

**Community of Peace Academy  
District #4015  
Parent Involvement Plan  
2017-2018**

*Parents are the first educators of their children.  
Their relationship to the school must empower them  
In fulfilling this primary role.*

*Parents who choose Community of Peace Academy  
Pledge to support the education of their child(ren)'s mind, body and will,  
In full partnership with teachers and staff,  
Within a community where peace and nonviolence  
Are practiced by all.*

**PART I.**

If, for any reason, a parent is unable to fully participate in his or her child(ren)'s education, they will be asked to name an adult (18 years of age or older) who will act as the child(ren)'s Mentor during the school year.

Each Parent/Mentor is asked to sign the Community of Peace Academy Home/School Compact at the beginning of the school year. This compact outlines the role of the parent/mentor in supporting his or her child(ren)'s education, in partnership with the teachers and staff of Community of Peace Academy. Additionally, all Community of Peace Academy families are asked to sign the Family Commitment Pledge as part of the August Registration process.

Parent/Mentors new to Community of Peace Academy and their children are invited at the time of registration to meet the elementary and secondary building principals. The purpose of this meeting is to build the foundation for a home-school relationship and to discuss and answer questions the Parents of Students may have about the vision and mission of Community of Peace Academy.

Consistent with the vision and mission upon which it was founded, and in order to fulfill the requirements of section 1118 of the Federal Elementary and Secondary Education Act (ESEA), Community of Peace Academy adheres to the following statutory requirements:

- Implements programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. These programs, activities and procedures are planned and operated with meaningful consultation with parents of participating children.
- Ensures that the required school-level parent involvement policies meet the requirements of section 1118(b) of the ESEA and include, as a component, a Home-School Compact consistent with section 1118(b) of the ESEA. The Home-School Compact is reviewed and updated annually by the Board of Directors.

- Incorporates this District Wide Parental Involvement Plan into its LEA plan developed under section 1112 of the ESEA.
- Provides full opportunities for 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 a language the parents understand.
- Posts Parents Right to Know Notifications required under Section 1111(h)(6)(A) and Section 1111(h)(6)(b)ii, on the Community of Peace Academy website and includes same in the Community of Peace Academy Family Handbooks which are available in English, Hmong and Spanish.
- Submits any parent comments with the plan when the school district submits the plan to the MN Department of Education, if the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children.
- Involves the parents of children served in Title I, Part A schools in decisions about how Title I, Part A funds will be used to support parental involvement, and will ensure that 100% of funds reserved for this purpose goes directly to the schools.
- Informs parents of the purpose and existence of the MN Parent Information and Resource Center (MN PIRC). This information is included on the school website and in the Family Handbook and is included from time to time in the monthly newsletter, Parent Talk.
- Is governed by the following statutory definition of parental involvement, and expects that its Title I schools 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 and partnership around student academic learning and other school activities, including ensuring:*

1. *That, to the best of their ability, parents play an integral role in assisting their child(ren)'s learning.*
2. *That parents are encouraged to be actively involved in their child(ren)'s education at school.*
3. *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 children.*

4. *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

The Community of Peace Academy Parent Involvement Plan will be reviewed by the Board of Directors annually, posted on the school website, and a copy will be made available to any parent/mentor upon request.

## PART II.

### IMPLEMENTATION OF THE COMMUNITY OF PEACE ACADEMY PARENT INVOLVEMENT PLAN

1. Community of Peace Academy will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
  - As a charter school, Community of Peace Academy is an independent school district governed by a Teacher/Parent/Community Member Board that oversees all of the business of the school. There are three parent members on the Board. The Board of Directors annually reviews and approves the Parent Involvement Plan.
2. Community of Peace Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Each Spring, a Parent Survey is sent to all CPA Parents. Native language support in completing the survey is offered as needed. Results of this survey are shared with the Board of Directors, included in the Annual Report, and assist in ongoing school improvement efforts.
  - Community of Peace Academy has a Teacher/Parent/Community Member Board. Three parent representatives sit on the Board of Directors. The Board is responsible for long range planning for the school and regular reviews of progress toward the long range plan.
  - Community of Peace Academy employs Hmong and Latino Home/School Liaisons whose roles includes providing outreach, service, information and assistance to parents regarding all aspects of school programming and parent involvement.
3. Community of Peace Academy will provide the following technical assistance, coordination, and other support to assist Title I, Part A schools in planning and

implementing effective parental involvement activities to improve student academic achievement and school performance.

- Community of Peace Academy, District 4015, includes a Pre-Kindergarten program, an elementary school (K-6), a middle school (7-8) and a high school. Technical Assistance in establishing Parent Nights is provided by the University of Chicago through a grant from the McKnight Foundation.
  - Technical assistance with ESEA program budgets is provided by Beltz, Kes, Darling and Associates, our contracted business service provider.
4. Community of Peace Academy will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:
- Preschool 4 Peace, a preschool for four and five year olds, operates on site at Community of Peace Academy.
5. Community of Peace Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with involvement of parents) the parent involvement policies.
- Each Spring, a Parent Survey is sent to all CPA Parents. Native language support in completing the survey is offered as needed. Results of this survey are shared with the Board of Directors, included in the Annual Report, and assist in ongoing school improvement efforts.
  - A Parent Involvement Committee comprised of Parent, Teachers and Liaison representation evaluates and recommends options for parent involvement activities and school-wide cultural initiatives.
6. To assure that parents have access to the following:
- Adequate Yearly Progress Requirements
  - District wide assessment information
  - State Academic Content Standards

Community of Peace Academy will post information, provided by the MN Department of Education, on the school website and direct parents to the Community of Peace Academy website through instructions in the Family Handbook. Native language translation and/or interpretation is offered as needed.

This information will also be shared at PreK to 12 Conferences in the Fall and Spring to the extent practicable. Interpreters are provided at Conferences for all parents who need them.

This information is also provided through the school's Annual Report, and the World's Best Workforce Annual Report and Annual Meeting.

7. During the 2016-2017 school year, Community of Peace Academy parents were provided the following services, trainings and activities to assist them in working with the school to assure their children's academic progress:
  - Parents were required to register on site during registration nights in August. During this Registration, the Home/School Compact is signed, the parent is asked to identify each child's official Mentor, and the parent and student meet the building principal. If parents are not able to attend one of these nights, a meeting is scheduled with the parent/mentor after the school year has begun. Home/School Cultural Liaisons conduct these meetings.
  - A Home Visit was scheduled at a time convenient for the parent/mentor. Pre-K to 6 homeroom teachers and grades 7-12 advisors conducted these visits to the homes of each of their students in the fall of the year after school hours and on weekends. Interpreters were provided as needed. ESL and Special Education teachers also attended Home Visits as appropriate. At the home visit, the parents share their Hopes and Dreams for their children. Parent's Hopes and Dreams are incorporated into their child(ren)'s Academic, Personal and PeaceBuilder Goals.
  - Parent/Mentor Conferences are held for grades Pre-K-12 in the fall and spring to share student's academic and social progress. Student goals are reviewed and updated with parent/mentors at one of these conferences. Traditionally, over 90% of Pre-K to 6 parents and 80% of grades 7-12 parents attend conferences, and for many classrooms attendance is as high as 100%.
  - During grades 7-12 Fall and Spring Parent/Mentor/Teacher/Student Conferences, parents were offered information regarding how to monitor their children's attendance and grades through the online ParentVUE and StudentVUE systems. Information about ParentVUE and StudentVUE is also included on the school website.
  - Interpreters are provided as needed at all conferences and all meetings held to discuss a child's social or academic progress.

- Transportation is provided as needed to enable parents to attend conferences or meetings concerning their child(ren)'s academic or social progress.
  - Childcare is provided for all PreK-6 school conferences.
  - In grades PreK-6, three Academic Parent Nights were held focused on supporting students' academic success in reading, math, and science, and supporting technology and social media awareness.
  - The High School held a College Knowledge and Active Citizen Family Night to empower parents to assist their children in preparing to apply for college. This event introduces families to PSEO, College in the Schools, Admission Possible, required College Entrance Exams, and Financial Aid requirements.
  - The Preschool conducted its annual parent education initiative that involved providing parents and students with reading materials and activities to do at home together.
  - The school employs a Hmong and a Latino Home/School Cultural Liaison.
8. Community of Peace Academy will, with the assistance of parents, educate its teachers, pupil service personnel, administrators and staff in how to reach out to, communicate with, and work with parents as equal partners. To value parents contributions, to implement and coordinate effective parent programs and to build ties between parents and schools by:
- Hiring staff who embrace the vision, mission and philosophy of the school, which appear below.

*Vision Statement*

*At Community of Peace Academy, our desired outcome is to educate the whole person--- mind, body and will--- for peace, justice, freedom, compassion, wholeness and fullness of life for all.*

*Mission Statement*

*The mission of Community of Peace Academy is to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a peaceful environment in which each person is treated with unconditional positive regard and acceptance. To create such an environment, a nonviolent perspective will be intentionally taught and all members of the community with strive to practice a nonviolent life style.*

*Within such an environment, each student will be empowered and inspired to reach his or her full potential academically, emotionally, physically and spiritually. Thus empowered and prepared, Community of Peace Academy students will commit themselves to meet the challenges posed by life in the multicultural world of the twenty-first century with confidence, compassion, intelligence, integrity and a positive regard for all.*

### *Belief Statements*

*Parents are the first educators of their children. Their relationship to the school must empower them to fulfill this primary role.*

*Character development, based upon traditional concepts of respect, nonviolence, honesty, integrity, unselfishness, compassion, and self discipline, should be the joint goal of home and school.*

*Racial, ethnic and cultural diversity within our school community, expands our world view and enriches our education.*

*Respect and self discipline are prerequisites to education and are essential requirements in any learning community.*

*Education happens in relationships and it thrives within a respectful, peaceful and value rich community.*

*School staff play a significant role in building community by modeling positive values and caring, compassionate relationships with parents, colleagues and students.*

*Respect for the environment, the earth and her inhabitants, the arts and the humanities are essential to a liberating education.*

*Student academic achievement is the result of high expectations, empowerment, encouragement, guidance and hard work in addition to innate ability. Challenge and the promise of personal fulfillment with empower, strengthen and inspire our students.*

- Holding as an expectation of all staff and parent/mentors that they will strive to understand and model the vision and mission of the school for the good of the children and the community. To this end, all members of the staff will be asked to sign a Community of Peace Academy Staff Commitment Pledge and all families will be asked to sign a Community of Peace Academy Family Commitment Pledge.
- Visiting all parents in their homes annually to build trust and a spirit of community among us.

- Implementing the PeaceBuilders program school wide and promoting via the Parent Talk newsletter and the content of our school programs non-violent conflict resolution and relationship-building at home, at school, and in the community.
9. Community of Peace Academy will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs within the community, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Community of Peace Academy holds an annual Family Walk Run at Lake Phalen to promote Student Wellness. Over 200 people have participated, representing all ages and every racial, ethnic group within our school community.
10. Community of Peace Academy will take 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:
- Community of Peace Academy publishes a monthly newsletter for parents entitled *Parent Talk* that includes information about parent programs, meetings, and school events. A monthly calendar of events is attached. *Parent Talk* is provided in English, Hmong and Spanish.
  - Parents are provided a Family Handbook. This Handbook contains detailed information to assist parents in effectively partnering with the school. The Handbook also provides information regarding conferences and progress reports and guidance in how to monitor their child(ren)'s progress in school. Native language interpretation and/or translation is provided for families as needed.
  - The school maintains a website containing information regarding parent-programs, meetings and other school activities.

### **PART III.**

#### **DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

All components of the Community of Peace Academy Implementation of the school's Parent Involvement Policy, both required and discretionary, were included in PART II.

**PART IV. ADOPTION**

This District wide Parent Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A programs. The Community of Peace Academy Board of Directors reviewed and approved this Parent Involvement Plan on June 12<sup>th</sup>, 2017, for its implementation during the 2017-2018 school year.

The school will distribute this policy to all parents on the school website by October 1, 2017 and will make a copy available to any parent at their request.

*Jennifer Baker*

June 12, 2017

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Board Chair

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Date