

AMERICAN INDIAN/ALASKA NATIVE PROCEDURES

CLARK COUNTY SCHOOL DISTRICT

(Revised September 13, 2021)

It is the intent of the Clark County School District (CCSD) that all Indian children of school age have equal access to all programs, services, and activities offered within the school district. To this end, CCSD will consult with local Tribal officials and parents/guardians 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 revisions will be made within 90 days of the determination that requirements are not being adequately met.

ATTESTATIONS

CCSD attests that it has established IPPs as required in section 7004 of the Impact Aid law for any children claimed who reside on federal Indian lands. The IPPs have been adequately disseminated to the Tribes and parents of eligible children who participate in the Indian Education Department (IED) programs who reside on Indian lands. A copy of the current policies and procedures was attached to the Impact Aid application.

CCSD attests that it has provided a copy of written responses to comments, concerns, and recommendations received from Tribal leaders and parents/guardians of Indian children through the IPPs consultation process and disseminated these responses to Tribal leaders and parents/guardians of Indian children prior to the submission of the Impact Aid application.

Indian Procedures

The following IPPs become effective upon approval of the CCSD Board of School Trustees.

CCSD will consider the Tribes' preferred methods of communication to provide input and disseminate information.

The Moapa Band of Paiutes (MBOP) from the Moapa River Indian Reservation prefers all communication with the Tribe and the parents/guardians of Indian children be disseminated via email directly to the parents/guardians of Indian children, and also via email to the Moapa Band of Paiutes Education Committee who will distribute information to the MBOP Tribal Council.

The Las Vegas Paiute Tribe from the Las Vegas Indian Colony prefers all communication with the Tribe and the parents/guardians of Indian children be disseminated via email directly to the parents/guardians of Indian children, and also via email to the Las Vegas Paiute Tribal Secretary, who will distribute information to the Las Vegas Tribal Council and the Las Vegas Paiute Education Committee.

Once the preferred method of communication has been decided, the communication method will be used throughout the consultation process. Any changes to the communication method will happen through

Karla Loria
June 10, 2021

additional consultation with Tribes and parents/guardians. CCSD will, to the greatest extent possible, take the Tribes' preferred method of communication into consideration for all correspondence with the Tribes and the parents/guardians of Indian children.

Procedure 1: The IED will disseminate relevant applications, evaluations, program plans, and information through email and on the IED website two weeks in advance related to CCSD's education program and activities with sufficient advance notice to allow Tribes and parents/guardians of Indian children the opportunity to review and make recommendations.

Action 1:

IED staff will develop and maintain a calendar of grant due dates for relevant applications and evaluations, program plans, and information related to CCSD's education program and activities.

The calendar will be posted on the IED website (<http://indianed.ccsd.net/>) in September of each year, and a notification email will be sent to parents/guardians of all CCSD students self-identified as Indian, inclusive of those students who are reported as multi-racial or Hispanic. The calendar will be emailed to Tribal officials by IED staff.

The dedicated IED website will be managed and updated by IED staff and will remain linked to the CCSD website.

IED staff will create, implement, and manage an action plan to determine whether or not the federally designated ethnicity students are incorrectly coded and get them corrected. The plan will include an audit of students who are federally designated as Hispanic/Latino but also report American Indian/Alaska Native and parent/guardian correspondence providing additional information regarding a remedy if the information is incorrect. The plan will include a personal telephone call to the parent/guardian of students identified above who also respond in the affirmative regarding Tribal affiliation.

IED staff will ensure that the IED brochure is updated and current each year and deliver those updated brochures to all schools and district offices as well as post it on the IED website.

Action 2:

IED will, as soon as reasonably possible after information becomes available, but no later than two weeks in advance of finalization of plans, applications, or evaluations, electronically provide Indian parents and Tribal officials a copy of the plans, applications, or evaluations for educational programs 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; and Johnson-O'Malley (JOM) programming.

IED will send a quarterly, electronic IED newsletter, which includes new or changed programs and items of interest, specifically to Indian families, both Tribal and urban families of students enrolled in CCSD. The newsletter will also be posted on the IED website.

IED staff will continue to explore options to provide remote access to meetings, especially to accommodate rural and Tribal families, such as Google Meet (CCSD approved), Zoom, and/or Go-To-Meeting, etc.

Action 3:

CCSD disseminates pertinent information at the CCSD Board of School Trustees meetings. At these meetings, time is allotted for public comment on grant applications, evaluation of grant programs, and program plans. In addition, agendas for Board of School Trustees meetings are posted at relevant Tribal and community locations and will be emailed to Tribal council members and Tribal education committees. Parents/guardians of Indian children are actively involved in the grant application process through the Clark County Indian Education Committee (CCIEC) and the Johnson-O'Malley Indian Education Committee (JOMIEC).

CCSD publishes an annual newsletter, The Back to School Reporter, on District activities and programs, which is disseminated to all parents/guardians in August of each year. IED staff will request that IED information be included in the annual newsletter.

Each school publishes a newsletter and maintains a website that includes school activities and programs, which is made available to all parents/guardians.

Open house programs and special parent teacher conferences are scheduled throughout the year by all schools, which provide opportunities for parents/guardians to discuss matters related to their child's education.

IED staff will provide an introductory letter to all schools with an attached list of students eligible for Title VI/ JOM grant services.

IED staff will work with schools and central office to work towards getting an IED liaison at each school.

IED will continue to maintain and operate the ~~IED portable office~~ **Indian Education Support Center (IESC)** and the Moapa Educational Support Center (MESOC) to provide support for students who qualify for services in the program. CCIEC meetings and events will be held at the ~~portable office~~ **IESC**. Indian students can access computers, parents/guardians of Indian students can get information, and volunteers can get experience with the IED and CCSD to increase eligible job applicants that meet the Indian preference eligibility.

Procedure 2: CCSD will provide an opportunity for the Tribes and parents/guardians of Indian children to provide views on CCSD's educational programs and activities, including recommendations on the needs of Indian children and how CCSD may help Indian children realize the benefits of the educational programs and activities.

Action 1:

Board of School Trustees Meetings

- All meetings of the Board of School Trustees are open to the public where all parents/guardians, concerned citizens, or community members have a right to attend and speak on any issue. Regular

meetings are held on the second and fourth Thursday of each month. Copies of the agenda for each meeting are posted throughout the community at least five days in advance and emailed to all participants of IED one week in advance. The office of the Board of School Trustees maintains information regarding agenda items for public review.

- Each Trustee hosts parent/guardian advisory committee meetings to promote communication with parents/guardians and community members and provide information about important issues related to educational programs. Reminders of parent/guardian advisory committee meetings are sent to each parent/guardian of children attending CCSD schools within each respective Trustee's district.
- At least bi-annually, a Community Engagement meeting is held specifically for Tribes and parents/guardians of Indian children to provide important information about CCSD educational programs and activities, as well as to allow input and public comment to be provided directly to the Board of School Trustees.
- Agendas and minutes are posted on the CCSD Board of Trustees website at <http://www.ccsd.net/trustees>. Hard copies of the minutes are available for review in the office of the Board of School Trustees within 30 days.

Public Hearings: The Board of School Trustees schedules public hearings on any changes in regulations and policy, on the preparation of any proposals for supplemental funds, and on other matters generally affecting the programs of CCSD. The results and minutes of such public hearings can be found on the CCSD Board of Trustees website at <http://www.ccsd.net/trustees>.

Action 2:

School Organizational Teams (SOT): Each school in CCSD has a SOT which meets on a regular basis and provides parents/guardians an avenue for input into the operation and programs of the individual school and access to the school administration.

Action 3:

Tribes and parents/guardians may present their views on applications, on the educational program and its operation, and on the degree of parental involvement through the regularly scheduled Indian Education Committee meetings open to all family members of CCSD Indian students. Notification of meetings will be provided by, but not limited to, the following methods one week in advance: newsletters, notices, emails, telephone calls, and parent/guardian informational meetings.

The IED administrator shall designate staff to attend the meetings who will then forward any concerns to the IED administrator.

In addition to scheduled meetings, parents and Tribal officials have the opportunity to meet with the IED administrator as needed.

Action 4:

In order to allow Indian parents/guardians 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 CCSD's education program; and (3) the degree of parental/guardian participation allowed in the same, the Grants Development and Administration Department (GDA) will distribute electronically and mail parents/guardians of Indian children and Tribal officials a survey requesting their input and recommendations in the fall every year.

GDA and IED will continue to re-evaluate the plan, make modifications, and consult with parents/guardians of Indian children and Tribal officials on ways to improve and enhance participation in the consultation process. IED may relocate meetings or times to encourage participation.

To ensure maximum participation, if the consultation participation by parents/guardians of Indian children and Tribes is low, IED will re-evaluate its consultation process. Specifically, IED will take the following measures to improve or enhance participation:

- Consult with parents/guardians of Indian children and Tribes
- Change communication method
- Change locations and times of meetings

Action 5:

IED will schedule annual meetings with the Las Vegas Paiute Tribe and the Moapa Band of Paiutes at their preferred location, date, and time to discuss ongoing programming goals. The IED administrator will communicate changes in location, date, and times to the Las Vegas Paiute Tribe and the Moapa Band of Paiutes.

Action 6:

IED staff will meet quarterly to review the efforts of CCSD toward the implementation of actions outlined within the IPPs, review recommendations and input provided through parent/guardian surveys, review input and feedback provided through Tribal consultations, and review input and feedback provided from parent/guardian committees to ensure that adequate action is taken to fulfill the intent of the IPPs and allow for concerns to be resolved.

Action 7:

IED staff will provide the Board of School Trustees and CCSD leadership with quarterly updates on actions taken to implement the IPPs.

Procedure 3: CCSD will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in CCSD education programs and activities.

Action 1:

CCSD 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 programs and activities.

In October of each year, the IED will monitor Indian student participation in the following academic activities by calculating from its records the ratio of Indian children compared to other children:

- Honors and Advanced Placement course enrollment
- Career and Technical Academy (CTA) and Magnet school enrollment
- College preparation
- Computer coding programs
- Gifted and Talented Education programs
- Elementary and Secondary Education Act (ESEA) programs (Title I, Title III, Title VI)

IED will annually monitor Indian student participation in the following co-curricular activities by randomly selecting multiple schools and requesting student participation rosters:

- Clubs
- Sports
- Student Government

IED staff will create an informational list of Native Student Organizations and share with other secondary schools. The Native Student Organizations will also be reported on the IED website.

Action 2:

GDA distributes a survey in the fall to parents/guardians of Indian children to provide the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

The results of the survey conducted by the GDA Department shall be forwarded to the IED administrator.

Action 3:

CCSD will share its assessment of Indian student participation, academic proficiency, attendance, and graduation rates annually with the parents/guardians of Indian children through the IED website and by email and with Tribal officials by email, which will include the information during the consultation processes.

Action 4:

IED will include informational content during Indian events to encourage participation in CCSD programs such as Magnet and CTA enrollment and College and Career academic programs.

If it is determined there are gaps in Indian participation in the educational program or activities, IED will work with parents/guardians, community members, schools, and departments within the Curriculum and Instruction Division to adjust educational programs or activities in such a way as to improve Indian participation.

Procedure 4: If necessary, CCSD will modify the IPPs through the same consultation and feedback process utilized to create the IPPs, based upon the results of any assessment or input described in this

document.

Action 1:

CCSD will review quarterly the IPPs in consultation with Tribal officials and parents/guardians of Indian children residing on Indian lands. A public meeting will be held four times per year to elicit modification recommendations in preparation for the Impact Aid application.

Additionally, the affected Tribes, the CCIEC, the JOMIEC, or the parents/guardians of Indian children may suggest revisions at other times of the year as appropriate.

Action 2:

The IED administrator will review recommendations and input from stakeholders to ensure that adequate actions are taken to fulfill the intent of the policy and procedures.

Action 3:

Any modifications to the IPP documents will be submitted to the Board of School Trustees for approval during a regular meeting within 90 days of the public IPP meeting.

Procedure 5: CCSD will respond annually in writing to comments and recommendations made by Tribes or parents/guardians of Indian children and disseminate the responses to the Tribe and parents/guardians of Indian children prior to the submission of the IPPs by CCSD.

Action 1:

CCSD will respond in writing to input obtained from parents/guardians of Indian children and Tribal officials during the consultation process and will disseminate the written response to the parents/guardians of Indian children and to Tribal officials by email prior to submission of the IPPs with the Impact Aid application.

CCSD will respond in writing to comments and recommendations made during the ESEA, Section 8538, consultation process by the CCIEC, the JOMIEC, Tribal officials, or parents/guardians of Indian children, and disseminate the responses to all parties by email no later than June 30 of each year.

Procedure 6: IED will provide a copy of the IPPs annually to the affected Tribe or Tribes.

Action 1:

~~IED will annually provide a copy of the current IPPs to the chairperson of the Las Vegas Paiute Tribe and the Moapa Band of Paiutes by email within 30 days of approval by the Board of School Trustees.~~

IED will annually provide a copy of the current IPPs by email within 30 days of approval by the Board of School Trustees to the Las Vegas Paiute Tribal Secretary who will distribute information to the Las Vegas Tribal Council and the Las Vegas Paiute Education Committee and to the Moapa Band of Paiutes Education Committee who will distribute information to the MBOP Tribal Council.

IED will annually provide access to a copy of the current IPPs to parents/guardians of Indian children by posting them on the IED website and sending notification to parents/guardians by telephone and email within 30 days of approval by the Board of School Trustees.

CCSD Indian Policies are publicly available at http://www.ccsd.net/district/policies-regulations/pdf/1311_P.pdf.

These procedures are in accordance with Impact Aid Program regulation 222.94, under section 7003 of Title 34 of the Code of Federal Regulations (CFR), issued under Title VII of the Elementary and Secondary Education Act of 1965, and as amended by the Every Student Succeeds Act (ESSA).