

Policy 6173.5: ^Indian Policies and Procedures

Status: ADOPTED

Original Adopted Date: 05/09/1988 | **Last Revised Date:** 11/08/2021 | **Last Reviewed Date:** 11/08/2021

It is the intent of the Central Union Elementary School District that all students of school age in the District have equal access to all programs, services and activities offered. To this end, the Central Union Elementary School District will consult with local tribal officials and parents of Indian children to ensure that the planning and development of the Indian Policies and Procedures (IPPs), ensure that Indian Children have equal access to general education programs, and activities.

These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

The Central Union Elementary School District attests that it has established IPPs as required in Section 7004 of the Impact Aid law for any children 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 are attached to the current fiscal year Impact Aid application.

The Central Union Elementary 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 as outlined in the IPP consultation process and disseminated these responses consistent with the process of communication as addressed in the IPP prior to the submission of the current fiscal year Impact Aid application.

The Tachi-Yokut Tribal leadership has established the Santa Rosa Rancheria (SRR) Indian Education Department as the Tribe's designee and liaison for communication and connection with the Central Union Elementary School District. The administrator of the SRR Education Department acts on behalf of and is responsible to the Tribal council and officials for education related matters.

The following policies and procedures are implemented to reflect the current practice of communication with the Tachi-Yokut Tribe.

1. The Central Union Elementary School District will disseminate relevant applications, evaluations, program plans and information related to the education program and activities with sufficient advance notice to allow the Tachi-Yokut Tribe and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)].

a. The Central Union Elementary School District will disseminate information and seek timely input regarding the following programs on its educational programs in which Indian children participate (including, but not limited to, as appropriate): 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.

b. The Central Union Elementary School District will discuss relevant applications, evaluations, and program planning during scheduled meetings of the Indian Education Council (IEC). The IEC, which is open to all members of the community, is comprised of nine (9) standing/voting council members, and one (1) nonvoting District representative.

i. Three (3) voting members in at large seats and one (1) alternate for parents of Indian Children

1. The alternate will serve in the capacity of the regular member in case of absence or termination of IEC voting member

ii. Two (2) Indian students

iii. One (1) school site administrator

iv. One (1) school employee/teacher

v. Two (2) tribal employees of the SRR Education Department

vi. One (1) District representative (nonvoting participant)

c. Agendas for the IEC meetings are posted at the Central Union Elementary School Site, the Lemoore High School District Office, and the SRR Education Department. These notices are posted 72 hours in advance. In addition, the IEC notice of meetings are posted on school websites, and a global phone message is sent to all parents of Indian students in advance of the IEC meeting.

d. A summary of the relevant information will be made available to parents of Indian children, Tribal officials, and the IEC. The summary will be posted on the school website and an automated phone messaging system will be delivered to the respective groups listed above. The summary of relevant information will be prepared one week in advance of IEC Meetings held in September and October.

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

f. Minutes from the IEC meetings will be posted on the District's website for all community members, parents of Indian children, and Tribal officials to review. This will allow for ongoing dissemination of information.

2. The Central Union Elementary School District will provide an opportunity for the Tachi-Yokut Tribe 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)]

a. The IEC of Central Union Elementary School District will meet a minimum of seven (7) times (Sept, Oct, Nov, February, March, April, May) during the school calendar year for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. Additional meetings will be scheduled as needed in order to review data and comments for consideration of educational programs and activities.

b. The meeting agendas are posted and all meetings are open to the public, to afford tribal officials, representatives of the IEC who are appointed to carry out the desires of the Tribal Officials in educational affairs, as well as parents of Indian children, the opportunity to give comments and recommendations for consideration relative to educational programs and activities.

c. The District Superintendent or designee, will participate as a non-voting member of the IEC. This District representation provides for discussion and communication regarding educational program offerings to students, as well as allows for dialogue between the District and the IEC representative body.

d. Monthly, during regularly scheduled school board meetings, District reports and information are provided from District Administration to the School Board. During these regular agenda items, the District Superintendent or designee, may advise the Board in a public forum regarding District educational programs and activities for Indian students as appropriate.

e. In addition, at each of the monthly school board meetings, a section of time is set aside for public comments. This is a time in which members of the public can bring forth comments and suggestions regarding programming for all students.

f. The SRR Education Department officials maintain regular contact with parents of Indian children. This is accomplished through SRR tribal employees who are assigned as liaisons to monitor and work with Indian students. The SRR Education Department Liaisons oversee all tribal students and provide parents of Indian students with weekly updates on student's grades, attendance, school behavior and social needs. Each SRR Liaison is closely associated with the Indian student and family. The SRR Liaison attends all meetings scheduled for the Indian student in which educational program decisions may be made. Through this regular contact, the SRR Liaison serves as a conduit for gathering suggestions, preferred methods of communication as well as ways to maximize participation from parents of Indian children. This information is shared with the SRR Education Department Officials and translated into discussion items, which are shared during regularly IEC meetings. Through this intricate system of support for the Indian student, the SRR Education Department operates a model program for other tribes. Input from these connections will also be utilized as a method of gathering input from parents of Indian children and incorporated into policy changes as appropriate. (See Exhibit 5136).

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

3. The Central Union Elementary 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. [34CFR222.94(a)(3)], share relevant information related to Indian children's participation in the District's education programs and activities; and 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.

The Central Union Elementary School 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. Throughout the school year, the Central Union Elementary School District will monitor Indian student participation in all academic and co-curricular activities. The IEC will review the comprehensive analysis of the yearlong data during the April meeting with the intent to provide the opportunity for consultation and/or recommendation on program participation and modification.

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. This information will be regularly presented following each trimester of the Central Union School Year (November, March, and May).

c. The Central Union Elementary School District will share its assessment of Indian student participation; related academic achievements and other relevant data during regular meetings of the IEC and with the SRR Education Department. Comments and/or suggestions brought forth from these conversations will become part of the Council's approved minutes

d. Participation rates of students in educational activities is collected annually for all students, inclusion of percentage rates of Indian students will be added to this report to review the equality of Indian children's participation with other children

e. Copies of annual reports will be provided to the SRR Education Department for distribution among tribal officials, and will be included in the school websites.

f. Parents of Indian children or tribal officials may comment on the results at scheduled IEC meetings, during the public comment section of any regularly scheduled school board meetings, or directly to the school district (by phone, email, writing, etc.).

g. In addition, parents of Indian children and tribal officials may comment in the spring semester through the District's annual Local Control Accountability Plan (LCAP) parent survey. The LCAP parent survey is used to develop District short and long term goals associated with District educational plans.

h. If it is determined that there are gaps in Indian participation in the educational program or activities, the Central Union Elementary School Board with consultation from the IEC and SRR Education Department will recommend modifications to the education program in such a way as to improve Indian participation.

4. The Central Union Elementary School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]

a. During the Fall (September) meeting of the IEC, the IPPs will be reviewed and revised as necessary.

b. The IEC shall serve as the group 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 IEC 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.

c. If necessary, the IEC shall make recommendations to the Board to modify the District's IPPs.

d. Once this has occurred, the IPPs will be forwarded to the Central Union Elementary School Board for review and consideration of adoption during a regularly scheduled Board Meeting (no later than November).

e. If necessary, the IEC may suggest revisions at other times of the year as appropriate.

f. Notification of any updates which are acted upon and approved by the Central Union School Board will be sent to the SRR Education Department for distribution among tribal officials and parents of Indian children.

g. Following any review or modification of the IPPs, the Central Union School District shall post updates on the District website.

5. The Central Union Elementary School District will respond at least annually in writing to any comments and recommendations made by the Tachi-Yokut tribe 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 LEA. [34CRF222 .94(a)(5)]

a. The Central Union Elementary School District will at least annually respond in writing to comments and recommendations made by the IEC, tribal officials, or parents of Indian children. In the event community responses, the District will disseminate the reply to the SRR Education Department. As the acting Liaison between the Central Union School District, and the Tachi-Yokut Tribe, the SRR Education Department will submit the District responses to the tribal officials. Additionally, the District will post the District responses on the school website and will send notification of this posting to all parents via the Districts automated telephone notification system.

6. The Central Union Elementary School District will annually provide a copy of the IPPs to the affected Tachi-Yokut tribe by posting on the District website, providing a copy to the SRR Education Department for distribution to the tribal offices, and through inclusion in the District's annual notice packets which are distributed to all parents at the beginning of each school year. [34CR F222.94(a)(6)]

Reference: Public Law No: 114-95 (Every Student Succeeds Act of 2015)
