

ST. JOHN SCHOOL DISTRICT NO. 3

HOME OF THE WOODCHUCKS

Annual Title 1 Parent Night
October 12, 2026 (4:00 pm to 7:00 pm)

1. Explanation of Title 1 and Services.
2. Explanation of School Data (Presentation at 5:00 pm and looped viewing for the remaining time)
3. Parent and Student Learning Activities (throughout the night)
4. Explanation of Parent Resources-
St. John Website (Parent Resource Folder) provides current information for parents, such as Parent Resources (Handbooks, Improvement Plans, Parent's Right to Know- Highly Qualified Lists), Parent Policies/Compact, School Calendar, etc. Link: <https://www.stjohn.k12.nd.us/>

What is Title 1 Schoolwide?

St. John School District #3 operates a **Schoolwide Title I Program** designed to improve academic achievement and educational outcomes for **all** students, with particular emphasis on students who are at risk of not meeting North Dakota academic standards. Based on the district's comprehensive needs assessment, student achievement data, and stakeholder input, St. John uses Title I resources to strengthen **reading, writing, and mathematics**, while also addressing student engagement, technology integration, intervention, professional development, family engagement, and college and career readiness. Title I funds integrate with other federal, state, local, and community resources to strengthen the overall educational program, rather than limit services to individually identified students.

The St. John Schoolwide Title I Program is part of the district's continuous school improvement process and is aligned with the district's strategic goals and the North Dakota PreK-12 Strategic Vision Framework. The district uses evidence-based strategies, qualified staff, instructional materials and technology, academic interventions, professional learning, extended learning opportunities, and family engagement activities to address identified student needs. Progress is monitored through student achievement data, classroom performance, state assessments, and other measures of growth, allowing the district to evaluate the effectiveness of its Title I investments and allow for adjustments for all St. John students.

*Based on one year of planning and built on schoolwide reform strategies rather than on separate add-on services

*Provides flexibility in spending federal, state, and local funds as long as the school engages in strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive school improvement plan or a schoolwide plan to help children meet North Dakota's standards and graduate Choice Ready.

*Focuses on results. The flexibility in the use of funds must result in increased achievement by student populations (economically disadvantaged, racial and ethnic groups, students with disabilities, and students with limited English proficiency).

*Meets at least one of the following qualifications:

-A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves

-A Title I school under 40% poverty that receives a state waiver (see note below) or was served the previous school year as a schoolwide program, and the district wishes to continue services for a school that dipped below 40% poverty using the grandfather clause.

Note: The North Dakota Department of Public Instruction has the authority to allow a Title I school to operate a schoolwide program without meeting the 40% poverty threshold, if it is determined that a schoolwide program will best serve the needs of students in the school who are failing, or at risk of failing, to meet the challenging state academic standards. [ESSA sections 1114(a)(1)(B) and (b)(6)].

St. John Public School's Schoolwide Program Goals and School/District Data (View ND Insights @ <https://insights.nd.gov/Education/MapSearch?mode=search&srch=saint+john&srchlvl=all&srchtitle1=All&srchsatus=All>)

How are Title 1 Funds Used?

The St. John School uses Title funding to best suit the supplemental needs of the District. The following ways categorize the spending:

- Staffing- hiring teachers and paraprofessionals to support struggling and at-risk students
- Curriculum Supports- Success For All (support structure and curriculum), LETRS, STEM support, Renaissance Learning, Leading for Literacy Impact)
- Parent Engagement- Parent Nights (Open House, Annual Title 1 Parent Night, Reading Fair), Handbooks and Agendas
- Software Support- JAMF Support Software for students (e.g., Apple support)
- Professional Development- ND Literacy Summit, NDMTSS Conference, NDCTM Math Conference, and Ignite Conference

INITIATIVES

Reading

- 9th-grade tiered reading class (HS)
- 6th- 8th grade ELA intervention Class (MS)
- K-8th grade is tiered for reading
- K-8- Fidelity to the Success for All reading curriculum (research-based, tiered reading instruction)
- Implementation of Book Buddies to encourage reading at home with bookstore incentives
- K-4-Reading tutoring (e.g., Breakfast Club, reading tutoring)
- 5th-12th - Woodchuck hour tutoring block
- Waterford, Lalilo, Lightning Squad, and IXL (online intervention programs)
- K-2nd- Heggerty (Phonics)
- K-2nd- Foundations
- 3rd-8th- Spelling Mastery
- K-12th – NAVVY ELA

Math

- Leveled math classes for 9th grade (general, pre-algebra, algebra I)
- K-8th grade tiered for Math instruction
- 2nd-5th- Reflex and Frax- fact fluency practice
- 5th- 12th grade -Woodchuck hour tutoring block
- K-8th - Fidelity MyMath and Connecting Math
- K-12th- NAVVY Math

Instructional Methods and Curriculum

Use of standards to drive instruction (HS)

- PreK-8th grades- SEL programming using BARR (Building Assets, Reducing Risks) program for team building and progress monitoring for all students.
- House Mentoring System (Team building and mentorship for PreK-8)

- 9th grade paras (HS)
- 9th-12th grades- SEL programming using BARR (Building Assets, Reducing Risks) program for team building and progress monitoring for all students
- Alignment and Curriculum Mapping
- Literacy Connections Across the Curriculum
- Professional Development on Tiered Instruction

Student Support

- 8th hour-Woodchuck hour in grades 5th-12th
- Woodchuck bucks- behavior/academics
- BARR- Building Assets, Reducing Risks- SEL curriculum in grades K-12th
- House system- Peer mentoring, Social Emotional Supports, and teacher-to-student mentorship.

ES/MS School Goals- Continued evaluation of current programs and services, fidelity to curricula, House System, and BARR Program (SEL); review ND A+ data to determine areas of strength and weakness and provide professional development to better support staff needs.

- Culture and Climate Survey
- Define individual students' data tiers and provide supports to tiers
- Data shares using ND A+ Interim and Summative data
- BARR, MTSS, Literacy, Grade Level, and Cognia meeting schedule to review current data and address students' needs
- Use data to determine reading, math, and behavioral pathways for curriculum usage and interventions.
- BARR- Building Assets, Reducing Risks- SEL curriculum
- House system- Peer mentoring and Teacher support
- Success for All Reading Program
- My Math and Connecting Math Curriculum (Math Curriculum)

HS School goals - Career Counseling Plan, BARR Curriculum, Data Review Process, and Adjustment Plan.

- Culture and Climate Survey
- Continue to work on developing our Safety plans and protocols. Continue to follow North Dakota Safety Council Evaluation Recommendations.
- Continue to train staff and utilize CPI training strategies.

Parent Engagement Opportunities

- June 22, 2026- Policy Committee Meeting/Title 1 Parent Data Share/Title 1 Information
- Open House (Aug. 17), Annual Title 1 Parent Night (Oct. 12), and Reading Fair (TBA in May)
- Continued Policy Committee Meetings (View our social media pages for dates)
- Parent programming (TBD)

We greatly appreciate your input and participation. Go Woodchucks!

St. John Staff 2026-27
Parent's Right to Know
Teacher List

	Teacher #	Assignment	Bachelors Degree Major and/or Major Equivalent	Graduate Degree or Special Cred/End.	Meets Qualification & Licensing Criteria	Teaching Under Emergency/ Provisional Status
ABRAHAMSON, SARA L	430869	HS Facs	FACS		Yes	No
ALLERY, RACHEL M	60280	Title	Elem. Ed		Yes	No
ALLERY, VERLIN S	62509	MS Princ.	Elem. Ed	Ed. Admin	Yes	No
BELGARDE, MARSHA M	424446	MS Read	Elem. Ed	Communication	Yes	No
BLUE JR, JASON R	428530	Counc.	Guid/Counseling		Yes	No
CAHILL, JACIE J	63410	Title	Elem. Ed		Yes	No
CAMPBELL, SHELBY	438946	Pre-K	Elem. Ed		Yes	No
CHARBONNEAU, PEGGY M	62982	HS Eng.	Comm: Eng		Yes	No
CHASE, SHIKIYA R	427183	P.E.	Elem. Ed		Yes	No
DAVIS, CORY D	57109	P.E./Weld	P.E.	T & I Weld	Yes	No
DEMERS, DEREK J	418311	Cyber	Elem. Ed	Cyber/IT	Yes	No
DESJARLAIS, LARANNA	438924	2nd Grade	Elem. Ed		Yes	No
DISRUD, CHERYL G	58547	MS Math/Comp	Elem. Ed		Yes	No
FITZGERALD, BRADLEY T	57109	IT	Bus. Ed		Yes	No
GRANT, GENA L	433149	4th Grade	Elem. Ed		Yes	No
GUSTAFSON, SAMANTHA J	424281	MS Math/Comp	Elem. Ed		Yes	No
HANNON, DANIELLE R	64894	Vo. Ag.	Ag Ed		Yes	No
HEINZ, JACLYNN M	52178	HS Sped	Elem. Ed	Sped	Yes	No
IWAYAN, MIA	440879	1st Grade	Elem. Ed		Yes	No
KITZMAN, RASHAWN M	61262	1st Grade	Elem. Ed		Yes	No
KOM, ASHLEY E	429412	MS English	Elem. Ed		Yes	No
LAVALLE, KEITH A	53481	Sup.	Bio Ed.	Ed. Admin, Doctorate	Yes	No
LUND, LISA A	50534	ES Music	Elem. Ed	Sped Strategist, K	Yes	No
MARTIN, MARY J	63151	LMS	Elem. Ed		Yes	No
MARTY, DONNA J	65732	Art	Elem. Ed		Yes	No
MOBERG, DAWN R	61262	Alt. Ed.	Elem. Ed		Yes	No
NASH, GEORGIA V	433524	Counc.	Guid/Counseling		Yes	No
PARISIEN, SARA L	426918	3rd Grade	Elem. Ed		Yes	No
PEARSON, NICHOLE R	421238	MS Sci.	Elem. Ed		Yes	No
PEARSON, PHILIP W	56974	MS. S.S.	Elem. Ed		Yes	No
PEDERSEN, DAKOTA J	418545	HS Math	Math		Yes	No
PEDERSEN, ELIZABETH	422000	K	Elem. Ed		Yes	No
ROBERT, CHERYL L	57740	5th Grade	Elem. Ed		Yes	No
SCHROEDER, CASSANDRA	420464	K	Elem. Ed		Yes	No
SCZYGIEL, CHERI L	58580	Title	Elem. Ed		Yes	No
SIVERTSON, JANE	42817	5th Grade	Bus. Ed/Gen. Bus.		Yes	No
SIVERTSON, MATT	423780	HS Math	Non-Ed	Am. Bd. End.	Yes	No

SLABAUGH, MICHELE	30927	ES SPED	Spec. Ed. ID	Sped/Reading	Yes	No
ST VINCENT, ARREN D	417565	HS S.S.	History		Yes	No
ST VINCENT, BRITTANY	65459	2nd Grade	Elem. Ed		Yes	No
TANDESKI, SHERRY L	52471	HS Princ.	Elem. Ed	Sped Strategist/ Ed. Admin./Doctorate	Yes	No
THIBERT, RILEY R	429284	HS Sci.	Gen Comp Sci		Yes	No
YBANEZ, GELLIAM	440870	4th Grade	Elem. Ed		Yes	No
WAWRYK, DUSTIN L	429581	MS Sped	Elem. Ed	Sped Strategist	Yes	No
WUORI, ABIGAIL	434981	MS/HS Music	Elem. Ed		Yes	No
WUORI, EZERA	436954	3rd Grade	Elem. Ed		Yes	No
ZUPAN, BROOKE K	417091	ES Princ.	Elem. Ed	Ed. Admin	Yes	No

<i>Paraprofessional List</i>	Para #	Assignment	Meets ESSA Requirements	
Scott Allery	1011096	Sped	Yes	
Lucee Poitra	PG0202	HS Reg	Yes	
Trent LaFountain	1008503	Sped	Yes	
Shilynn (DeMers) Desjarlais	9584	MS Reg	Yes	
Chris Thomas	4894	Sped	Yes	
Bridget Langan	1008645	PreK	Yes	
Victoria Poitra	PG0195	Sped	Yes	
Cy Luna	PG0200	MS Reg	Yes	
Hailey Hanlan	PG0198	Sped	Yes	
Elijah LaFromboise	1011317	Sped	Yes	
Eliza Slater	1010856	Sped	Yes	
Jennifer Lattergrass	10425	MS Reg	Yes	
Ethan Smith	101041	Sped	Yes	
Madison Breland	1008653	Sped	Yes	
Danielle Hendrickson	PG0199	Sped	Yes	
Kari Walette	1010040	Sped	Yes	

REQUIRED

KAB – ST. JOHN SCHOOL DISTRICT-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

In support of strengthening student academic achievement, the St. John School District which receives Title I, Part A funds must jointly develop with, agree on with, and distribute to parents and family members of participating students a written District-Level Parent and Family Engagement Policy that contains information required by Every Student Succeeds Act (ESSA). The policy establishes the district's expectations and objectives for meaningful parent and family engagement and describes how the District will implement a number of specific parent and family engagement activities.

Definitions

This policy defines the following:

- *Parent* means a biological, adoptive, step or foster father or mother, or any other individual who stands in loco parentis to the student.
- *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. Parents play an integral role in assisting their child's learning;
 - b. Parents are encouraged to be actively involved in their child's education at school;
 - c. 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; and
 - d. Other activities are carried out, such as those described in ESSA.
- *Family/family members* are adults living in a student's household who are related to the student

District-Level Parent and Family Engagement Policy Requirements

The District agrees to implement the following requirements as outlined in law:

1. Put into operation programs, activities, and procedures for the engagement of parents and family members in all of its school with Title I, Part A programs. These programs, activities, and procedures must be planned and operated with meaningful consultation with parents and family members of participating children;
2. Work with its schools to ensure that the required School-Level Parent and Family Engagement Policy meets the Title I, Part A requirements, and includes as a component, a school-parent compact;
3. Incorporate this District-Level Parent and Family Engagement Policy into its district plan;
4. Provide, to the extent practicable, full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, of migratory students, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under

REQUIRED

ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand; and

5. If the district plan for Title I, Part A is not satisfactory to the parents of participating students, the District shall submit any parent comments with the plan when the District submits the plan to Department of Public Instruction.

Required District-Level Parent and Family Engagement Policy Components

The District-Level Parent and Family Engagement Policy includes a description of how the district may implement or accomplish each of the following components:

1. Joint Development

The District shall take the following actions to involve parents and family members in jointly developing its district plan, and in the development and review of support and improvement plans.

The District shall make the following opportunities available for parents to provide input on the educational program and activities: Parents have the opportunity for input at Annual Parent Nights, Parent Surveys, Parent Meetings (e.g. JOM, Booster Club), and communication meetings with administration. Parents and the public shall receive notice for all meetings held to provide input on the education programs and activities via the St. John social media page and platform(s), newspaper, etc. The District shall, to the greatest extent possible, use the preferred method of communication with the parents of students throughout the consultation process. Specifically, the District shall take the following measures to improve or enhance participation: 1. Consult with parent of students; 2. Change the communication method (if needed); 3. Change the time of meeting; and 4. Providing additional opportunities to sit on boards/clubs.

2. Annual Evaluation

The District shall take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this District-Level Parent and Family Engagement Policy in improving the academic quality of its Title I, Part A schools. The evaluation must include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation must also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The District may use the findings of the evaluation about its District-Level Parent and Family Engagement Policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its District-Level Parent and Family Engagement Policy.

Each year, the staff, students, and parents of the St. John School District are surveyed to ascertain areas of need. The perception data is gathered from parents,

REQUIRED

families, and staff twice a year during parent-teacher conferences. Students are surveyed during the spring semester for culture and climate, and also in January for engagement. This list is prioritized by number and reviewed by the Schoolwide Cognia Team. The team uses this information for Program Improvement and Schoolwide goals. The school will present the data to the School Board and the public during the June meeting annually. Annual assessment and review of the Schoolwide Program and Program Improvement is completed in the spring of the year. External stakeholders become aware of the schoolwide information during the annual review at the Reading Fair Event in the spring, the school website, as well as the newsletter that is sent out, and June School Board meeting. Student achievement data includes ND A+ Assessment and STAR assessment, Dial 4, quarterly assessments by teachers for grades K-12, report cards, graduation rates etc.

3. **Reservation of Funds (only applicable to districts with Title I, Part A allocations of \$500,000 or more)**

If applicable, the District shall involve the parents and family members of students served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to Title I schools.

Utilizing parent surveys and parent engagement meetings, stakeholders may be asked for input on how to spend money to improve the school environment.

4. **Coordination of Services**

The District shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local laws and programs such as coordinating with the local head start programs, that encourage and support parents in more fully participating in the education of their children. The district coordinates with local businesses, community partners, and stakeholders to provide additional supports to students and families.

5. **Building Capacity of Parents**

The District shall, with the assistance of its Title I schools, build the parents' capacity for strong parent involvement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- a. The challenging State academic standards;
- b. The State and local academic assessments including alternate assessments;
- c. The requirements of Title I, Part A;
- d. How to monitor their child's progress; and

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- e. How to work with educators to improve the achievement of their child.

The district provides the necessary components (e.g., technology, meetings/coordination, etc.) for parents to be successful supports from home.

6. **Building Capacity of School Staff**

The District shall, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

The district attends pertinent workshops and trainings to properly assess the most effective methods for building partnerships between school and parents.

Building Capacity for Involvement

1. The District-Level Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the District, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school and school district to support their children's academic achievement, such as the following discretionary activities listed in ESSA. The District shall implement the following District-Level Parent and Family Engagement Policy components to improve family-school partnerships¹: Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
2. Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training;
3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. Train parents to enhance the engagement of other parents;
5. Maximize parent and family engagement and the participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating students and parents who are unable to attend conferences at school;
6. Adopt and implement model approaches to improving parent and family engagement;
7. Establish a district parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs; and
8. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

¹ NOTE: Indicate the following District-Level Parent and Family Engagement Policy components the district will implement to improve family-school partnerships.

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With having a limited amount of Title funds (which the majority goes towards staff salaries), the District will continue to build relationships and capacity with parents/stakeholders through meetings, surveys, input media (e.g., email, Facebook page, etc.). We continuously promote engagement activities between the District and parents to gain insight and foster relationships.

Policy Adoption and Dissemination

The Board shall annually review this policy and any associated policy templates. The District shall distribute this policy annually to all parents of participating Title I, Part A students.

Complementing NDSBA Templates (may contain items not adopted by the Board)

- FDC, Education of Migrant Students
- GABAA, English Learners
- KAB-BR, School-Level Parent and Family Engagement Policy
- KAB-E, School-Parent Compact Requirements

End of St. John School District #3 Policy KAB-1 Adopted: [10/22/25]

REQUIRED

KAB.2 – ST. JOHN SCHOOL DISTRICT-SCHOOLS PARENT AND FAMILY ENGAGEMENT POLICY

In support of strengthening student academic achievement, the District which receives Title I, Part A funds, hereafter referred to as “District-Schools”, must jointly develop with, agree on with, and distribute to parents and family members of participating children a written Parent and Family Engagement Policy that contains information required by the Every Student Succeeds Act (ESSA). The policy establishes the district-school’s expectations and objectives for meaningful parent and family engagement and describes how the District will implement a number of specific parent and family engagement activities.

Definitions

This policy defines the following:

- *Parent* means a biological, adoptive, step or foster father or mother, or any other individual who stands in loco parentis to the student.
- *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. Parents play an integral role in assisting their child's learning;
 - b. Parents are encouraged to be actively involved in their child's education at school;
 - c. 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; and
 - d. Other activities are carried out, such as those described in ESSA.
- *Family/family members* are adults living in a student's household who are related to the student.

District-Schools Parent and Family Engagement Policy Requirements

The District-Schools agree to implement the following requirements as outlined in law:

1. The District-Schools shall put into operation programs, activities, and procedures for the engagement of parents and family members in all of its school with Title I, Part A programs. These programs, activities, and procedures must be planned and operated with meaningful consultation with parents and family members of participating children;
2. The District-Schools shall work to ensure that the required District-Schools Parent and Family Engagement Policy meets the Title I, Part A requirements, and includes as a component, a school-parent compact;
3. The District-Schools shall incorporate this District-Schools Parent and Family Engagement Policy into its district plan;
4. The District-Schools shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the District-Schools Parent and

REQUIRED

- Family Engagement Policy and the joint development of the targeted assistance or schoolwide program plan;
5. The District-Schools shall update the District-Schools Parent and Family Engagement Policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the Parent and Family Engagement Policy available to the local community;
 6. The District-Schools shall 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 ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand; and
 7. If the District-Schools plan for Title I, Part A is not satisfactory to the parents of participating children, the District shall submit any parent comments with the plan when the District submits the plan to Department of Public Instruction.

Required District-Schools Parent and Family Engagement Policy Components

The District-Schools Parent and Family Engagement Policy includes a description of how the school may implement or accomplish each of the following components:

1. Joint Development

The District-Schools shall take the following actions to involve parents and family members in jointly developing its district-school plan, and in the development and review of support and improvement plans:

The District shall make the following opportunities available for parents to provide input on the educational program and activities. Parents will have the opportunity for input at Annual Parent Nights, Parent Surveys, Parent Meetings (e.g. JOM, Booster Club), and communication meetings with administration. Parents and the public shall receive notice for all meetings held to provide input on the education programs and activities via the St. John social media page and platform(s), newspaper, etc. The District shall, to the greatest extent possible, use the preferred method of communication with the parents throughout the consultation process. Specifically, the District shall take the following measures to improve or enhance participation: 1. Consult with parent of students; 2. Change the communication method (if needed); 3. Change the time of meeting; and 4. Providing additional opportunities to sit on boards/clubs.

2. Annual Title I, Part A Meeting

Each district school who receives Title I, Part A funds shall take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the District-Schools Parent and Family Engagement Policy, the schoolwide plan, and the school-parent compact.

Each year, the staff, students, and parents of the St. John School District are surveyed to ascertain areas of need. The perception data is gathered from parents,

REQUIRED

families, and staff twice a year during parent-teacher conferences. Students are surveyed during the spring semester for culture and climate, and also in January for engagement. This list is prioritized by number and reviewed by the Schoolwide Cognia Team. The team uses this information for Program Improvement and Schoolwide goals. The school will present the data to the School Board and the public during the June meeting annually. Annual assessment and review of the Schoolwide Program and Program Improvement is completed in the spring of the year. External stakeholders become aware of the schoolwide information during the annual review at the Reading Fair Event in the spring, the school website, as well as the newsletter that is sent out, and June School Board meeting. Student achievement data includes ND A+ Assessment and STAR assessment, Dial 4, quarterly assessments by teachers for grades K-12, report cards, and graduation rates.

3. Technical Assistance

The District-Schools shall provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

4. Annual Evaluation

The District-Schools shall take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this District-Schools Parent and Family Engagement Policy in improving the academic quality of its Title I, Part A schools. The evaluation must include identifying barriers to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation must also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The District may use the findings of the evaluation about its District-Schools Parent and Family Engagement Policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its District-Schools Parent and Family Engagement Policy.

Each year, the staff, students, and parents of the St. John School District are surveyed to ascertain areas of need. The perception data is gathered from parents, families, and staff twice a year during parent-teacher conferences. Students are surveyed during the spring semester for culture and climate, and also in January for engagement. This list is prioritized by number and reviewed by the Schoolwide Cognia Team. The team uses this information for Program Improvement and

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Schoolwide goals. The school will present the data to the School Board and the public during the June meeting annually. Annual assessment and review of the Schoolwide Program and Program Improvement is completed in the spring of the year. External stakeholders become aware of the schoolwide information during the annual review at the Reading Fair Event in the spring, the school website, as well as the newsletter that is sent out, and June School Board meeting. Student achievement data includes ND A+ Assessment and STAR assessment, Dial 4, quarterly assessments by teachers for grades K-12, report cards, graduation rates etc.

5. Reservation of Funds (only applicable to districts with Title I allocations of \$500,000 or more)

If applicable, the District-Schools shall involve the parents and family members of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to Title I schools.

Utilizing parent surveys and parent engagement meetings, stakeholders may be asked for input on how to spend money to improve the school environment.

6. Coordination of Services

The District-Schools shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other relevant Federal, State, and local laws and programs such as [Insert programs such as: Head Start or other public preschool programs, parent resource centers, and other programs] that encourage and support parents in more fully participating in the education of their children. The district coordinates with local businesses, community partners, and stakeholders to provide additional supports to students and families.

Building Capacity of Parents and Family Members

The District-Schools shall build the schools' and parents' capacity for strong parent and family engagement by providing materials and training on such topics as literacy training and using technology to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- a. The challenging State academic standards;
- b. The State and local academic assessments including alternate assessments;
- c. The requirements of Title I, Part A;
- d. How to monitor their child's progress; and
- e. How to work with educators to improve the achievement of their child.

The district provides the necessary components (e.g., technology, meetings/coordination, etc.) for parents to be successful supports from home.

REQUIRED

The District-Schools shall provide parent and family engagement of participating children, if requested, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such request as soon as practically possible.

7. Building Capacity of District Staff

The District-Schools shall, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools.

The District-Schools shall provide other reasonable support for parent and family engagement activities as parents may request.

School-Parent Compact

Each district school who receives Title I, Part A shall take the following actions to jointly develop with parents of participating children a school-parent compact (KAB-E) that outlines how parents, the entire school staff, and students may share the responsibility for improved student academic achievement and the means by which the school and parents may build and develop a partnership to help children achieve the state's high standards.

The District will utilize the JOM Committee as a platform for school and parents to gather and develop a compact where parents can be engaged in the academic and culture processes of the school.

8. Communications

Each district school who receives Title I, Part A shall take the following actions to provide parents of participating children the following:

- a. Timely information about the Title I programs;
- b. Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement; and
- c. Information related to the school and parent programs, meetings, and other activities, is sent to the 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.
- d. The District shall make the following opportunities available for parents to provide input on the educational program and activities. Parents have the opportunity for input at Annual Parent Nights, Parent Surveys, Parent Meetings (e.g. JOM, Booster Club), and communication meetings with administration. The District shall, to the greatest extent possible, use the preferred method of communication with the parents of students throughout the consultation process. Specifically, the District shall take the following measures to improve or enhance participation: 1. Consult with parent of students; 2. Change the

REQUIRED

communication method (if needed); 3. Change the time of meeting; and 4. Providing additional opportunities to sit on boards/clubs.

Building Capacity for Engagement

The District-Schools Parent and Family Engagement Policy may include additional paragraphs listing and describing other discretionary activities that the District, in meaningful consultation with its parents, choose to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed in ESSA. The District shall implement the following District-Schools Parent and Family Engagement Policy components to improve family-school partnerships¹:

1. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
2. Provide necessary literacy training for parents from Title I, Part A funds if the school has exhausted all other reasonably available sources of funding for that training;
3. Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
4. Train parents to enhance the engagement of other parents;
5. Maximize parent and family engagement and the participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school;
6. Adopt and implement model approaches to improving parent and family engagement;
7. Establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in Title I, Part A programs; and
8. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

With having a limited amount of Title funds (which the majority goes towards staff salaries), the District will continue to build relationships and capacity with parents/stakeholders through meetings, surveys, input media (e.g., email, Facebook page, etc.). We continuously promote engagement activities between the District and parents to gain insight and foster relationships.

Policy Adoption and Dissemination

The Board shall annually review this policy and any associated policy templates. The District-Schools will distribute this policy annually to all parents of participating Title I, Part A students.

¹ NOTE: Indicate the following District-Schools Parent and Family Engagement Policy components the district will implement to improve family-school partnerships

REQUIRED

Complementing NDSBA Templates (may contain items not adopted by the Board)

- FDC, Education of Migrant Students
- GABAA, English Learners
- KAB-E, School-Parent Compact Requirements

End of St. John School District #3 Policy KAB-2 Adopted: [10/22/25]

2026-St. John Public School- Official-2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
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26	27	28	29	30		

October 2026						
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November 2026						
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29	30					

December 2026						
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26	27	28	29	30	31	

2026

Aug	17 & 18	Professional Development Day
Aug	19	First Day of School
Sept	7	Labor Day No School
Oct	22-23	NDCEL Convention No School
Nov.	4	P/T Conferences 3:00-9:00
Nov.	6	Parent/Teacher Comp Day
Nov.	11	Veteran's Day No School
Nov	26 & 27	Thanksgiving Break No School
Dec 21 - Jan 1		Winter Break

2027

Jan	4	School Reconvenes After Holidays
Jan	18	Professional Development Day No School
Feb	19	Spring Break No School
Mar.	3	P/T Conference 3:00-9:00
Mar.	5	T. Conference Comp Day No School/Work
March	19	Spring Break No School
March	26	Good Friday No School
March	29	Spring Break No School
May	21	Last Day of School

January 2027						
S	M	T	W	T	F	S
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31						

February 2027						
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28						

March 2027						
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28	29	30	31			

April 2027						
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May 2027						
S	M	T	W	T	F	S
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23	24	25	26	27	28	29
30	31					

June 2027						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

St. John Public School

Quarter Breaks

End of 1st 9 Weeks	(45 days) October 21
End of 2nd 9 Weeks	(41 days) Jan. 8
End of 3rd 9 Weeks	(42 days) March 12
End of 4th 9 Weeks	(47 days) May 21
Graduation	May 23, 2027

Days of Classroom Instruction	175 Days
Professional Development Days	3
Contracted Days	183

ES/MS= 1,166.67

High School Hours= 1,297.92

Required Hours- ES/MS- 962.5 & HS- 1,050