

Instruction Sheet – AASB POLICY REFERENCE MANUAL UPDATE SERVICE

2015-2016 UPDATE INSTRUCTION SHEET

FIRST READING December 13, 2016

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

IMPORTANT NOTE FOR THE 2015-16 UPDATE: Several policies included in this update are based on changes to federal and state law that are not effective until the 2017-2018 school year. These policies are identified below with the notation “Delayed Implementation Note.” Accordingly, districts need not adopt these policy revisions until a later date, if delayed adoption is desired. If the policy is adopted prior to the effective date of the law, districts will need to be in compliance with the policy requirements.

Replace/Add	Formal Adoption Required	Description
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ARTICLE 6, Series 6000 - Instruction

BP/AP/E 6174.1	No	EDUCATION OF NATIVE/INDIAN CHILDREN References in the notes and legal reference section to No Child Left Behind have been updated to reflect the Every Student Succeeds Act. Minor formatting and grammatical changes have also been made.
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EDUCATION OF NATIVE/INDIAN CHILDREN

BP 6174.1(a)

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 Every Student Succeeds 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 School 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 the School Board called for that specific purpose, the Superintendent or designee will present a detailed description of the Districts 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 Post Offices, City Offices and Tribal Offices.
2. During the planning and development of local education programs all parents and community members including Tribal Councils, will be invited to participate 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.
 - 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)

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(b)

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 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 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.

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(c)

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.
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 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.

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

BP 6174.1(d)

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 school advisory committees.

*Legal Reference:*UNITED STATES CODE

20 U.S.C. §§ 7401, et. seq., *Indian, Native Hawaiian, and Alaska Native Education, as amended by the Every Student Succeeds Act (P.L. 114-95, December 10, 2015)*

Revised 3/2016

**AASB POLICY REFERENCE MANUAL9/92
KUSPUK SCHOOL DISTRICT Adopted: 5/7/2013**

EDUCATION OF NATIVE/INDIAN CHILDREN

AP 6174.1(a)

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~~ **a Source Check Method will be used by the 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 to complete a formal Impact Aid application. will completed.** Copies of the completed document will be sent to each school to be discussed at a School 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, 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 a School Advisory Committee 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.

EDUCATION OF NATIVE/INDIAN CHILDREN (continued)

AP 6174.1(b)

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 at its next regularly scheduled meeting.

Revised 3/2016

**AASB POLICY REFERENCE MANUAL 9/92
KUSPUK SCHOOL DISTRICT: 3/26/2013**

EDUCATION OF NATIVE/INDIAN CHILDREN**E 6174.1(a)****Indian Policy and Procedures**
Statement of Assurance

The Kuspuk School District complies with the guidelines ensuring the participation of Indian parents in the educational process as follows:

1. Each of Kuspuk School District's six (6) locations have an opportunity **to form a** ~~through their~~ School Advisory Committee (SAC) **in order** to review, comment on, and advise the District on the educational program that is funded in part by the use of Impact Aid dollars. Each local SAC consists of up to five (5) elected individuals along with a certified representative. 94% of all students are Alaska Natives. Most parents are parents of Native Alaskan students.

In the small communities in the Kuspuk School District, the relationship between the advisory group and the schools is very close. The SAC's meet a minimum of four (4) times a year but may also meet as often as once a month to provide input on issues and programs in their community. These meetings are open to the public and notifications of the meetings are posted locally, via electronic medium where available and are also passed by word of mouth.

2. Tribal officials and parents of Indian children are informed about opportunities for involvement in decision making through attendance at scheduled regional school board meetings. Notification of dates and agendas of all board meetings are made through notices posted on school and public bulletin boards and through direct mailings. Of the seven (7) elected members of the Regional School Board, the majority are family members of Native Students, and are members of an Alaska tribe or Alaska native corporation and may serve on local Village Tribal Councils.
3. At each school board meeting, each principal and curriculum director reports on their specific educational programs. At the meeting, the public is encouraged to ask questions and comment on the report.
4. District School Advisory Committee Meetings are held two times a year through the district's Video Teleconferencing system giving parents an opportunity to ask questions and give input on the programs. On an annual basis, parents have the opportunity to evaluate teachers, their schools and programs through surveys. A public hearing is held annually regarding the Indian Education Formula Grant Program, the Indian Education Parent Committee meets via video conferencing to assess the needs of Native students and plan for the upcoming application.

Education of Native/Indian Children

E 6174.1 (b)

5. To assist the LEA authorized representative in assessing the extent to which Indian children participate on an equal basis in the educational program, the LEA representative may observe teachers in the classroom and may review evaluations of the educational program prepared by the State and United States Department of Education.
6. Plans for educational programs are made available by the principal at regularly scheduled district-wide or local SAC meetings which are open to the general public, including Tribal Officials and parents of Indian children. The principal presents the program plans and any plans for initiation or elimination of any educational programs are made known.
7. Parent-teacher conferences are scheduled up to four times per year and on an as needed basis. Parents are encouraged to attend the parent-teacher conferences and to make recommendations regarding Indian children's education. Community open houses are held in each village as well.

Furthermore, parents and the general public are invited to attend teacher In-Service training sessions. In addition, local organizations are informed about In-Service training sessions.

8. Any amendments/addendums to the IPP will be placed on the agenda of the School Board as needed. After review, if the school board finds that changes need to be made in the policies and procedures to respond to Indian input, a school board meeting will be held to modify the Indian Policies and Procedures.

Kuspuk School Board approved and accepted on Tuesday, December 13, 2016 in Aniak, Alaska during a regular School Board Meeting.

Erich Kuball, Interim Superintendent

Wayne Morgan, School Board President