

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 districts 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 to 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 the School Board 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 School Board 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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BP 6174.1(b)

- 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.

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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.
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 School Board 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 school 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 3/2017

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

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.

It is the intent of the The Kuspuk School ~~District's~~ District ~~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. **To this end, the Kuspuk School District will consult with local tribes and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and placed on Kuspuk website to be accessed by tribes and parents of children residing on eligible Indian land and disseminated to any requested tribes or parents.**

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 Kuspuk 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 19 Impact Aid application.

The Kuspuk 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 19 Impact Aid application.

POLICIES AND PROCEDURES

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

POLICY 1: The Kuspuk 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. **[34CFR222.94(a)(1)]**

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 **for the current** Fiscal Year +9 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 2 weeks in advance of public hearings held by September and November (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 publicly 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 Kuspuk 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. **[34CFR222 .94(a)(2)] Kuspuk School District will-**

- (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 **recommendations.**

- (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 yields 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 relocate meetings or times to encourage participation.~~

The Indian Education Committee (~~School Advisory Committee~~) of the District will meet yearly (~~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 School 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 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 September/April 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 programming goals.~~

INDIAN POLICIES AND PROCEDURES

E 6174.1(d)

POLICY (3):

The Kuspuk 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, elated 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 (School 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 3 weeks of publication by mail, e-mail, handouts at parent conferences, 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 (School 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 KuspuK School Board will include 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 (School Advisory Committee) via email to tribal offices, web posting, hand outs for parents, (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 KuspuK 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 (School Advisory Committee), the Indian Policies and Procedures will be reviewed and revised if necessary **by SAC minutes**. ~~Once this has happened, the document will be~~ **If warranted** 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 3 weeks of adoption by the School Board.~~

The School Board will establish an ad hoc/policy 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 **if advised by SAC minutes**.

~~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 mailing and posting Board Action Summaries at tribal offices.~~

POLICY (5):

The KuspuK School District will respond ~~at least annually in writing to comments and to~~ 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 (School Advisory Committee) during the following board meeting, 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 KuspuK 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 _____

James Anderson, Superintendent KuspuK School District

Dated _____

Sign & Print Name: IPP Committee Rep

Dated _____

School Board President KuspuK School District

Dated _____