected to meet.</p>	<p>Parents are provided information about the school's curriculum, assessments, and proficiency level expectations in the following ways: Annual Report Online resources provided through the State of Michigan Department of Education Parent-Teacher communications including building/classroom communications iReady Diagnostics/progress reports Growth Targets MStep test results School website District Website Parent-Teacher Conferences Progress reports Report cards Pre and Post test data PTO meetings Parent Portal available for grading and attendance monitoring Daily office hours</p>
<p>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.</p>	<p>Parents have opportunities to share suggestions, participate in decision making, and respond to any suggestions in the following ways: Individualized Reading Plan meetings (online, phone or in person) Child Study Meetings for at-risk students (academic and behavioral) Teacher availability to talk with parents as concerns arise- daily office hours (emails, online, phone, Schoology, Teams) Superintendent Discussion Groups Board Meetings</p>

<p>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).</p>	<p>If parents are not satisfied with the School Improvement Plan or Programs, they have opportunities to make comments by: Parent surveys for feedback after Title 1 events PTO meetings School Improvement Parent Survey asking for feedback in multiple areas of school operations <input type="checkbox"/> Superintendent Discussion Groups Board Meetings <input type="checkbox"/></p>
<p>ESSA Section</p>	<p>Ways in Which School Staff Accomplish These Activities</p>
	<p><u>Conferences</u> <input type="checkbox"/></p>
<p>The School-Parent Compact Must:</p>	
<p>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.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children's learning.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1116(d) Describe specific ways students will be responsible for their learning.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1116(f) Communicate information using family friendly language and format.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<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>Patton Elementary School staff provides assistance to parents through: The Annual Title I Meeting The annual Open House-question & answer session Parent workshops Scheduled conferences Telephone and email Newsletters (monthly) Class DoJo Parent Teacher Conferences Parent Portal</p>
<p>ESSA Section</p>	<p>Ways in Which School Staff Accomplish These Activities</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: Schoology support for parents through instructional videos and documents; All training and support materials are available virtually. -Staff will provide parents with i-Ready diagnostic results -Annual Open House Title I Meeting PTC Parent Teacher Conferences Email and Class Dojo Parent Workshops</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: 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. Continuous Improvement meetings 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: 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. 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,</p>	

ESSA Section	Ways in Which School Staff Accomplish These Activities
principals, and other educators 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: All events are handicap accessible. ELL interpreters are available through the MISD to facilitate meetings. Teacher meetings as needed. Virtual meetings to address parent concerns. Therapies Schooling trainings. Math and reading trainings. Virtual registrations for conferences Community referrals and local services are rendered through the school by local agencies</p> <p>The school collect this information throughE-mail, phone calls, virtual meetings.</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: <u>A translator can be provided for parents of limited English proficiency.</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.



- PATTON ELEMENTARY SCHOOL -
Title I School/Parent COMPACT



The staff at Patton 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 with opportunities for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.

Patton Elementary School Staff: I will support every student in their education by:

1. Providing a safe and positive learning environment
2. Providing families with timely feedback on student progress
3. Providing high quality instruction aligned to state standards
4. Providing a nurturing and caring learning environment
5. Providing two-way communication between home and school
6. Providing opportunities for parent engagement

Patton Elementary School Parents: I will support my child in their education by:

- ___ Getting them to school/online on time every day
- ___ Communicating with teachers about student progress and concerns
- ___ Attending Parent/Teacher Conferences (virtual or face to face)
- ___ Sending them to school with appropriate attire
- ___ Reviewing my child's backpack/folder/Schoology daily.
- ___ Other: _____

Patton Elementary School Students: I will do my best in school by:

1. Coming to school every day ready to learn
2. Being prepared for class by having all necessary materials, assignments, and homework
3. Following school expectations by being Respectful, Responsible, and Ready
4. Doing my part to keep my school clean, safe, and orderly

Reviewed at Parent/Teacher Conferences: _____