

**FAMILY ENGAGEMENT PLAN**  
as included in School Improvement Workplan 2018-19  
Cass Lake-Bena Elementary School  
for Website

**Employ a Family-Community Liaison to implement FE Plan and build school and family capacity in engagement strategies**

Retain Family Community Liaison (FCL), with a single 1.0 FTE position split between elementary and middle schools, as has been planned from the beginning. Issue contract and review role and responsibilities <b>(9/15/18)</b> . FCL will continue mandatory participation in Leadership Team meetings. FCL leads or co-leads Parent Action Committee and regularly attends monthly LIEC meetings. <b>(9/5/18 and ongoing)</b> Principal will conduct a minimum of one evaluation using MDE evaluation tool and arrange coaching and training when observations or evaluations indicate development is needed. <b>12/21/18</b>
Continue: Family Engagement report is a regular Leadership Team agenda item. <b>9/15/18 and ongoing</b>
A focus for the FCL and school leadership will be alignment of all positions that have a primary focus on families, with clarification of responsibilities, with an eye to cross-training (or cross-understanding) for sustainability. <b>5/31/19, with check 12/15/18</b>
Areas of focus for the FCL will be (1) work to build bridges for families who aren't comfortable or simply don't attend FE events at school and (2) connecting with PLCs and employee groups to widen understandings of and build collaboration for "all hands on deck" family engagement and attendance. In this way, we will build capacity and leverage other personnel for FE. <b>9/15/18 and ongoing, with checks 10/31/18, 1/31/19</b>

**Provide ongoing, high-quality, job-embedded professional development aligned with the school's instructional program; designed with staff to ensure effective teaching, learning and capacity to implement reform strategies**

Annually: Families and community members will be invited to designated professional development events.
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**Provide appropriate social-emotional and community-oriented services and supports for students**

Attention is paid to the use of student data to plan and provide student non-academic supports, by support personnel and the Leadership Team. <b>9/4/18 and ongoing</b>
In the interest of sustainability and with an emphasis on reducing chronic absenteeism, (1) more linking of responsibilities of Home School Advocates, Family Community Liaison, Behavior Interventionist, and others, under the direction of school leadership, and (2) strengthening / developing community partnerships, will happen in order to provide student support services. <b>9/4/18 and ongoing</b>

Explore strategies for improving attendance; involve the FCL, CIS, Leadership Team, Parent Action Committee, LIEC, PLCs, PBIS, and attendance team. Meet with PLCs and with groups of employees by job type. At the district level, collaboration related to attendance is ongoing with Leech Lake Band of Ojibwe (Tribal Consultation). Continue evidence-based attendance letters with individualized number of days missed, started 2017-18. **8/18 and ongoing**

**Provide opportunities for family and community participation in planning and implementation of the School Improvement Grant**

<p>Annually: Continue to inform and solicit input from family and community through LIEC Parent Committee. <b>9/12/18 and monthly</b></p>
<p>Annually: Continue a School Parent Committee to participate in planning, reviewing, and assessing school improvement efforts. Conduct fall campaign for new members. Per practice in 2017-18 and MDE MS Winter Monitoring recommendation, assure focus that goes beyond event planning (important but not sufficient). <b>9/4/18 and monthly</b></p>
<p>Annually: Continue to inform school community of the Transformation Plan in school newsletters, school district website, Facebook page, School Board meetings, LIEC meetings, parent family nights, and at all school sponsored family events. Become more intentional about always including school improvement information at all school events. <b>7/1/18 and ongoing</b></p>
<p>Annually: FCL will continue to gather input from families through parent surveys, for example, at fall and parent spring parent/conferences and/or family events and/or online. Results are regularly shared with Leadership Team and Parent Action Committee and guide decision-making. <b>11/8/18 and 3/7/19</b></p>
<p>Annually, assure family participation in Leadership Team (LT).</p> <ul style="list-style-type: none"> <li>• Elementary school had irregularly participating parents on the LT 2017-18. Identify specific parents (5/2018 and ongoing) and speak personally to invite; this has been done before, and we will repeat the effort; ask Parent Action Committee again to help us identify a parent; conduct a new Facebook campaign in late summer, FCL, principal, by <b>9/2018</b></li> <li>• Document family participation in LT. CIS, <b>2018-19</b></li> <li>• Community partnership is through the LIEC. Continue to involve LIEC members—both community members and parents—in SIG implementation, principal, FCL, by <b>9/2018 and monthly</b></li> </ul>
<p>Annually, Family Engagement (FE) is focused on student learning and planning/designing is reflected in Leadership Team (LT).</p> <ul style="list-style-type: none"> <li>• FE is a regular LT agenda item; agenda and notes will reflect this, FCL, principal, CIS, <b>9/2018 and ongoing</b></li> <li>• Planning/designing will also be reflected in Parent Action Committee</li> <li>• In 2018-19, chronic absenteeism and its effects on student learning will continue to be a focus, per LT priorities, data review</li> <li>• See also Element 18 related to FE and student learning</li> </ul>
<p>Annually, Leadership Team completes self-assessment using a Family Engagement Rubric. Self-assessment is part of the CNA process and influences goal-setting and decisions for next school year. Parent Action Committee also self-assesses; results are compared. Solicit wider family input for school assessment via Facebook or other means. Consider LIEC self-assessment. <b>Spring 2019</b></p>

Per our CNA and/or MDE Winter Monitoring recommendation, meet with families to request feedback in a variety of locations, times, and formats; consult with impacted families when considering policy changes; seek input on identified needs, such as consistent attendance, developmental needs, trauma-informed, bullying, social media, etc. **8/2018 and ongoing**

### Provide ongoing mechanisms for family and community engagement

Annual: FCL will continue to plan and schedule focused activities to increase family and community engagement. Schedule will include family night activities focused on reading and math to support classroom instruction and increase student achievement, parents being partners in child's education, culturally relevant activities, social and other needs of students / families / community, and PreK, Kindergarten and 4th grade transition nights, etc. Teachers and paras will assist FCL in facilitating events throughout the school year. **8/31/18 and monthly**

Repeat: Offer at least one school-family-community educational forum **6/30/19**

Annual: Continue evaluation process to determine effectiveness by examining attendance and feedback through parent surveys. **9/2018 and ongoing**

FCL, along with other designated school personnel, will continue to do home visits, including to families new (or returning) to the district and transition-to-kindergarten families, to set a welcoming tone for families new to the school. Should teachers wish to participate, on a voluntary basis, they will be paid for making home visits outside contract hours. Funded with other funds. **7/1/18 and ongoing**

Annually, the principal and Leadership Team provide direction to the FCL to accomplish the two items below. Principal, FCL, LT, **7/1/2018 and ongoing**

Annually, an active parent team will focus on student learning.

- Invite a teacher to continue with or join, as needed, the Parent Action Committee (PAC). FCL and principal, by **9/10/18**
- Monthly agenda will feature student data, focus on specific aspect of student learning, school improvement updates and feedback. FCL, CIS, **9/2017 and monthly**
- A continuing focus in 2018-19 will be chronic absenteeism and its effects on student learning. FCL, CIS, **9/2018 and ongoing**
- Seek presenter to (1) facilitate discussion on how parents advocate with other parents and (2) add parent advocacy ideas. FCL, CIS, **12/2018**
- Make use of the *Dual Capacity Building Framework for Family-School Partnerships*

Annually, implement multiple strategies that engage family and community to support classroom instruction and increase student achievement. Provide ongoing opportunities to engage meaningfully.

- Develop a flyer for families noting multiple ways families can be engaged in their children's school and education. This will include planned family events (but not dates) to watch for, educational opportunities for parents, conferences, volunteer information, Parent Action Committee, Leadership Team, LIEC, etc. FCL, for first-day-of-school Open House (and after), **9/4/18**
- First two month of the school year, one grade level per week will furnish grade-level ideas for parents to help the kids be ready to learn and to reinforce learning; include specialist classes. Via Facebook with emails and text messages, with ideas to be retained for CLBS website's parent resources. FCL with PLCs/teachers, **Fall 2018**
- In return, invite parents to give teachers ideas about helping their kids learn. FCL, **Fall 2018**

<ul style="list-style-type: none"> <li>• Assure this was captured in 2017-18: Provide question prompts, general and grade- and content-specific for parents to use to engage in meaningful, reinforcing conversation with their kids. Disseminate via hard copy at various school events and electronically. FCL with teachers, <b>Fall 2018</b></li> <li>• Provide a game-playing and game-making activity (e.g., Concentration/Memory), with grade-level specific content provided at least twice during the year; may be incorporated with other events. FCL with teachers/PLCs, <b>11/2018 and 4/2019</b></li> <li>• Become more deliberate in communicating to parents and community what is going on educationally. Example to start is to communicate PD, what teachers are learning, how it will help students, and how parents can reinforce at home. FCL with IF/IC, <b>9/2018 and ongoing</b></li> <li>• Continue grade-level Parent Lunches, assuring a focus on grade-level learning and how it can be reinforced at home. Principal, FCL with teachers/PLCs, <b>fall 2018 and ongoing</b></li> <li>• Seek an American Indian Positive Indian Parenting (National Indian Child Welfare Association curriculum used since late 1980s) presenter to work with FCL to offer series of classes to parents, especially, but not limited to, parents of elementary students. FCL and a middle school counselor are both trained but may not present on their own. FCL, <b>5/1/19</b></li> <li>• Repeat the successful and popular “Cooking Matters” or similar classes. Food service director and a food service employee have trained to be official teachers/leaders of this series. <b>Fall 2018/Fall-Winter 2018-19</b></li> <li>• Explore logistics of lending library of educational games, etc., for following year. FCL, Leadership Team, <b>5/31/19</b></li> </ul>
<p>Offer some education events for parents themselves, with topics based on survey in spring 2017. Teachers or parents may be presenters. Consider an incentive program as needed. <b>10/31/18 and ongoing</b></p>
<p>Try again: Hold at least one family or parent education event at a community, non-school location in order to increase parent/community partnerships. Do an activity at a bigger, well-attended event sponsored by another community group. Location options are the Leech Lake Band of Ojibwe’s (LLBO) Facility Center, Pow Wow, Leech Lake Tribal College, LLBO districts’ community centers, or other. <b>Dates TBD</b></p>
<p>Participate in the LLBO Labor Day Pow Wow right before the school year starts (booth, games, information, school registration, etc.). Plan and host a mid-year, winter district-wide event. <b>9/3/18 and 2/28/19</b></p>
<p>Based on ongoing feedback from parents, FCL will work with the district activities director to (1) clarify the process for communicating sports and other activities registration and general information to students and families and (2) make more effective use of the school activities calendar. <b>9/1/18 and ongoing</b></p>
<p>Per CNA, parent input, and MDE Winter Monitoring recommendation, work with community partners to offer events that are more culturally relevant. <b>10/2018 and ongoing</b></p>
<p>Develop an effective and collaborative partnership with Leech Lake Tribal College, for culturally relevant activities, teacher PD, student learning, parent participation, etc. <b>10/2018 and ongoing</b></p>
<p>Per MDE MS Winter Monitoring recommendation, seek opportunities to consult with parents/ guardians who don’t regularly attend family events and whose children have high academic and non-academic needs based on data and other evidence. Hold listening sessions in the community (principal, FCL). The FCL will serve as the voice of these and other/all parents to the school. <b>9/2018 and ongoing</b></p>
<p>Over the course of the year, FCL will meet with teachers in PLCs and employee groups by area (e.g., food service, front desk) widen understandings of, build collaboration for, and start to systematize “all hands</p>

on deck” family engagement and attendance. This will build capacity and leverage staff beyond the FCL for family engagement work. <b>9/15/18 and ongoing</b>
Per CNA and in consultation with teachers and parents, consider creative ways to combine events that attract smaller numbers with ones that attract large numbers. <b>5/2019</b>
As an initial step in welcoming parents as volunteers (per parent request/feedback), FCL will work with teachers/PLCs and administrators to determine how parent volunteers can support learning. Later steps will involve establishing guidelines and publicizing the process to become a volunteer. <b>Check 12/2018</b>
Per MDE Winter Monitoring, consider updating Student Handbook using plain and family-friendly language. Consult or survey parents regarding updates. Subject to Board agreement. Principal. <b>8/2018</b>

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