

Fond du Lac Ojibwe School Parental Involvement Policy

NOTE: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parental involvement policy).

*Schools, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. **Schools are not required to follow this sample template or framework. If they establish the school's expectations for parental involvement and include all of the components listed under "Description of How a School Will Implement Required School Parental Involvement Policy Components" they will have incorporated the information that section 1118 requires be in the school parental involvement policy.** Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions that will support effective parental involvement and strengthen student academic achievement.*

PART I. GENERAL EXPECTATIONS

The **Fond du Lac Ojibwe School** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school works to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school notifies parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy is made available to the local community and updated periodically to meet the changing needs of parents and the school.

- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school 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 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

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 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school implements or accomplishes each of the following components. [Section 1118, ESEA.] There is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The **Fond du Lac Ojibwe School** takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - Parents are provided the opportunity to be involved as partners in the process of school policy review and continuous improvement planning.
 - Parents are provided the opportunity to review and comment on the parental involvement plan.
 - Parents are provided the opportunity to evaluate the plan on an annual basis.

2. The **Fond du Lac Ojibwe School** takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents are notified by the Family Engagement Team of the opportunity to be involved in the process of continuous school improvement activities and policy development.
 - The Family Engagement Team develops a working group of parents that have a clear understanding of purpose and expectations. Shared Leadership includes working toward educational goals for all students, continuing an ongoing conversation between home, school and community and continuous improvement through assessment of effectiveness.
 - The Family Engagement Team develops an action plan that includes objectives, activities, implementation plan and evaluation.

3. The **Fond du Lac Ojibwe School** holds an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school convenes the meeting at a time convenient for parents and offers a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school invites all parents of children participating in Title I, Part A programs to this meeting, and encourages them to attend, by:

- The annual Title I meeting occurs each September during the Manoominke Celebration. The meeting is placed on the school calendar, the school website and principal's letter to parents.
- Parents are welcome to request alternate Title I participation and informational meetings to accommodate their schedules. Family Engagement Team members are trained to inform parents of the school's participation in Title IA programs and their right to be involved. The school utilizes Infinite Campus Messenger and the school website to notify parents of school events.

How Parents & Families will be involved

- A. Continuous communications to assist parents in understanding the school curriculum and student achievement through the Ojibwe School School Parent Newsletter, Report Card, Student Handbook, School website, notes home, mailings, invitations, student achievement reports and the Parent-Family Involvement Policy. The information is also distributed at parent's conferences, seasonal celebrations and open houses. Newsletters include parenting tips and suggestions. All invitations are to be sent in a timely and understandable manner with an additional follow-up reminder. Every effort is made to communicate with parents in a format and language that is easily understandable by all.
 - B. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
 - C. The Ojibwe School conducts an annual survey for all parents and families to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for training and meetings that meet the needs of parents. In addition, the School Board supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the school, using to the degree possible, the components listed above.
 - D. The school makes a parent resource room-center available that provides materials and training for parents.
4. The **Fond du Lac Ojibwe School** provides parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - A. An annual Title I meeting at the school where parents meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education.

- B. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as academic assessments. Meetings also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement. These meetings may be group meetings or one on one.
- C. A minimum of two scheduled parent conferences, where the progress of the student is discussed, as well as the expectations for the grade level, school curriculum, test information and any other teacher or parent concerns.
- The Ojibwe School curriculum guide includes Title IA program descriptions, forms of assessment and proficiency level expectations. This information is provided at the annual Title IA meeting and at the request of the parent.
5. The **Fond du Lac Ojibwe School**, at the request of parents, provides opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school responds to any such suggestions as soon as practicably possible by:
- The Family Engagement Team assists with the improvement of home-school communication. The team develops an action plan that includes objectives, activities, implementation plan and evaluation. Activities include parent education on learning standards, parent-child interaction, family resource library, training, parent survey, volunteer database and orientation. The school website is updated regularly with parent information and resources.
6. The **Fond du Lac Ojibwe School** provides each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
- The school provides individual student reports on Minnesota Comprehensive Assessments for math and reading in the fall of each year. Parents are informed of the school's AYP results in proficiency, attendance and graduation rates.
7. The **Fond du Lac Ojibwe School** takes the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
- The school notifies parents of teacher quality in September of each school year. The school's Re-licensure Committee monitors all active licensed personnel, ensuring highly qualified teachers in all subject areas. The building principal is made aware of any inconsistencies of this policy and informs parents.

8. The **Fond du Lac Ojibwe School** provides assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)

Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.

Communication includes but is not limited to the following means:

- In-house training of Infinite Campus (Parent Portal).
- Principal's newspaper articles.
- Monthly newsletters.
- Weekly classroom newsletters.
- School website.
- Family Engagement Team communications.
- School conferences.
- Seasonal celebrations.
- FACE activities.
- Parent Aware.

9. The **Fond du Lac Ojibwe School** provides materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
- The Family Engagement Team assists with the improvement of home-school education. Activities include parent education on learning standards, curriculum of the home, parent-child interaction, family resource library, technology training, survey, volunteer database and orientation. Fond du Lac's FACE program provides parent training, literacy training, and promotes positive parent-child interaction.
 - A list of the targets each child is expected to reach in reading and math is provided for your child's current grade level. These documents are also available on the Reading and Math Resource link on the school webpage: www.fdlrezk12.com
10. The **Fond du Lac Ojibwe School**, with the assistance of its parents, educates its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- The Ojibwe School fosters active parent family involvement by supporting professional development opportunities for staff members to enhance understanding of Ojibwemowin/culture and history to create effective positive parental involvement strategies. The School Improvement Team sets expectations and creates a climate conducive to parental participation. It enables the staff to be available to parents and families. It prepares the staff to make referrals to the appropriate community resources.
11. The **Fond du Lac Ojibwe School**, to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with Head Start, the FACE Program, and other programs. The school conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- The school actively engages in the transition process from pre-school, Head Start, and FACE to Kindergarten. The Brigance and NWEA pre-school assessments are used with early education students to determine their readiness for Kindergarten programming. Kindergartners are given these assessments during the first few weeks of school. Data gathered each year is utilized to modify and/or improve current early education programming to better prepare these students for the rigor of the Kindergarten curriculum.

- Fond du Lac Head Start children are invited to tour the school each spring for their annual Kindergarten visit. Head Start students are divided into groups and attend mini-class sessions in each of the Kindergarten rooms.
- The school provides (when funds are available) a Kindergarten Readiness Program prior to the start of the regular school program. The Readiness Camp is designed to assess student's level of performance, meet and greet parents in their home, share policies and expectations for the first year experience, get the student acclimated to the school setting, provide experiences and expectations on the bus, and introduce the parent and student to the overall school setting. All students are assessed prior to starting the school year to ensure that instruction is designed to the student's functioning level.
- The Family Engagement Team assists with the improvement of school connections including the creation of a parent resource room & implementation of a curriculum of the home.

12. The **Fond du Lac Ojibwe School** takes the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. There are multiple means of parent communication including direct phone access/voice-mail to classroom teachers; e-mail and monthly school newsletters and parent conferences. The school has a safe and secure school climate that allows parents and guardians access to their students' teachers and school administrators. School policies are communicated to parents and teachers at the beginning of each school year through orientation, enrollment packets and the school website <http://www.fdlrezk12.com>. All parent communication and contact is documented.


PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Varied meetings and parent training are scheduled to accommodate the needs of parents. Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, such as transportation and childcare costs to enable parents to participate in school-related meetings and training sessions.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by *School Board minutes and Native Star documentation*.

This policy was adopted by the **Fond du Lac Ojibwe School** on *November 4, 2014* and is in effect for the period of *2 years*. The school will distribute this policy to all parents of participating Title I, Part A children on or before **December 1, 2014**.



(Signature of Authorized Official)

12/2/14

(Date)