



# Roseville Area Schools

*Excellence, Innovation & Equity in All We Do*

## Roseville Area Schools 2025-2026 Parent and Family Engagement Plan

Roseville Area Schools is committed to the goal of providing quality education for every child in this district. We want to establish partnerships with parents and with the community. Everyone gains if the school and families work together to support high achievement of our children. We can't do this job alone. Parents and families 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 at every step along the way.

### Part I. District Expectations

Roseville Area Schools agrees to implement the following requirements:

1. The school district will put into operation programs, activities and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
2. Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
3. In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.
4. The school district will incorporate this district wide parent and family engagement Plan into its district plan developed under section 1112 of the ESSA.
5. If the district plan for Title I is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Minnesota State Department of Education.

6. The school district with a Title I, Part A, allocation of over \$500,000, will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
7. The school district will be governed by the following definition of the term “parent” includes legal guardian or other person standing in place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).
8. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - a. that parents play an integral role in assisting their child’s learning.
  - b. that parents are encouraged to be actively involved in their child’s education at school.
  - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
  - d. the carrying out of other activities, such as those described in section 1116 of the ESEA.

## Part II. Description of How the District Will Implement Required Components

1. Roseville Area Schools will engage parents and families who have Title I students in developing/revising the district plan.

Over the course of the year, parents from Title I schools provide on-going input for the parent and family engagement plan. Each Title I school gathered feedback from parents at school/family events such as Annual Title I Information Meetings, PTA meetings, and Title I Program Evaluation meetings. Feedback was also gathered through surveys and formal and informal discussion with families. Building Title I Planning Teams discussed/analyzed the information gathered when developing their school plans for the 2025-2026 school year. Parents are encouraged to provide input anytime during the school year. The input gathered from families is used to inform the District Title I Plan.

2. Roseville Area Schools will take the following actions to engage the parents and families in jointly developing the district Title I plan [Section 1112] and the development and review of the Schoolwide or Title I Targeted Assistance Plan. If applicable the Comprehensive Support and Improvement and the Targeted Support and Improvement plan in the schools’ identified for improvement plans. [Section 1111(D) (1)(2)]

Throughout the 2024-2025 school year, parents were involved in the school improvement planning process. Parents were also provided several opportunities to provide input during the 2024-2025 school year. Title I schools gathered feedback from parents at school/family engagement events. Feedback was also gathered through surveys and formal & informal

discussion with families. At the end of the school year, through the comprehensive needs assessment process, each school's Title I Planning Team analyzed assessment results and the information gathered. Based on results of the comprehensive needs assessment, schools determined priorities and set school improvement SMART Goals that are aligned with the district's strategic plan goals. The information gathered from all Title I Schools and their Title I Plans was used to inform the 2025-2026 District Title I Plan.

3. Roseville Area Schools will coordinate technical assistance and other support that is necessary to build the capacity of staff in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. This could include meaningful consultation with employers, business leaders and philanthropic organizations or individuals with experience in effectively engaging families in education.

Below are ways the district provides technical assistance and support necessary for schools to build capacity of staff in planning and implementing effective parent and family engagement activities.

- Cultural services coordination: The district employs several cultural liaisons (Spanish, Somali, Karen, Hmong, Somali, Nepali, African American, American Indian) to enhance communication, engagement, and consultation with families whose primary language is not English as well as African American and American Indian families.
  - The district pays for interpreters to enhance effective communication during parent-teacher conferences, meetings with families, and family events.
  - Staff members have the option to use Dialog One to communicate with non-English speaking families.
  - Robo calls are used to strategically communicate with families (whole school and subgroups). Some of the calls are made in languages other than English.
  - Schools strategically use social networking tools such as Facebook to communicate with families.
  - The district works with principals to schedule parent-teacher conferences to ensure that enough interpreters and cultural liaisons are at the school sites.
  - Schools provide transportation and childcare to families who need such services to allow them to participate in school activities and events.
4. Roseville Area Schools will coordinate and integrate with federal, state, and local programs, including public preschool programs, to implement effective parent and family engagement strategies that improve student achievement and school performance.

Title I Planning Teams work closely with the Title I Coordinator, the EL Administrator, the Early Childhood Manager, the Director of Students Services, and the business office to maximize funds allocated for family engagement. Such coordination allows the district and Title I schools (including the preschool program) to implement meaningful parent and family engagement strategies.

5. Roseville Area Schools will take the following actions to conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement plan (programs/activities) in improving the academic achievement of Title I students and the schools.

Reviewing and evaluating the parent and family engagement activities/programs.

- a. Identify barriers and the needs of parents and family members that keep them from participating in their child's education, especially the economically disadvantaged, disabled, limited English proficiency or any racial or ethnic minority.
- b. Identify the needs of the Title I parents and family members to assist the learning of their children and the teachers and school staff.
- c. Identify strategies to support successful school and family interactions.

(Describe actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play.)

All Title I Schools Planning Teams conduct an annual evaluation of the parent and family engagement activities and plan as outlined in each school's Parent and Family Engagement Plan. The district will take the following actions to evaluate the District Parental and Family Engagement Plan: Title Coordinator will...

- review each school's evaluation of Title I Plans.
- review and analyze feedback gathered from parents over the course of the year regarding family engagement activities and the Title I program at each school.
- use insights/findings gathered from each school's evaluation and feedback from parents to remove possible barriers to parent participation and revise/evaluate the District Parent and Family Engagement Plan.

6. Roseville Area Schools will use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement as necessary and to revise the parent and family engagement plan as necessary.

Title I Schools Planning Teams revised the parent engagement plan based on the findings from the evaluation of the 2024-2025 Parent and Family Engagement Plan. The Title I coordinator reviews evaluation notes from all the schools and uses the information to inform the District Parent and Family Engagement Plan. Parent engagement strategies and activities/events included in schools' 2025-2026 Title I Parent and Family Engagement Plans include ...

- Title I Annual Meetings
- Parent/teacher conferences
- Back to School Open Houses
- African American Parent Involvement Day
- Curriculum presentations/chats
- Grade level showcases/Celebrate Learning events
- STEM events

- Engineering event
- Storytelling for change,
- Parent/family affinity groups,
- Juneteenth activities
- Book study
- Career fair,
- Literacy events
- Math events
- Impact of social media on students

At these events, families are provided with materials and/or suggestion for materials they can use with their children. Weekly, biweekly, or monthly classroom/school newsletters include information about specific content for the week and/or month.

7. Roseville Area Schools will involve parents in activities at Roseville Area Schools. This could be establishing a parent advisory board that represents the population of Title I parents and family members, that develops, evaluates and reviews or revises the parent and family engagement plan.

All Title I schools involve parents in developing/revising/evaluating the schools' Title I Parent and Family Engagement Plan. Parents who were involved in the development of the schools' plans were also involved in the development of the District Title I Parent and Family Engagement Plan by doing one or more of the following:

- Provided input for a school's Title I Plan and Parent and Family Engagement Plan.
- Reviewed and assisted with development of a school's Title I Plan and Parent and Family Engagement Plan.
- Participated in the evaluation of a school's Title I and Parent and Family Engagement Plans.

The district Title I coordinator reviewed feedback gathered over the course of the year and used the information, as well as input from the parents on the Title I Planning/Leadership Teams to inform the District Parent and Family Engagement Plan.

8. Roseville Area Schools will involve parents and family members of the children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent reserved goes directly to Title I schools.

Roseville Area Schools reserved 1% of the current year's Title I award for parental engagement. 100 % of the reserved funds was equitably distributed to Title I schools to support the schools' parent engagement programs and activities. The district provides clear guidance and communication to assist each Title I school in developing an adequate parental engagement budget that addresses their needs and parent recommendations. Parents and other stakeholders have several opportunities to provide input on how the funds are spent. Such input is gathered via several avenues including...

- Annual Title I Information meetings
- School Leadership Team meetings
- PTA/PTO meetings
- Surveys
- Meetings with the principal
- Development/revision of the Parent and Family Engagement Plan
- Evaluation of the Parent and Family Engagement Plan

### Part III. Accessibility

Roseville Area Schools will meet the requirements of parent and family engagement of Title I, to the extent practicable, we will 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.

The District Title I Coordinator will collaborate with other departments to ensure full opportunities for participation of parents with limited English proficiency, and parents with disabilities including providing information in a language parents can understand. Below are systems put in place to ensure that parents are receiving information in the language they understand.

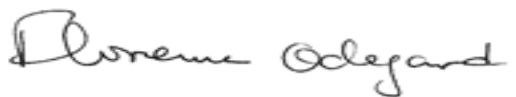
- Cultural liaisons and interpreters are present at family engagement events.
- Cultural liaisons' schedules allow them to be present at school sites readily available for families.
- Teachers use Dialog One to communicate with families via an interpreter.
- Select information is translated for families who speak languages other than English.

### Part IV. Adoption

The Roseville Area Schools Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I programs, as evidenced by meeting minutes and sign-in sheets.

On August 25, 2025, the Roseville Area Schools Parent and Family Engagement Plan will be in effect for the period of the school year.

Roseville Area Schools will distribute this plan to all parents of participating Title I children and make it available to the community.



(Signature of Title I Authorized Representative)

August 25, 2025  
(Date)

The parents listed below were involved in the development of this document by doing one or more of the following:

- Provided input for a school’s Title I Plan and Parent and Family Engagement Plan.
- Reviewed and assisted with development of a school’s Title I Plan and Parent and Family Engagement Plan.
- Participated in the evaluation of a school’s Title I and Parent and Family Engagement Plans.

The district Title I coordinator reviewed feedback gathered over the course of the year and used the information, as well as input from the parents on the Title I Planning/Leadership Teams to inform the District Parent and Family Engagement Plan.

<b>Parent Name</b>	<b>School</b>
Jennifer Endres	Central Park Elementary School
Maddie Peterson	Central Park Elementary School
Lisa Venne	Central Park Elementary School
Laurie Perez	Little Canada Elementary School
Jennifer Goodfriend	Little Canada Elementary School
Amber Hague	Little Canada Elementary School
Alisha Barze	Little Canada Elementary School
Sar Htay	Edgerton Elementary School
Christy Schwartz	Edgerton Elementary School
Mariah Mier Silva	Edgerton Elementary School
Michelle Devitt	Edgerton Elementary School
Crystal Irving	Edgerton Elementary School
Stacy McDowell	Roseville Area Middle School
Tyeicha Covington	Roseville Area Middle School
Sara Mattson	Roseville Area Middle School
Janisha Parker	Roseville Area Middle School
John Franke	Roseville Area Middle School
Morgan Hanson	Harambee Elementary School
Daina Stanley	Harambee Elementary School
Colleen Djeno	Harambee Elementary School
Rosamaria Magallan	Fairview Alternative High School