

# *POINT ARENA SCHOOLS*

## **INDIAN POLICIES & PROCEDURES PLAN**

*The goal of PL 874 Indian Education Plan is to provide a sound and comprehensive education experience and enhance the education process for Native students while recognizing and complementing Native culture and value, as funding permits.*

### **Objective 1**

Establish and maintain protocols for collaboration between the tribal community, tribal families and the school district, with the primary goal of assisting Native students in meeting the educational challenges to become successful students who meet graduation requirements and are prepared for continuing education beyond high school.

1. The District will work collaboratively with administrators, teachers, counselors and the Native American Community Liaison to meet this goal, by providing the following support services:
  - a. Transportation from home to school provided to all students.
  - b. Breakfast and Lunch provided at no charge through the FDIRP qualification program and district funds to all students.
  - c. Class size reduction is in place for grades K-3, and high school activity/enrichment courses.
  - d. The high school schedule includes a 7-period day to provide students with ample opportunity to access a variety of courses.
  - e. No "fee" for facilities usage for approved Native American youth activities.
  - f. Access to medical and counseling services at the Teen Center, provided by Mendocino County Youth Project and Redwood Coast Medical Services.
  - g. Physical fitness testing and review of results for grades 5, 7, 9.
  - h. Articulation with the MPA Head Start Preschool and kindergarten registration.
2. Development of curriculum for enhanced programs to motivate and engage native students in learning and promote academic success.
  - a. ASES After School Program at the K-8 level
  - b. Intervention classes at the elementary school on an "as needed" basis.
  - c. Full support services for any student identified as an English learner.
  - d. Credit recovery and CAHSEE intensive tutoring built into the high school schedule.
  - e. Independent Study classes at the high school for credit recovery.
  - f. 45-minute lunch tutorial available daily with credentialed teachers.
  - g. Student portfolios in English classes.
  - h. Access to the Learning Lab/help with assignments at the high school periods 1-7 as part of the Blended Service model for students with specific learning or academic support needs.
  - i. Availability of on-campus computers and coursework to become computer proficient.

- j. District funding for the Arena Technology Center for after school access to computers/technology and project assistance.
  - k. Weekly “open gym” nights for basketball, etc.
1. Collaboration with the tribal council and native parents in participating in the district’s educational program, including:
    - a. SPSA (Strategic Plan for Student Success), Local Control Accountability Plan, and Native American Education Advisory Committee (NAEAC) policies and bylaws.
    - b. Local Education Agency and LCAP Plans—annual review/revise process.
    - c. Consolidated Application annual review (Federal programs).
    - d. Consider creating a local SARB Board to address attendance issues.
  2. Communication:
    - a. Continue to publish monthly parent newsletters K-12.
    - b. Post monthly newsletters and other school communications at the Tribal Office.
    - c. Post all written communications on the school/district websites, including this IPP plan and agendas/minutes from NAEAC meetings.
    - d. Use “One Call Now” automatic dialing system to communicate with families in emergency situations and any items requiring school-wide or district-wide notification.
    - e. Post well in advance notice of the annual PL 874 Public Hearing.

## **Objective 2**

Develop and implement processes to enrich the educational program to meet the specific cultural/heritage needs of the native students.

1. Research the “Native American Land Curriculum” and investigate ways to incorporate it into the curricular program.
2. Encourage certificated staff to augment the standard US History units relative to Native American history with enrichment projects and history specific to the Pomo Indians.
3. Create instructional/curricular units that address both traditional and contemporary Indian values, and encourage native students to value and embrace their cultural uniqueness.

## **Objective 3**

Maintain the Native American Education Advisory Committee (NAEAC) to engage parents in the decision making for educational decisions impacting the native student population.

1. Quarterly NAEAC meetings
2. Encourage Native American parents to participate in School Site Council meetings
3. Annual parent and student school climate surveys through CA Healthy Kids grant.
4. Back-to-School and Open House parent evenings.
5. Parent Literacy Night at AUES.

6. Book-making/family history project at AUES
7. Inform parents about the GED program available to them at AUES.

#### **Objective 4**

Provide counseling and support services for students and families that address the culturally different needs of Native American students, and intervention when needed.

1. Full-time high school counselor who focuses on academic needs and support.
2. Native American Community Liaison to support student success and facilitate communication between Native American families and the schools.
3. 34-hour per week of counseling services available to all students and families that focuses on social, emotional and physical needs.
4. Additional counseling available through MCYP at the Teen Clinic.
5. Provide field trips to colleges and post-secondary training schools.
6. Work with the teaching staff in understanding the Native American students and how to meet their needs.
  - a. Academic Success Team referrals and follow-up
  - b. CARE team when needed for emotional support
  - c. Clothing, food, access to laundry facilities for students in substandard living conditions or qualifying as homeless per the McKinney-Vento Act.
  - d. Structured Discipline program at the high school for accountability and support.
7. Board Policy that supports communication between the Tribal office and school district if Child Protective Services are notified on a Native American student.

The IPP plan will be reviewed annually.

