Rosemount Elementary Parent Involvement Policy/Procedure
For 2014–2015 School Year

Rosemount Elementary is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children’s first teachers. Their support for their children and for the school is critical to their children’s success every step along the way.

Rosemount Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the state’s high academic standards. Rosemount Elementary intends to include parents in all aspects of the school’s Title I program. The goal is a school-home partnership that will help all students in the district to succeed.

PART I. SCHOOL PARENTAL INVOLVEMENT POLICY REQUIRED COMPONENTS

A. Rosemount Elementary will jointly develop/revise with parents the school parent involvement policy/procedures and distribute it to parents of participating children and make available the parent involvement policy/procedures to the local community.

Said policy was discussed with parents at a May 28, 2014 parent meeting and distributed to this parent on June 2, 2014 for review and signature. The said policy will be made available to all RES Title I parents with at Fall Title I Parent Meetings.

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

Title I Open House/Parent Information Nights will be held November 5th and November 6th, 2014 during conferences at Rosemount Elementary. At which time our Parent Policy will be further explained and made available to all in attendance.

C. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

If a parent is unable to attend the above-mentioned November 2014 meetings, they may request an appointment with any Rosemount Elementary Title I teacher to review the school’s Parent Involvement Policy/Procedure document. Rosemount Elementary principal’s office will also have a copy.

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, school wide under section 1114 and the process of the school review and improvement under section 1116.
Copies of District #196 Parent Involvement Policy will be on hand in the Rosemount Elementary principal’s office and the lead Title I teacher’s office. Sections 1112, 1114, and 1116 will be highlighted and parents may review them at any time. As per sections 1112 and 1116 the following events will be carried out:

1. Parent policy planning meeting on May 28, 2014.
2. Parent information/Family meeting on November 6th or November 7th, 2014.
3. Title I Family Literacy Evening in November, 2014 and/or Math and Muffins in May 2015.
4. Parents will have the opportunity to serve on the Rosemount Elementary Title I Parent Advisory Council.
5. At fall and winter conferences Title I teachers will offer parents effective parent involvement activities that may improve students’ academic performance.
6. A parent input survey will be distributed to all Title I parents in the spring of 2014.
7. A Title I parent meeting will be held in May 2015 to review the success of the 2014-2015 Title I program and to solicit suggestions for improvement.

E. Provide parents of participating children –

a. timely information about programs under this part;  
   Timely information about all aspects of the Title I program will be published in the school newsletter, on the Rosemount Elementary website, and in letters and fliers sent home.

b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and these will continue in the 2014-2015 school year.  
   Curriculum: In August a school calendar will be available to all parents. Included is an outline of our district’s curriculum in all areas. The curriculum of each respective grade level is printed in packet form and distributed to parents at the fall Open House just prior to the start of school. Our curriculum is also available on the district website: district196.org.  
   Forms of academic assessment, i.e. progress reports: The explanation of the (performance) rubric is also explained by classroom teachers at parent conferences.  
   Student proficiency grade level expectancies: These are shared by the classroom teacher at each parent conference. Said expectancies are also available to parents at any time during the year

c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.  
   We are flexible in meeting with parents to listen to and discuss ideas relating to the education of their children.
F. If the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Any suggestions from parents on modifying our school wide Title I program will be duly recorded when the plan is forwarded to our LEA. These parent suggestions may also be considered at school wide/district wide Parent Advisory Council meetings.

G. Rosemount Elementary will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in Minnesota (i.e., Minnesota Parent Center, Bloomington, MN).

Rosemount Elementary will publish the existence and location of the Minnesota Parent Center in Bloomington, MN in a newsletter or flier. This information will also be given at the Title I parent information nights.

PART II REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child’s achievement;

  Student information on Rosemount Elementary’s Title I compact will be shared with Parents at the fall 2014 and winter/spring 2015 parent conferences. The format of the compact will be reviewed at our spring Title I Parent Advisory Council in the spring of 2015. Comments regarding revisions/additions will be sought.

- Provide frequent reports to parents on their children’s progress;

  Frequent reports to parents will be given through various avenues:

  A. Progress reports
  B. Phone calls
  C. E-mails
  D. Written notes and letters
  E. Conferences and meetings

- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child’s class and observation of classroom activities.

  Parents will be able to access staff through phone calls, e-mail, written correspondences, and school meetings. Opportunities to observe the child’s classroom and Title I teaching sessions will be available on a monitored basis.

  Parents can volunteer in many areas in the classroom including:

  A. Reading books
  B. Helping with holiday parties
  C. Chaperoning field trips
  D. Helping with math, etc.
BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT
To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;

   Our school/school district shall assist parents in understanding the following:
   **state academic content standards
   **state students’ academic standards
   **state/local academic assessments i.e. MCA’s, MAP’s, etc.
   Parents are notified of the purpose of student assessment through letters, websites, and at teacher conferences. Results of student assessment scores are sent home with letters of explanation. Teachers also offer further guidance in the understanding of the assessments. School District 196’s curriculum frame works are aligned with the Minnesota Academic Standard’s Benchmarks. Daily work in the classroom and at home are aligned with the state standards.

b. Shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

   Together Rosemount Elementary/ School District #196 will continue to offer Literacy training to interested parents. Our Title I teachers will continue to send appropriately-leveled books home with students. We will also educate the parents as to the proper reading strategies they need to foster in their children when reading these books together.

c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

   Rosemount will recruit parents to participate in field trips and other special events in the classroom. We will also offer opportunities for parents to volunteer in the classroom to help students with reading, writing, and assigned homework. We will recruit parents to attend future Minnesota Dept. of Education workshops focusing on parent/school/community liaisons.

d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other 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;

The town of Rosemount has a Family Resource Center facility operated by CAC volunteers. They provide outreach programs to families in need in the Rosemount area. On Tuesdays after school, they provide help with homework. Rosemount Elementary cannot send printed information about the Center, but our school social worker will continue to put families in touch with this facility.

The social workers in district #196 facilitate Collaborative Meetings once a month in various school communities. In attendance are community residents, reps from community organizations like Kids ‘n Kinships, business leaders, and families at risk. Assistance is given in many forms, many of which render our students better equipped for school learning.

e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;

Rosemount will continue to publish the Title I parent compact in 6 different languages. We will continue to hire language interpreters for parent conferences as needed. Also we will continue offering 3-way conference calls between parent/teacher/interpreter to discuss all information related to school. District #196 will continue to offer on their website Spanish interpretation of our progress reports and an explanation of our rubric evaluation criteria. Offerings in other languages could evolve as the need arises. All forms for acceptance into the ESL program are written in the appropriate languages when sent to parents.

f. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

If language is a barrier with any and all related school issues, the ESL instructors will lend proper assistance, calling in a language interpreter as needed.

g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.

i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

j. May train parents to enhance the involvement of other parents;

k. 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;

l. May adopt and implement model approaches to improving parental involvement;

m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

A. Limited English proficiency—See Part II Building Capacity Requirements, parts e and f.
B. Children with Disabilities and their families have equal access and opportunity to Title I programs with in District #196.
C. Migratory Children—according to, district ESL coordinator, no migratory Families attend school in District #196.

PART IV ADOPTION

This *Rosemount Elementary* Parental Involvement Policy/Procedures has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidenced by meeting minutes.

*Meeting was held on May 28, 2014.*

The Parent Involvement Policy/Procedures was revised by *Rosemount Elementary* a Title I parent, Lead Title I Teacher Virginia Udelhoven on May 30, 2013 and will be in effect for the period of the 2014 – 2015 school year. The school will distribute this Parent Involvement Policy/Procedures to all parents of participating Title I children and made available to the community on or before November 1, 2014.

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(Signature of Title I Authorized Representative)

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(Date)

These parents and teachers were involved with the development of this document:

*Virginia Udelhoven*
*Jayna Campbell*