

matter in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

Note: Accommodations are to be determined under DEED's Participation Guidelines for Alaska Students in State Assessments. "Modifications" may not be provided by the team. "Modifications" means a change to either the content or the administration of a test included in the statewide student assessment system, if the change alters what is measured by that test. 4 AAC 06.776.

## **Reassignment**

Note: Pursuant to 4 AAC 34.055, the district's service plan must identify the procedure for assessing the educational progress of ELL pupils. Additionally, a student's parent/guardian may request placement in a regular school program. The regulation provides an objective standard for when ELL services are no longer required. A student will remain eligible for services until the student obtains on tier B or tier C of the approved annual assessment a: 1) composite score of 5.0 or higher; and 2) score of 4.0 or higher in each of the tested domains of reading, writing, speaking and listening.

Students of limited English proficiency shall be reassigned as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. A student will remain eligible for services until obtaining assessment scores as established by law.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

## **Parent/Guardian and Community Involvement**

Note: 4 AAC 34.055 requires the district's plan of service to provide for the involvement of parents/guardians and community members in the bilingual-bicultural educational program.

The School Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

Note: The Every Student Succeeds Act continues the detailed requirements for parental notification set forth in the No Child Left Behind Act. This includes provisions that are very specific as to content of the notice and when it must be given. Students placed in, or identified for, an ELL program before the beginning of the school year must receive notice no later than 30 days after school starts. For students newly identified after the beginning of the school year, parental notice is due within two weeks after the student's placement in the program. School districts are required to notify the families of students placed in an ELL program as soon as this occurs. Notification should include: (1) an explanation of why their child has been placed in the program; (2) a description of the program their child is in, as well as a description of all other types of available language programs; (3) notice of a parent's right to choose among instructional programs if more than one is available; (4) an explanation of how the current program will help their child to develop academically, learn English, and achieve the standards necessary for grade promotion and graduation; (5) the specific exit requirements for the program, the expected rate of transition to non-ELL programs and the expected secondary graduation rate for the program; (6) in the case of a child with a disability, how the program meets the objectives in the child's IEP; and (7) notice of a parent's right to have his or her child moved from an ELL program to a regular program if they so desire. School districts must provide required parent notifications in a uniform format that is comprehensible to families, and, to the extent possible, in a language that can be understood by families. A sample parental notification is provided at E 6174.

The district shall notify parents of students qualifying for ELL programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as an English

language learner, including the student's level of proficiency and how the district determined that level. The student's overall academic achievement should also be included in the notice. The notice must describe the ELL program's instructional methods and explain specific exit requirements and how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

(cf. 1220 - Citizens Advisory Committees)

### **Program Evaluation**

Note: 4 AAC 34.055 requires a district's plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of ELL students and achieving student academic progress goals; and, reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited ELL students for two years after the student is no longer identified as an ELL student.

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

Note: Federal Law (20 U.S. Code section 1703 (f)) prohibits districts from discriminating against a student on the basis of race, color, sex or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) "produce results indicating that language barriers confronting students are actually being overcome."

When evaluating the adequacy of bilingual-bicultural education, the School Board shall consider data which indicates the effectiveness of the programs in teaching English to students and in contributing to their academic achievement.

### *Legal Reference:*

#### ALASKA STATUTES

14.30.400 Bilingual-bicultural education

#### ALASKA ADMINISTRATIVE CODE

4 AAC 06.775 Assessment of a student with limited English proficiency

4 AAC 34.010-4 AAC 34.090 Bilingual-bicultural education

#### UNITED STATES CODE

20 U.S.C. §§ 1702-03, Denial of Educational Opportunity Prohibited

20 U.S.C. § 6811, et. seq., English Language Acquisition, Language Enhancement, and Academic Achievement Act, as amended by the Every Student Succeeds Act (P.L. 114-95 (December 10, 2015))

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

Teresa P. et al v. Berkeley Unified School District et al, 724 F.Supp. 698 (N.D. Cal. 1989)



**Bilingual-Bicultural Education/Limited English Proficiency Programs**  
*(Parental Notification for Children Identified as Limited English Proficient)*

Your child, \_\_\_\_\_, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is \_\_\_\_\_  
\_\_\_\_\_

Using *(list assessment instruments and methods here)* \_\_\_\_\_  
\_\_\_\_\_

Your child was identified at (describe level of proficiency) \_\_\_\_\_

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level, etc.)* \_\_\_\_\_  
\_\_\_\_\_

The \_\_\_\_\_ School District uses the following method(s) of language instruction *(list and explain the methods offered and how they compare with each other)*

We have chosen to place your child in a program using a \_\_\_\_\_ method. We believe this is the best method for improving your child's English proficiency because \_\_\_\_\_  
\_\_\_\_\_

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by \_\_\_\_\_  
\_\_\_\_\_

Your child will be exited from this program upon *(state exit criteria such as test scores, reading level, verbal ability, etc.)* \_\_\_\_\_  
\_\_\_\_\_

We anticipate that your child will transition from this course of study by *(describe anticipated time line)* \_\_\_\_\_  
\_\_\_\_\_

You have the right to remove your child from the program.

You have the right to choose among the various program offered by the District. *(Only include if more than one option is available.)*

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.

INSTRUCTION

E 6174 (b)

**Bilingual-Bicultural Education/Limited English Proficiency Programs**  
(Parental Notification for Children Identified as Limited English Proficient)

(If the child is also on an IEP) this program will assist you child in meeting the following IEP objectives (list objective and way in which the program will assist in meeting that objective)

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If you should have questions or require other assistance, contact:

- a. Name: \_\_\_\_\_
- b. Building Location \_\_\_\_\_
- c. Other Contact Information: \_\_\_\_\_

*Added 1/12*  
*Reviewed 3/2020*  
*Reviewed 12/2022*

Instructions

**E 6174 Bilingual-Bicultural Education/English Language Learner Programs**

*(Parental Notification for Children Identified as English Language Learners)*

Your child, \_\_\_\_\_, has been identified as needing additional instruction to achieve English proficiency. The basis for this identification is \_\_\_\_\_  
\_\_\_\_\_

Using *(list assessment instruments and methods here)* \_\_\_\_\_  
\_\_\_\_\_

Your child was identified at *(describe level of proficiency)* \_\_\_\_\_

Additionally, your child's current academic achievement is *(describe GPA, standardized test scores, reading level, etc.)* \_\_\_\_\_  
\_\_\_\_\_

The \_\_\_\_\_ School District uses the following method(s) of language instruction *(list and explain the methods offered and how they compare with each other)*

We have chosen to place your child in a program using a \_\_\_\_\_ method. We believe this is the best method for improving your child's English proficiency because \_\_\_\_\_  
\_\_\_\_\_

This/Those method(s) will benefit your child academically and will help your child achieve at an age-appropriate level because/by \_\_\_\_\_  
\_\_\_\_\_

Your child will be exited from this program upon *(state exit criteria such as test scores, reading level, verbal ability, etc.)* \_\_\_\_\_  
\_\_\_\_\_

We anticipate that your child will transition from this course of study by *(describe anticipated time line)* \_\_\_\_\_  
\_\_\_\_\_

You have the right to remove your child from the program.

You have the right to choose among the various program offered by the District. *(Only include if more than one option is available.)*

You have the right to assistance by a District representative. The District representative will assist you in choosing a program and monitoring your child's progress within the program.



## **EDUCATION OF NATIVE/INDIAN CHILDREN**

### **Community and Parental Involvement**

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the Board. In addition, the following procedures will be used:

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting, and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.
2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
  - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
  - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
  - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
  - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

*(cf. 6020 - Parent Involvement)*

### **Nondiscrimination**

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

## **EDUCATION OF NATIVE/INDIAN CHILDREN**

**BP 6174.1 (b)**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

### **Educational Program**

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.
6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska School Activities Association (ASAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all ASAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.

**EDUCATION OF NATIVE/INDIAN CHILDREN**

**BP 6174.1 (c)**

8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.
11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
  - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
  - b. Informing parents and teachers of specific objective of the program.
  - c. Establishment of parent-teacher conferences.
  - d. Providing materials, suggestions and training to enable parents to promote education at home.
  - e. Providing timely information concerning the program's plans and evaluations.
  - f. Soliciting parents and teacher suggestions in planning and operating the program.
  - g. Facilitating volunteer or paid participation by parents in school activities.
  - h. Establishing parent advisory committees.

**Evaluation of Instructional Programs**

Each Advisory Committee may develop procedures for the evaluation of the schools instructional programs in addition to the evaluation procedure required by the Plans of Service and Evaluation commonly referred to as the .050's and required by Board Policy.

*(cf. 6190 - Evaluation of the Instructional Program)*

Instruction

**EDUCATION OF NATIVE/INDIAN CHILDREN**

BP 6174.1 (d)

*Legal Reference:*

UNITED STATES CODE, TITLE 20

*236-244 Financial Assistance to Local Educational Agencies (PL 81-874)*

NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)

*Revised 2/2016*

*Reviewed 4/2020*

*Reviewed 08/2022*

*Reviewed 12/2022*

## BP 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN

### Community and Parental Involvement

Note: Title 20 of the United States code mandates that school districts receiving Impact Aid funds have a policy ensuring all parents and community members, including IRA and traditional councils, have the opportunity to submit their views and active consultation relating to the district's education and cocurricular programs. It is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

Note: Under the Every Student Succeeds Act, "affected" school district are required to consult with local tribes or tribal organizations prior to submitting a plan or application for federally covered education programs. Affected districts are those that either: 1) have 50% or more of its student enrollment made up of Alaska Native students; or 2) received an Indian education formula grant under Title VI in the previous year that exceeds \$40,000. Consultation must be done "in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs." Federal programs requiring consultation between tribes and affected school districts include:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- Title I, Part C (Education of Migratory Children)
- Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected,

Delinquent, or At-Risk)

- Title II, Part A (Supporting Effective Instruction)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic

Achievement Act)

- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Title IV, Part B (21st Century Community Learning Centers)
- Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)

The School Board recognizes that all parents and community members, including IRA and Traditional Councils, have a special interest in the education programs and cocurricular programs provided their children. To provide an opportunity for them to be meaningfully involved in the development, implementation, and evaluation of each school's educational and cocurricular program, all interested parties will mutually enter into Indian Policies and Procedures (IPP's), which are incorporated into and adopted as the policy of the School Board. The policies must be drafted in accord with 20 USC 7704 and 34 CFR 222.94. In addition, the following procedures will be used:

Note: Where "Advisory Committee" appears, the board may wish to specify/designate what body will be responsible for implementing this policy based on the needs of your district.

1. At a meeting of a School Board Advisory Committee called for that specific purpose, the principal will present a detailed description of that school's education program including curriculum (course description, scope and sequence) and program evaluation procedures as well as the co-curricular program provided. At least two weeks prior to that meeting public notice will be given through newspapers, public posting,

- and radio announcements, where appropriate, stating the agenda and purpose of the meeting. To further insure community involvement a written invitation will be sent to the IRA and/or Traditional Council.
2. During the planning and development of local education programs all parents and community members including IRA and Traditional Councils, will be actively consulted in the following manner:
    - a. At each Advisory Committee meeting where program applications for financial assistance are reviewed all members of the public will be given an opportunity to present their views.
    - b. All members of the public will have an opportunity to present their overall views on the educational program and its operation.
    - c. All members of the public will have an opportunity to make recommendations concerning the needs of their children.
    - d. All members of the public will be given the opportunity to comment on the way in which they can assist their children in realizing the benefits to be derived from the educational program.

(cf. 6020 - Parent Involvement)

### **Nondiscrimination**

The School District certifies that all children participate in the school program on an equal basis regardless of age, sex, race, age, creed, color, national origin, or ethnic background and shall not be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity of the district consistent with Title IX of the Education amendments of 1972 and Title VI of the Civil Rights Act of 1964.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

### **Educational Program**

Note: Under the Every Student Succeeds Act, the government is dedicated to the development of curriculum materials that reflect the cultural diversity of Alaska Natives, instructional programs that make use of Native Alaskan languages, and programs and materials designed to address the needs of rural Alaska schools. This includes supporting the unique educational needs of rural school children by incorporating qualified Alaska Native elders and seniors.

The primary purpose of the educational program is to provide experiences by which individuals will learn within the context of their needs as well as the broader needs for which the district shares a responsibility. Under this assumption, the school is viewed as a link between the individual and learning resources and experiences available to meet both short and long range needs. To encourage the strongest and most viable linkage, the School Board recommends:

1. A program which is individualized to the maximum extent and which provides as many options as possible within educational goals statement previously made.
2. An organization plan by grade level or function which considers local expectations and efficiency of operation rather than an arbitrary pattern of organization. Individualization of program for students and optimum staff utilization demands an organizational plan based upon statement performance, skill grouping, and activity grouping rather than a rigid grouping by age, sex, or other non-educational basis.
3. A staff utilization procedure which establishes specific personnel needs based upon the programs requirements. All persons, directly or indirectly effect the school operation. Certificated, classified and resource personnel, as well as students in certain circumstances, are considered in developing procedures for staff utilization.
4. A guidance and individual program planning effort which assures the widest choice of alternatives to individual students over their period of formal education. Emphasis will be upon bringing the student in direct contact with those educational experiences and resources which best meet short or long range needs.
5. An assessment program which uses both subjective and objective measures in determining student performance and the effectiveness of the school program in achieving learning objectives. This program is

an integral part of the guidance function and requires both the involvement and understanding of students and parents in its development.

6. A wide range of learning materials and techniques which will meet the needs of students and of those responsible for instructional or learning activities. Special consideration must be given to unique cultural and language requirements. Audio and video materials, as well as print materials, are particularly important to the concepts- of individualization and maximum learning options.
7. A program for bringing students, schools and communities together in various educational, cultural, and recreational activities. The Alaska High School Activities Association (AHSAA) is recognized as the authority for all high school interscholastic activities. The district accepts as binding all AHSAA rules and regulations for membership and competition. All activities will be made available to students on a nondiscriminatory basis.
8. Maximum use of community resources as an integral part of the curriculum. Budgetary and administrative procedures should promote this utilization with standards established at the district and community level.
9. A continuous program of curriculum development at the community and district level. In this way the program will remain dynamic from both a content and organizational standpoint. Innovative or pilot efforts should be encouraged within whatever constraints must be applied to afford protection of students from potentially harmful experimentation.
10. That in those areas which may be viewed as controversial, instructional procedures will be confined to a body of factual information with acceptance or interpretation left to the student. Religion is recognized as an important historic element but specific religion responsibility rests with the home and church. The Advisory Committee and parents should play a major role in determining how controversial issues will be handled BEFORE SPECIFIC CONTROVERSIES OR ISSUES ARISE. Areas often found as the source of controversy are sex education, alcohol, and drug education.
11. Special programs, such as Title 1, Migrant Education, and Indian Education be designed, implemented and evaluated with input from parents and teachers of involved students. Specific activities may include but are not limited to:
  - a. Notifying each child's parents and teachers in a timely manner that the child has been selected to participate in the program.
  - b. Informing parents and teachers of specific objective of the program.
  - c. Establishment of parent-teacher conferences.
  - e. Providing materials, suggestions and training to enable parents to promote education at home.
  - f. Providing timely information concerning the program's plans and evaluations.
  - g. Soliciting parents and teacher suggestions in planning and operating the program.
  - h. Facilitating volunteer or paid participation by parents in school activities.
  - i. Establishing parent advisory committees.

*Legal Reference:*

UNITED STATES CODE

20 USC §§ 7541-7546, *Alaska Native Educational Equity, Support, and Assistance Act*

20 USC § 7704 *Policies and procedures relating to children residing on Indian Lands*

CODE OF FEDERAL REGULATIONS

34 CFR 222.94 *What provisions must be included in a local educational agency's Indian policies and procedures?*

Revised 4/2022



## **EDUCATION OF NATIVE/INDIAN CHILDREN**

### **Educational Program**

Each Advisory Committee working with the local administrator will develop for each school (both elementary and high school) under its jurisdiction an education plan as required by 4 AAC 05.070 (Program Planning and Evaluation).

Each plan will be submitted to the District Board for approval no later than May 1 of each year for the following school term. Forms and procedures to be followed will be provided by the District Office

When it becomes apparent that Native students do not have the opportunity to participate in an educational program on an equal basis with non-Native students, and the situation cannot be remedied by an administrative order, a task force comprised of teachers, students (if applicable), and parents will be created and charged with the specific duty of modifying the program to allow such equal opportunity to participation.

### **Modification to Allow Equal Participation in Programs by Native Students**

When it becomes apparent that Native students do not have the opportunity to participate in an educational program on an equal basis with non-Native students, and the situation cannot be remedied by an administrative order, a task force comprised of teachers, students (if applicable), and parents will be created and charged with the specific duty of modifying the program to allow such equal opportunity to participation.

### **Parent and Tribal Involvement in Review of Impact Aid Applications**

Each fall at the appropriate time, Impact Aid application cards will be distributed to the students at each school to be brought home and filled out by the parent/guardian. Upon return of the cards, they will be submitted to the Student Records office in the District Office where the formal Impact Aid application will be completed. Copies of the completed document will be sent to each school to be discussed at an Advisory Committee meeting, and sent home with students or mailed directly to the parents. Additionally, a copy of the completed document will be sent to the appropriate tribal officials, IRA Councils, Traditional Councils, and the Association of Village Council Presidents.

### **Dissemination of Program Plans for New Educational Programs**

District wide education programs to be initiated by the district will be reviewed by the Curriculum Review Committee for approval prior to being submitted to the district Board for action. In addition, new district wide programs will be discussed at an Advisory Committee meeting at each site called for the reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting. Information on the program will be sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

## **EDUCATION OF NATIVE/INDIAN CHILDREN**

When an individual site initiates a new program, it will be discussed at an Advisory School Board meeting called for the specific reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting and information on the program will be either sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

Site initiated programs must be forwarded to the Curriculum Office for review and approval by the Curriculum Review Committee prior to submittal to the district Board for action.

### **Procedures for Assessing the Meaningfulness of Alaska Native/American Indian Input on IPP Policies**

Each year the Board will appoint a committee to assess the meaningfulness of community input on IPP policies. This committee will review the Alaska Native/American Indian input on, opportunity for input on, and the district's response to such input on the district's IPP policies. Should the committee determine that the district's policies and procedures require modification as a result of comments submitted by tribal officials and parents, its recommendations will be presented to the Board at its next regularly scheduled meeting for action.

### **Evaluation of Instructional Programs**

Each Advisory School Board, working with the local administrators will annually conduct an evaluation of the educational program of the school(s) under its jurisdiction in accordance with 4 AAC 05.070 (Program Planning and Evaluation). The evaluation will be conducted and forwarded to the District Office by May 1 of each year. Results of the evaluation will be used in the program planning for the next school year. Appropriate forms and guidelines will be supplied by the District Office.

Summaries of the annual evaluation of each school's educational program (commonly called the .050s) will be sent home with students or mailed to parents. Additionally, copies of the annual evaluation will be sent to the appropriate tribal officials (IRA Councils, Traditional Councils).

*Revised 1/09*

*Reviewed 2/2016*

*Reviewed 4/2020*

*Reviewed 12/2022*

## **AR 6174.1 EDUCATION OF NATIVE/INDIAN CHILDREN**

Note: A stated purpose of the Every Student Succeeds Act is to authorize the development of supplemental educational programs to benefit Alaska Natives, and to supplement existing programs and authorities in the area of education to further the purpose of the Act.

### **Modification of Educational Program to Allow Equal Participation in Programs by Native Students**

When it becomes apparent that Native students do not have the opportunity to participate in an educational program on an equal basis with non-Native students, and the situation cannot be remedied by an administrative order, a task force comprised of teachers, students (if applicable), and parents will be created and charged with the specific duty of modifying the program to allow such equal opportunity to participation.

### **Parent and Tribal Involvement in Review of Impact Aid Applications**

Each fall at the appropriate time, Impact Aid application cards will be distributed to the students at each school to be brought home and filled out by the parent/guardian. Upon return of the cards, they will be submitted to the Student Records office in the District Office where the formal Impact Aid application will be completed. Copies of the completed document will be sent to each school to be discussed at an Advisory Committee meeting, and sent home with students or mailed directly to the parents. Additionally, a copy of the completed document will be sent to the appropriate tribal officials, IRA Councils, Traditional Councils, and the Association of Village Council Presidents.

### **Dissemination of Program Plans for New Educational Programs**

District wide education programs to be initiated by the district will be reviewed by the Curriculum Review Committee for approval prior to being submitted to the district School Board for action. In addition, new district wide programs will be discussed at an Advisory Committee meeting at each site called for the reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting. Information on the program will be sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

When an individual site initiates a new program, it will be discussed at an Advisory School Board meeting called for the specific reason of discussing the program. Parents, community members, and appropriate tribal officials will be invited to the meeting and information on the program will be either sent home with students or mailed to parents. Appropriate tribal officials will be mailed information on the program.

Site initiated programs must be forwarded to the Curriculum Office for review and approval by the Curriculum Review Committee prior to submittal to the district School Board for action.

### **Procedures for Assessing the Meaningfulness of Alaska Native/American Indian Input on IPP Policies**

Each year the School Board will appoint a committee to assess the meaningfulness of community input on IPP policies. This committee will review the Alaska Native/American Indian input on, opportunity for input on, and the district's response to such input on the district's IPP policies. Should the committee determine that the district's policies and procedures require modification as a result of comments submitted by tribal officials and parents, its recommendations will be presented to the School Board for action at its next regularly scheduled meeting.

*Revised 3/2016*

**9/92**

**EDUCATION OF NATIVE CHILDREN**

E 6174.1(a)

**INDIAN POLICIES AND PROCEDURES**

The Craig City School District's goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian and Alaska Native children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the District may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the District to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by Board action supersede all previous Board action and are intended to bind the Governing Board, administration, and staff of the District.

**POLICIES AND PROCEDURES:**

1. POLICY

Craig Tribal Association officials and parents of Indian children shall be provided an opportunity to comment on the participation of Indian children on an equal basis with non-Indian children in all education programs and activities offered by the Craig City School District. [34 CFR 222.94 (a)(1)]

**PROCEDURES**

1.1

The Craig City School District (District) Superintendent and/or designee and/or District Federal Program Parent Advisory Committee (FPPAC), Member will meet each semester with Tribal officials, parents of Indian children, Indian Education Parent Committee members and staff. The purpose of these meetings shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the District.

Generally, at least one or more of following meetings will occur annually:

1. District Title VII, Part A Indian Education Parent Committee [FPPAC] public meeting
2. Board of Education Public hearing on Title VIII (Impact Aid) Indian policies and procedures.
3. Other meetings organized by the [Federal Programs Parent Advisory Committee] Committee and/or requested by Craig Tribal Association officials and/or School Advisory Council and/or parents of Indian children

**EDUCATION OF NATIVE CHILDREN**

E 6174.1(b)

2. POLICY

The District will annually assess the extent to which Indian students are participating on an equal basis with non-Indian children in the educational programs and activities of the District. [34 CFR 222.94(a)(2)]

PROCEDURES

2.1

The Superintendent and/or principal, in conjunction with the Parent Committee and/or the IPP Committee, will review school data and comments with the Craig Tribal Association officials, Indian Education Parent Committee members, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational programs and services of the District.

3. POLICY

The District shall seek input from the Parent Committee and/or the IPP Committee and if necessary, modify its educational programs and services to ensure equal participation for Indian students. [34 CFR 222.94(a)(3)]

PROCEDURES

3.1

When assessment data indicate Indian students do not participate on an equal basis with non-Indian students, or make appropriate progress, the Parent Committee and/or the IPP Committee will be asked to recommend a plan or suggestions to modify the educational programs or services in order to attain equal participation or appropriate progress. Recommendations will be presented to the District Board for action.

4. POLICY

The following materials will be disseminated annually to Craig Tribal Association officials [Native Community Leaders] and the parents of Indian students via the district website and/or print:

- Title VIII Application [Impact Aid]
- Evaluation of programs assisted with Title VIII funds
- Program plans and information related to the education programs of the District
- Assessment data for Indian students and non-Indian students in the District

Adequate time and opportunity will be provided Tribal officials and/or the Parent Committee and/or the IPP Committee and Indian parents to present comments and recommendations regarding the disseminated documents and ways in which the District may help those children realize the benefits of the District's education programs and activities. [34 CFR 222.94(a)(4)]

## EDUCATION OF NATIVE CHILDREN

E 6174.1(c)

### PROCEDURES

#### 4.1

The complete Title VIII application will be sent to Craig Tribal Association officials and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing.

#### 4.2

Review of new or continuing programs is an on-going process of the Board of Education. Agendas will be regularly forwarded to Craig Tribal Association officials. An annual summary will be provided at the January Title VIII public hearing.

#### 4.3

Additional information is available upon request.

#### 4.4

An annual Board meeting will be held in January for the discussion of the disseminated material as part of a regular Board of Education agenda. Craig Tribal Association officials and Indian parents and staff will be notified at least ten (10) days prior to the meeting. Notice will be posted in the District office, School Offices, and will be sent to the Craig Tribal Association for posting.

### 5. POLICY

The District shall solicit information from Craig Tribal Association officials and parents of Indian students on Indian views, including those regarding the frequency, location, and time of meetings. [34 CFR 222.94(a)(5)]

### PROCEDURES

5.1 At any Board meeting members of the Indian or Native community will be afforded the opportunity to discuss their views, including any suggestion they may have regarding the times, locations, and frequency of regularly scheduled meetings. Members of the Indian/Native community may also submit their comments or suggestions in the following ways:

- At any of the schools in the District Parent Committee (SAC) meetings
- At the annual public hearing on Title VIII (Impact Aid)
- To the principal of the school at a scheduled time
- To the superintendent and/or designee at a scheduled time
- To the officers of the District Parent Committee [FPPAC] (to be forwarded to the appropriate administrators and Board of Education)

### 6. POLICY

The District shall notify officials and Indian parents of the locations and times of meetings.

## EDUCATION OF NATIVE CHILDREN

E 6174.1(d)

### PROCEDURES

6.1 Craig Tribal Association officials, parents of Indian students, the Indian Education Parent Committee and other staff will be notified as to the location and times of meetings in the same manner as that provided for the January Board meeting. Notice will be posted in the District office, at school offices, and will also be sent to the Craig Tribal Association for posting.

6.2 If required/necessary, notification of the locations and times of meetings may be broadcast via local newspapers, TV channel and the phone notification system.

## 7. POLICY

The District shall actively consult and regularly involve the Parent Committee and/or the IPP Committee, as well as interested Craig Tribal Association officials and Indian parents, in the planning and development of the District's educational programs and activities. [34 CFR 222.94(a)(7)]

### PROCEDURES

7.1 The complete Title VIII application will be made available for review by the Parent Committee and/or the IPP Committee and other interested members of the Indian community prior to the public meeting generally held in January with sufficient time to adequately review the materials prior to the meeting.

7.2 The IPP Committee and interested Indian parents and Craig Tribal Association officials will review assessment data to develop or modify educational programs or services to ensure participation of Indian students on an equal basis. These findings and recommendations will be presented to the Board of Education in March, or as required by Federal guidelines.

7.3 Members of the Indian community, Craig Tribal Association officials, members of the Parent Committee and/or IPP Committee and staff will be notified of modifications to programs or services as stipulated in Procedure 4.1.

## 8. POLICY

The District shall provide specific procedures for assessing the effectiveness of the Indian community input regarding the participation of Indian children in the District's education programs and activities and the development and implementation of the IPPs, and for modifying the District's IPPs based on this input. [34 CFR (a)(8) and (b), if necessary.]

### PROCEDURES

#### 8.1

The IPP Committee and District staff will review parent and student input and surveys prior to the preparation of the Title VIII Impact Aid program grant. Information regarding this input will be discussed at the public hearing for the new Title VIII grant and/or at the public hearing in January regarding Title VIII Impact Aid.

**EDUCATION OF NATIVE CHILDREN**

E 6174.1(e)

**APPROVED BY:**

\_\_\_\_\_  
Sign & Print Name: Tribal Official  
Craig Tribal Association

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Sign & Print Name: IPP Committee Rep

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Sign & Print Name: Superintendent  
Craig City School District

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Sign & Print Name: Board President  
Craig City School District

\_\_\_\_\_  
Dated

*Added 1/14  
Reviewed 2/2016  
Reviewed 4/2020  
Reviewed 12/2022*

## E 6174.1 INDIAN POLICIES AND PROCEDURES

Note: Districts receiving federal Impact Aid are required to have "IPPs" or Indian Policies and Procedures. The following sample was adopted from sample policies issued by the Department of Education.

The \_\_\_\_\_ School District's goal under the Indian Policies and Procedures [IPP] is to ensure that all American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by impact aid funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the district may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the district to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), 34 CFR 222.94, and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by School Board action supersede all previous School Board action and are intended to bind the Governing Board, administration, and staff of the district.

### ATTESTATIONS

The \_\_\_\_\_ School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY \_\_\_\_\_ Impact Aid application.

The \_\_\_\_\_ School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY \_\_\_\_\_ Impact Aid application.

### POLICIES AND PROCEDURES

The following Indian policies and procedures become effective upon school board approval.

**POLICY 1:** The \_\_\_\_\_ School District will disseminate relevant applications, evaluations, program plans and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations.

#### **Procedure 1:**

The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail to Indian parents and Tribal officials a copy of the following documents:

- Impact Aid Fiscal Year \_\_\_\_\_ application;
- Evaluation of all educational programs; and
- Plans for education programs the District intends to initiate or eliminate.

In addition, information regarding these materials will be included in the District's monthly newsletter, if appropriate.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations in the questionnaire to be disseminated in the fall. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

The District will disseminate information and seek timely input regarding the following programs on its educational program (including, but not limited to): Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title IV, Part B, Title V, Part B subpart 2, Title VI, Part A, subpart 1, Title VII-Impact Aid programs, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Indian Education Committee and a summary will be prepared and disseminated \_\_\_\_\_ days/weeks in advance of public hearings held in \_\_\_\_\_ and \_\_\_\_\_ (enter months of meetings) to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. These hearings will be publically advertised by radio, advertisement, newsletter or in writing to allow all interested parties to attend. In addition, representatives from the District and Indian Education Committee will schedule meetings with the local tribe to seek input.

Parents of Indian children, tribal officials, the Indian Education Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Indian Education meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

**POLICY (2):** The \_\_\_\_\_ School District will provide an opportunity for the affected tribe or tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities.

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

**Procedure 2:**

In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the Board will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the School Board.

Indian parents and Tribal officials will be given notice of any and all meetings by including in the above-referred questionnaire to be disseminated in the fall semester information as to the location of legally posted School Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The District may re-locate meetings or times to encourage participation.

The Indian Education Committee (Parent Advisory Committee) of the District will meet \_\_\_\_\_ (monthly, quarterly, etc.) for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas shall be posted and all meetings shall be open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

A school board representative is a non-voting member of the Indian Education Committee (Parent Advisory Committee). This representation allows for the discussion of needs of the students and ideas to be brought forward to both the Indian Education Committee as well as the School Board.

At each of the \_\_\_\_\_ (monthly, quarterly, etc) school board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, two public hearings are scheduled in \_\_\_\_\_ (enter months) which are specifically devoted to addressing questions regarding federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.

The District and Indian Education Committee representatives will schedule meetings with the affected tribe or tribes to discuss ongoing programing goals.

**POLICY (3):** The \_\_\_\_\_ School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- (i) Share relevant information related to Indian children's participation in the District's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

**Procedure 3:**

The District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- A. The District will monitor Indian student participation in all academic and co-curricular activities.
- B. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.
- C. The District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by (mail, email, posting at tribal offices, etc.).
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the Indian Education Committee (Parent Advisory Committee)
- E. Copies of annual reports will be provided to tribal officials.

The District shall annually calculate from its records the ratio of Indian children compared to other children participating academic and co-curricular programs ("school data").

Annually, the District Administrator (or a designee), administrators, staff members, the Indian Education Committee (Parent Advisory Committee), Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children's participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children.

The District will disseminate the results of the assessment of Indian participation to parents of Indian children and tribal officials within \_\_\_\_\_ (days/weeks) of publication by \_\_\_\_\_ (mail, e-mail, posting at tribal offices, etc.)

Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Indian Education Committee (Parent Advisory Committee) meetings, directly to the school district by (phone, email, writing, etc.). In addition, parents of Indian children and tribal officials may comment in the fall and spring semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children.

The \_\_\_\_\_ School Board will establish a task force or an ad hoc committee of Indian parents, Tribal officials, and staff members to assist in the modification of educational programs in order to ensure the equal participation of Indian children. Such committee shall make recommendations to the Board as to any needed modifications. The School Board shall give deference to the suggestions of the committee in voting on proposed modifications.

The District shall annually analyze participation rates of Indian children compared to other children in all aspects of the educational program and school sponsored activities.

The District's Superintendent and school staff, in conjunction with the Indian Education Committee, will review annual survey data and comments gathered from families and students.

The results of the data and its comments will be shared with all interested parties in the district. In addition, comments and/or suggestions brought forth from these conversations will become part of the Committee's approved minutes.

This data will be utilized to develop appropriate supports for various programs.

During the public hearings that are scheduled, the school district will gather information relating to Indian children's participation in the District's education programs and activities. This information will also be made available to the parents of Indian children, tribal officials and the Indian Education Committee (Parental Advisory Committee) via \_\_\_\_\_ (mail, email, posting at tribal offices, etc.)

If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board in consultation with the Indian Education Committee (Parent Advisory Committee) and tribal officials, will modify its education program in such a way as to improve Indian participation.

**POLICY (4):** The \_\_\_\_\_ School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

**Procedure 4:**

During the organization meeting of the Indian Education Committee (Parent Advisory Committee), the Indian Policies and Procedures will be reviewed and revised if necessary. Once this had happened, the document will be forwarded to the School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Indian Education Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials within \_\_\_\_\_ (days/weeks) of adoption by the School Board.

The School Board will establish an ad hoc committee of Indian parents and Tribal officials ("the Indian/Parent Committee") to annually review the components the Indian Policies and Procedures to ensure that they meet federal regulatory and statutory requirements.

The Indian/Parent Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Indian/Parent Committee shall make recommendations to the Board to modify its policies and procedures.

The District will hold a School Board meeting to modify policies and procedures if the Indian/Parent committee indicates such modification is necessary.

The District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by mail and posting at tribal offices.

**POLICY (5):** The \_\_\_\_\_ School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the District.

**Procedure 5:**

The District will at least annually respond in writing to comments and recommendations made by the Indian Education Committee (Parent Advisory Committee), tribal officials, or parents of Indian children, and disseminate the responses to all parties by mail or posting at tribal offices, prior to the submission of the IPPs by the District.

**POLICY (6):** The \_\_\_\_\_ School District will provide a copy of the IPPs annually to the affected tribe or tribes.

**Procedure 6:**

The District will annually provide a copy of the current Indian Policies and Procedures to each local tribe by mail or posting at tribal offices.

**APPROVED BY:**

\_\_\_\_\_  
Sign & Print Name: Tribal Official

Dated

\_\_\_\_\_  
Sign & Print Name: IPP Committee Rep

Dated

\_\_\_\_\_  
Sign & Print Name: Superintendent  
\_\_\_\_\_  
School District

Dated

\_\_\_\_\_  
Sign & Print Name: School Board President  
\_\_\_\_\_  
School District

Dated

*Revised 9/2017*

**9/92**

AASB Policy Reference Manual

## **MIGRANT CHILDREN PROGRAM**

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

### Parent/Guardian Involvement in the Migrant Education Program

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

#### *Legal Reference:*

Elementary and Secondary Education Act, 20 U.S.C. § 6391, et seq., as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)  
34 C.F.R. §200.40 - 200.45.

*Revised 1/09*

*Reviewed 2/2016*

*Reviewed 4/2020*

*Reviewed 08/2022*

*Reviewed 10/2022*

## BP 6175 MIGRANT CHILDREN PROGRAM

Note: This policy is mandatory for districts that receive Title I funds.

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

### Parent/Guardian Involvement in the Migrant Education Program

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Note: Final regulations, effective August 28, 2008 (1) adjust the base amounts of the grant allocations for fiscal year 2006 and subsequent years; (2) establish requirements to strengthen the process used by school districts to determine and document the eligibility of migratory children; and (3) clarify procedures school districts use to develop a comprehensive statewide needs assessment and service delivery plan.

### *Legal Reference:*

Elementary and Secondary Education Act, 20 U.S.C. § 6391, *et seq.*, as amended by the Every Student Succeeds Act, P.L. 114-95

34 C.F.R. §200.40 - 200.45.

*Revised 4/2022*

**9/92**

AASB Policy Reference Manual