

Indian Policies and Procedures (IPP)

Espanola Public Schools District #55

Intent

The Espanola Public School District (EPSD) Board of Education (EPSD-Board) intends that all Native American children of school age shall have equal participation with non-Native American children to all educational programs, services, and activities offered in the EPSD and to use Impact Aid funds to fulfill this intention. It is the purpose of the Indian Policies and Procedures (IPP) to establish a framework for a collaborative working relationship with Ohkay Owingeh, Santa Clara Pueblo, and all other tribes with enrolled students in EPSD. The purpose of this framework would be to:

- Ensure that Impact Aid funds are appropriated and utilized with fidelity to Native American tribes represented within the EPSD in order to assess, develop, enhance, maintain, and modify, when deemed necessary, holistic educational and support services for Native American students in EPSD.
- Develop culturally appropriate and relevant educational programs and activities offered by EPSD through the development of strategic goals and objectives to meet the educational needs of Native American students.
- Ensure that community involvement is developed and integrated, and it includes parents/guardians, community members, tribal leadership, and tribal members through shared accountability with tribes whose children are enrolled in EPSD.
- Establishment and formalization of a collaborative partnership between EPSD and the tribes that defines the responsibilities of EPSD, and representative tribes, to Native American students through:
 - Development of an Indian Education Strategic Plan which includes short term and long term goals and objectives, and its subsequent maintenance to assure capacity, fidelity and sustainability.
 - Development of Indian Education Policies
 - Development and maintenance of Cultural Competencies that are developed in conjunction with the tribes represented through student enrollment in EPSD.
 - Active and equitable participation with tribes and their designees.
 - Assessment and modification of educational initiatives and programs
 - Collection disaggregation and evaluation of relevant student data
- Ensuring active and equitable communication with all EPSD stakeholders.

It is the intent, by adopting this IPP, that EPSD will comply fully with all requirements of federal and state law, including Title VIII of the Elementary and Secondary Education Act of 1965, the New Mexico Indian Education Act, NMSA 1978.22-23A-1, et. Seq., and regulations promulgated pursuant to these acts, including 34C.F.R. 222.94(a)(1). Thus, the EPSD had adopted this IPP, and it is by intent, and by EPSD School Board action, that this IPP supersede all previous EPSD-Board action in regards to IPP, and are intended to bin EPSD-Board, administration, and staff.

The IPP's intent is to uphold collaborative accountability and responsibility for development of programming the identification and establishment of internal and external collaborative partnerships, and the the establishment of educational services, in support of the educational and social-emotional needs, that serve our Native American student's within EPSD,. Lastly, EPSD will ensure that ALL EPSD staff will not exclude or deny participation of any student in educational programs based on race, religion, gender, disability, sexual orientation, or national origin.

Commitment

The EPSD-Board will provide assurances of the aforementioned intent through the following:

- Develop and present report on the status of Impact Aid/Indian Add-on, which includes budget, expenditures, and programming.
- Assure that annual Impact Aid carry-over funds do not exceed 50% and if such funds exist, the carryover will be utilized to create, implement and/or modify programs for Native American students within EPSD.
- Ensure that an Indian Education Committee (IEC) is maintained, sustained and is composed of community members, parents/guardians, students, tribal education departments, tribal members and tribal leaders.
 - The IEC will collaborate with EPSD-Administration, EPSD-Indian Education Department (EPSD-IED), and IED-Director to develop an educational plan that ensures fidelity of Indian Education curriculum, initiatives, and programming to budgetary and fiscal aspects as they relate to the EPSD's overall educational plan, including the New Mexico State Equalization Funds for equal participation by Native American students.
- Establish a Strategic Plan that ensures aligned, measurable, and specific goals and outcomes that identify the academic and fiscal responsibilities for the Title VIII-Impact Aid Funds.
- Obtain approval of Impact Aid budget and statement of work for the utilization of funds, as well as obtaining all necessary signatures verifying the approval by all necessary parties, which includes EPSD-School Board, tribal leaders and/or governors, or their designee, in order to verify the IPP, pursuant to NMSA 1978, 22-23A-5(B)(7), which includes the demonstration and verification of compliance with the Title VIII-Impact Aid Federal regulations.
- Assure that tribes with students enrolled within the EPSD have access to relevant student data and are provided the opportunity to meet with all parents/guardians and students in regards to educational initiatives, as long as they fall within Family Educational Rights and Privacy Act (FERPA) guidelines.

Policy (1): Give the tribal officials and parents of Native American children an opportunity to comment on whether Native American children participate on an equal basis with non-Native American children in the education programs and activities provided by the LEA (34 CFR Sec. 222.94).

- EPS-IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that the EPSD-IED sponsored events are communicated to community members,

parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

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- EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, and any pertinent tribally affiliated events, which includes important dates with external partners.
 - The calendar will include the following:
 - Regularly-scheduled EPSD Board Meetings
 - EPSD Professional Development
 - EPS-Board and IEC Work Sessions
 - EPSD Indian Education Committee meetings
 - Important Funding/Grant Deadline Dates, i.e. Title VI and Title VIII-Impact Aid
 - EPSD Tribal Education Summit
 - All EPSD-IED scheduled events
 - All tribally relevant events
- Impact Aid-IPP Meetings will provide opportunities for comments regarding equal participation and review the achievement of Native American students in the education programs of EPSD. Information obtained from meetings will be used for school and program improvement purposes.
- EPSD will provide an overview of the coordination of all federal programs within EPSD, which include; Special Education Title; I-No child Left Behind; Title III-Bilingual Education; Title VI-Indian Education. In addition, EPSD and EPSD-IED will report on the following throughout the year:
 - Budget Reports for all IED related funds and grants, as well as any pertinent changes.
 - Policy and procedure review and amendments for EPSD-IED budget.
 - Includes review of Title VIII-Impact Aid-Indian Policies and Procedures (IPP)
- Relevant student data and statistics (i.e. attendance, discipline policies, dropout rates, graduation rates, academic requirements, AYP analysis, testing data, etc.)
- Educational programming as it pertains to culturally-relevant methodologics and programming.
- Parental involvement initiatives.
- Student support services and wellness programs.
- Comparative analysis and disaggregation of short-term and long-term data relevant to Indian Education within EPSD.
- Collaborative efforts between EPSD-IED and tribes.
 - Development of Cultural Competencies
 - Development of Tribal Language programs
- Collaborative efforts between EPSD-and external partners.
- Relevant EPSD-wide initiatives that impact Indian Education

Policy (2): Assess the extent to which Native American children participate on an equal basis with non-Native American children served by the LEA;

Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) and parental consent, EPSD will review school educational data and evaluations with tribal leaders and officials Monthly IEC meetings, Semi-annual tribal Summits (Start of school year and Mid-school year), EPSD

School Board meetings regarding the overall participation and fidelity to educational programs for Native Americans and non-Native Americans within EPSD.

EPSD will conduct an annual State of Indian Education Survey for the EPSD. The survey will coincide with the semi-annual Tribal Education Summit. The intent of this survey is to gauge the effectiveness of the educational programming obtain input and recommendations for Indian Education initiatives and the survey the participatory levels to assure that the educational programming ensures equal participation by Native Americans and non-Native American students. The information obtained will be utilized to develop strategic goals and objectives as they pertain to Indian Education initiatives within EPSD, at they are developed by EPSD-Board, EPSD-IEC.

Policy (3): Modify, if necessary, its education program to ensure that Native American children participate on an equal basis with non-Native American children served by EPSD:

The EPSD Administration, EPSD-IEC, and EPSD-IED will work collaboratively with all relevant community members, parents/guardians, tribal education departments, tribal leaders and tribal members to create, modify and implement relevant Indian Education initiatives that provide fidelity to the horizontal and vertical alignments of all education and language programs as they pertain to Indian Education and EPSD-wide educational initiatives.

EPSD will assure that educational programs will be constantly monitored, modified and maintained to assure fidelity to the recommendations and subsequent programming as set forth in the EPSD-IED Strategic Plan by the EPSD-Administration, EPSD-IEC, EPSD-IED and all relevant stakeholders.

EPSD Administration will provide the final recommendations for changes or modifications to programs, services and/or practices to the EPSD School Board for Adoption.

Policy (4): Disseminate relevant applications, evaluations, program plans and information related to the education programs of the EPSD in sufficient time to allow the tribes and parents of Native American children an opportunity to review the materials and make recommendations on the needs of the Native American children and how the EPSD may help those children realize the benefits of the EPSD's education programs and activities, /34CFR222.94 (a)(4)/;

In Fall Semester of each year, EPSD-IED will conduct Tribal Education Meetings with EPSD-IEC, parents/guardians, students, tribal education departments, and tribal leadership. The summits will provide the opportunity to comment and provide recommendations for the Title VIII-Impact Aid, as well as other Federal programs (i.e. Title VI), State programs (i.e. PED grants), and other relevant Indian Education Initiatives within EPSD.

In addition, EPSD Educational Summit, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits will also be available for comments to be made in regards to any EPSD-Indian Education educational and fiscal components.

Policy (5): Gather information regarding Native American concerns;

EPSD will utilize EPSD Educational Meetings, Monthly IEC meetings, Quarterly Tribal Education Director Meetings, Semi-annual Tribal Summits and any other relevant meetings to gather input from community members, parents/guardians, students, and stakeholders through conversations, meetings, and surveys in order to consistently assess, monitor, modify and subsequently implement Indian Education Initiatives as they are developed and implemented.

Policy (6): Notify the Native American parents and tribes of the locations; and time of meetings, /34CFR222.94 (a)(7)/;

EPSD-Administration, EPSD-IED will utilize multiple means of communication (automated calls, email, brochures, flyers, radio announcements, television announcements, etc.) in all relevant communities to assure that Indian Education Department sponsored events are communicated to community members, parents/guardians, students, and tribal education departments, tribal members and tribal leaders.

EPSD Administration, EPSD-IED and EPSD-IED Director will provide a calendar that will provide notice of all relevant EPSD wide events, IED-events, IEC-events, any pertinent tribally affiliated events, which includes important dates with external partners.

In the event that additional meetings need to be scheduled or, meetings need to be cancelled/rescheduled, the EPSD Administration and EPSD-IED will assure that said modification of meetings will be properly communicated to community members, parents/guardians, students, tribal education departments, tribal leaders and tribal members.

Policy (7): Consult and involve tribal official, Indian Education Committee, tribal education departments, and parents of Native American children in the planning and development of the EPSD's education programs and activities and /34CFR222.94(a)(7)/;

EPSD-Administration, EPSD-IED, EPSD-IEC, tribal education departments, and parents of Native American children will work in active collaboration and participation to plan and develop educational programs and activities.

EPSD Administration and EPSD-IED will develop a Strategic Plan that addresses short term and long term goals and objectives to ensure that consultation, development, planning and implementation of educational programs and activities. The development of the Strategic Plan and its accountability mechanisms shall include the roles and responsibilities of EPSD-Administration, EPSD-IED, EPSD-Schools, Indian Education Committee, stakeholders, and tribes.


In further enhancing Native American education and meeting the unique educational needs of the Native American students, partnerships through a mutual agreement will be entered between EPSD and the tribes.

Policy (8): Modify the IPP, if necessary, based upon the results of any assessment described above:

EPSD-Administration, EPSD-IED and EPSD-IEC, parents/guardians, stakeholders, tribal education departments, tribal leaders and tribal members will continuously monitor and review the IPP as needed throughout the school year. All of the said entities will confer on the adoption of the IPP and any of its modifications on an annual basis.

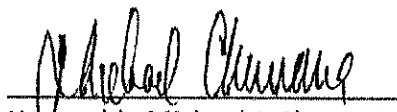
In-fulfillment of the requirements of the Elementary and Secondary Education Act of 1965. New Mexico Indian Education Act, the District obtained signature approval from the Governors of the Pueblo of Santa Clara and Ohkay Owingeh verifying that the Pueblos agree to the IPPs pursuant to state and federal requirements. The following signatures attest to the District's compliance with the Act.

These Indian Policies and Procedures are approved this ____ day of _____.




Honorable Peter Garcia Jr.
Governor, Ohkay Owingeh

11-13-17
Date



Honorable Michael J. Chavarria
Governor, Santa Clara Pueblo

11/17/17
Date



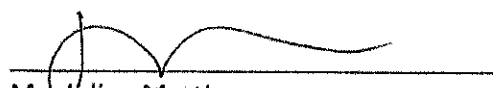
Ms. Bobbie Gutierrez
Superintendent, EPS District

11-8-2017
Date



Mr. Ruben Archuleta
President Espanola Board of Education

11/20/17
Date



Ms. Joline Martinez
Chairperson EPS Indian Ed. Committee

11/13/17
Date