

Fond du Lac Ojibwe School Title VI Program

School Year 2022-2023





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The U.S. Department of Education, Office of Indian Education, Indian Education Formula Grant Program (Title VI, Part A, subpart 1 of the ESEA, as amended by ESSA) offers funding for eligible entities that serve American Indian/Alaska Native children.

Purpose of Program: The Indian Education Formula Grants to Local Educational Agencies (Formula Grants) program provides grants to support local educational agencies (LEAs), Indian Tribes and organizations, and other eligible entities in developing elementary and secondary school programs that serve Indian students. The U.S. Department of Education (Department) funds comprehensive programs that are designed to meet the unique cultural, language, and educational needs of American Indian and Alaska Native (AI/AN) students and ensure that all students meet challenging State academic standards.

The Fond du Lac Ojibwe School is eligible to receive this funding and submits a Title VI grant every year. In school year 2022-23, we received \$56,431. The Ojibwe School consolidates this program with the Title I schoolwide program. This funding is dedicated to Ojibwe language and culture instruction.

The SY2022-23 grant application narrative follows for your information. Please feel free to comment or ask questions regarding the program or application process.



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Description of Title I Schoolwide Program

Benefits to Indian students (100% of our enrollment) include the Literacy Program that provides a three-tiered approach to reading instruction along with reading coaches and specialists.

The Fond du Lac Ojibwe School acknowledges the MN Statute 120B.12 requiring each child read at grade level no later than the end of third grade. The literacy plan "must include a process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level, and identify and meet staff development needs."

We use the Northwest Evaluation Association National Norms for MAP Assessment (NWEA-MAP) to measure progress in meeting our goal. Our goal is to have 50% of the students in each grade obtain a score at the 70th percentile on NWEA-MAP. We evaluate this goal by the number of students that reach the 70th percentile on the NWEA National Norms for MAP Assessment in the spring of each school year.




Tasks:

1. Assess all K-3 students' reading levels and identify those in need of extra services
2. Provide comprehensive scientifically based grade level reading instruction for all students that is aligned with Minnesota Language Arts Standards.
3. Provide comprehensive scientifically- based remedial reading instruction for all learners in need of services.
4. Notify and involve parents/guardians of their student's reading progress and interventions to support students below grade level on a quarterly basis.
5. Identify and provide professional development opportunities to improve instructional techniques and strategies.


Math interventions are similar to the literacy program. We also use a variety of strategies (games, technology, music, art) along with online resources for classroom teachers to provide an innovative math curriculum for our students. Math tutoring is available every day and 2 days per week in the after school program.

The Fond du Lac Ojibwe School provides for the meaningful collaboration with American Indian parents in a variety of ways. A Parent Involvement Policy provides for strong American Indian parental involvement and partnerships among the school, governing bodies (e.g. School Board, Tribal Council) and the community to improve student academic achievement.



A Parent Advisory Group (PAG) was formed in 2014. The purpose of the PAG is to: Assist in the establishment of direct lines of communication between the school and the community; Recommend activities, and/or classes that best utilize the school facilities; Work toward the development of improved human relations within the school and the community; Recommend, promote, and initiate Ojibwe Culture and Language activities that further leads to creating a sense of responsible community; Collect and present accurate data concerning school and community needs and recommend or work in collaboration to create and identify resources to meet these needs. The PAG and School Board meet each month and are open to the public.

Parents receive regular communication about their children's progress. Policies are clear, constructive, and include a plan for communicating the policies to parents and teachers. The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. Parent communications include newsletters, report cards, Student Handbook, website, mailings, invitations, phone calls, and e-mail. Information is distributed at conferences and seasonal celebrations. A Parent Compact outlines the shared responsibility of parents, school staff and students for improving learning. The school conducts annual surveys for parents and families to collect opinions and concerns of parents about the current program. The result of this collaboration includes policy changes, program and facility improvement, new activities and improved school-community relations.



Description of Coordination of Services for American Indian/Alaska Native Students.

Our mission statement influences how we invest state and federal funding to support school-wide programs and coordinate student services. The school offers a blend of coordinated services to students in grades kindergarten through 12. We are committed to meeting the educational and culturally related academic needs of all learners.

Schoolwide funds are used to support the salaries of all licensed teachers, including two full time Ojibwemowin teachers. Title VI (schoolwide) funds support the objectives of the schoolwide program. Examples of Title VI funds in the schoolwide program include drum and dance; summer cultural programs blending Ojibwe Culture and technology, etc. All core subject classes are taught; in addition, Ojibwemowin is taught daily to grades K - 12 students.

We teach the outcomes of the State of MN curriculum complete with benchmarks and standards, and balance this education with teaching Ojibwemowin, and local Ojibwe culture and history. All teachings are evidenced in the school's daily, weekly, and monthly teacher lesson plans and documented in the student record system (NASIS). Our schoolwide goals are based on the Minnesota Department of Education's World's Best Workforce Goals: All Children Ready for School; All Third Graders Achieve Grade Level Literacy; All Achievement Gaps Closed; All Students Attain Career and College Readiness; All Student Graduate from High School. Benefits to Indian students (99% of our enrollment) include the Literacy Program that provides a three-tiered approach to reading instruction along with reading coaches and specialists.

Description of Meaningful Collaboration with Tribes

The Fond du Lac Ojibwe School provides for the meaningful collaboration with American Indian parents in a variety of ways. A Parent Involvement Policy provides for strong American Indian parental involvement and partnerships among the school, governing bodies (e.g. School Board, Tribal Council) and the community to improve student academic achievement.

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GEPA Statement

The Fond du Lac Ojibwe School Title VI Program is fully available and accessible to all participants. The Title VI Program is widely publicized through the use of advertising flyers, the school's newsletter, and prominently displayed on the school's web site. The school is in full compliance with the Americans with Disabilities Act (ADA).

The Ojibwe School has extensive experience supporting students with both learning and physical disabilities and continues to take appropriate measures to remove any barriers to their participation in this program. The school is in full compliance with the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. The school has in effect policies, procedures and programs to provide for the education of children with disabilities. Assistive technology for students with special needs is provided with the assistance of the IT Division. The Local Liaison (School Counselor) ensures that students identified as homeless by the school's McKinney-Vento Homeless Education program have the opportunity to participate. The Title VI Program is intended to involve students, teachers, parents, and the community. The school takes every necessary step to ensure accessibility for students, teachers, support staff, parents and community members.

**Miigwech for your time!
Please provide any
comments or questions to:**

**Maria DeFoe
Grants and Accountability
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