

**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. Under the No Child Left Behind Act, it is the law's intent to encourage the maximum participation by Alaska Natives in the planning and management of Alaska Native education programs.

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:

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.

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- 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 No Child Left Behind Act, the Federal 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 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.

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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.

## **Instruction**

BP6174.1(d)

### **EDUCATION OF NATIVE/INDIAN CHILDREN** (continued)

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)*

*Legal Reference (see next page)*

**Instruction**

BP6174.1(e)

**EDUCATION OF NATIVE/INDIAN CHILDREN (continued)**

*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 1/05/11, 9/10/11*

**KCSD  
9/92**

**Instruction**

AR 6174.1(a)

**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.

Note: A stated purpose of the No Child Left Behind 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.
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**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.

**Instruction**

AR 6174.1(b)

**EDUCATION OF NATIVE/INDIAN CHILDREN****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.

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.

**Instruction**

AR 6174.1(c)

**EDUCATION OF NATIVE/INDIAN CHILDREN**

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 9/10/11*

**KCSD**  
**9/92**



## 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 the North Slope Borough School District’s IPPs.

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), 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

Tribal 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 \_\_\_\_\_ School District. [34 CFR 222.94 (a)(1)]

#### PROCEDURES

##### 1.1

The \_\_\_\_\_ School District (District) Superintendent and/or designee and/or District Federal Program Parent Advisory Committee (FPPAC), and/or School Advisory Council (SAC) Member will meet quarterly 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.

## **Instruction**

E 6174.1(b)

Generally, at least one or more of following meetings will occur annually:1. District Title VII, Part A Indian Education Parent Committee [FPPAC] public meeting2. Board of Education Public hearing on Title VIII (Impact Aid) Indian policies and procedures3. Other meetings organized by the [Federal Programs Parent Advisory Committee] Committee and/or requested by Tribal officials and/or School Advisory Council and/or parents of Indian children

### **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 Tribal 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 Tribal officials [Native Community Leaders] and the parents of Indian students via the district website and/or print:

## Instruction

E 6174.1(c)

- 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)]

## PROCEDURES

### 4.1

The complete Title VIII application will be sent to Tribal 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 Tribal 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. Tribal 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 Tribal Councils (and Education Centers) for posting.

## 5. POLICY

The District shall solicit information from Tribal 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:

## Instruction

E 6174.1(d)

- 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 Tribal officials [Native community organizations] and Indian parents of the locations and times of meetings. PROCEDURES 6.1 Tribal 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 Tribal Council [Native Villages] and the Tribal Education centers 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 Tribal 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 Tribal 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, Tribal 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.

**Instruction**

E 6174.1(e)

**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.

**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: Board President _____ School District	_____ Dated

*Revised 9/10/11*