

Package Information Package History Summary Confirmation

The application was successfully submitted.

Point Arena Joint Union High School

Application Package Confirmation

Package Title	Impact Aid Section 8003, FY 2017 Application Package		Package Information
CFDA/Subprogram	84.041B - 1	Fiscal Year	2017
Closing Date	02/01/2016 11:59 PM Washington DC Time	Last Updated	01/06/2016 12:17 PM Washington DC Time
Application Status	Submitted		Contact Name Impact Aid Program (202) 260-3858 impact.aid@ed.gov click to send email

Form Title	Form Status
Impact Aid, Sec. 8003 Cover Page (Required)	Complete
Impact Aid, Sec. 8003 Assurances (Required)	Complete
Impact Aid, Sec. 8003 Table 1 - Live-on & Work-on, CWD	Complete
Impact Aid, Sec. 8003 Table 2 - Live-off, CWD	Complete
Impact Aid, Sec. 8003 Table 3 - Live-on & Work-on	Complete
Impact Aid, Sec. 8003 Table 4 - Live-on & Low-Rent Housing	Complete
Impact Aid, Sec. 8003 Table 5 - Work-on	Complete
Impact Aid, Sec. 8003 Table 6 - Membership & ADA (Required)	Complete
Impact Aid, Sec. 8003 Table 7 - Expenditures for CWD	Complete
Impact Aid, Sec. 8003 IPP Narrative	Complete
Project Narrative - Impact Aid, Sec. 8003 - Applicants in First Year of Operation	Complete
Project Narrative - Impact Aid, Sec. 8003 - Military or Indian Lands Housing Undergoing Renovation or Rebuilding	Complete

Documents & Instructions

- [Program Memorandum](#)
- [Application Instructions](#)
- [Military or Indian Lands Housing Undergoing Renovation or Rebuilding](#)
- [Fax Cover Page](#)
- [SEA Transmittal Form](#)
- [How to Upload Signed Pages in G5](#)

Impact Aid Number - 141615
 Application Version No - 1
 Tracking Number - TN01096597700
 Thank you for submitting your application to the U.S. Department of Education electronically.

Your application for Impact Aid Section 8003 was received on 01/06/2016 at 12:16:54 PM, Washington, D.C. time. Your electronic Impact Aid application submission is not complete until you upload the pages requiring original signatures (cover page and assurances page) in PDF format to the G5 website. To access the signature page upload screen, log in to G5, go to your Applications page and select the radio button next to the application you just submitted. Click the Upload Signed Documents button and follow the instructions on the bottom of the screen. You must also send a copy of the complete application to the Impact Aid contact in your state educational agency. A list of state contacts is available on the Impact Aid Program web page <http://www.ed.gov/about/offices/list/oese/impactaid/sear1.html>.

This application, based on your school district's school year 2015-2016 data, will be used to make fiscal year (FY) 2017 payments after final determinations of eligibility are made. Payments to eligible applicants will be made when FY 2017 funds become available after October 1, 2016.

If you wish to call us about your Impact Aid applications or payments, please consult our telephone listing on our web site (www.ed.gov/about/offices/list/oese/impactaid/index.html) for the appropriate member(s) of our staff to contact and the telephone number(s) to call, and refer to the application number on the Cover/Signature form of the electronic application.

Sincerely,

Director
 Impact Aid Program
 E-mail: impact.aid@ed.gov

You should also receive a confirmation email within two business days.

PLEASE PRINT OR SAVE THIS CONFIRMATION FOR YOUR RECORDS


 1-6-2016

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE
Impact Aid Section 8003, FY 2017 Application Package
CFDA # 84.041B
Impact Aid # 141615 -- Version # 1

OMB No. 1810-0687, Expiration Date: 12/31/2016

Closing Date: 02/01/2016 11:59:00 PM

Impact Aid # 141615 -- Version # 1

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Final Filing Date: 02/01/2016

**U.S. Department of Education
Impact Aid Program
Washington, DC. 20202-6244**

Form Approved:
- OMB number 1810-0687
- Expiration date: 09/30/2014

Applicants must submit complete applications on or before this filing deadline to receive full payments. See the instructions for further information.

APPLICATION FOR IMPACT AID - SECTION 8003 (Version No. 1)

Submit an original and 1 copy to the Impact Aid Program.
Send 1 copy to the State Educational Agency(SEA) using the attached transmittal form.

MEMBERSHIP SURVEY DATE 11/01/2015	SURVEY FORMS : [x] SOURCE CHECK : [x]	ORIGINAL APPLICATION: [x] AMMENDMENT: []	IMPACT AID No. 14-CA-2017-1615 PR/AWARD No. S041B- 2017 -0858 DUNS No. 012912523
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APPLICANT NAME :	Point Arena Joint Union High School District	CONTACT PERSON NAME:	Catherine Chin
STREET/P.O.BOX:	P.O. Box 87	TITLE:	Business Manager
CITY:	Point Arena	PHONE:	7078822803
COUNTY :	Mendocino	FAX:	7078822848
STATE:	CA	E-MAIL:	cchin@mcn.org
ZIP:	95468 Zip+4:		

CHECK TO APPLY FOR FUNDING UNDER SECTION 8003(b)(2) FOR HEAVILY IMPACTED LEAs. (If you check this box, the Impact Aid Program will contact you to request additional information.)

GRADE SPAN MAINTAINED 9-12	LEGAL CLASSIFICATION(if different than grade span) Point Arena Jt Union High School District
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I certify that I have read the statements contained in this application and that these statements and all of the data included in this application are, to the best of my knowledge and belief, true, complete, and correct. I certify that I am authorized to make the representations and commitments in this application, for and on behalf of the applicant and otherwise to act as the applicant's authorized representative in submitting this application for funding under section 8003 of the Impact Aid Program (Title VIII of the Elementary and Secondary Education Act). I declare that the applicant will mail a complete copy of this application to the SEA at the same time that it mails this application to the U.S. Department of Education.

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE (Please type or print.) <i>Brent Cushenbery, Superintendent</i>	SIGNATURE 	DATE <i>1-6-2016</i>
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IMPACT AID PROGRAM ASSURANCES AND CERTIFICATIONS (Version No. 1)

Applicant Name: Point Arena Joint Union High School District

Impact Aid Number: 14-CA-2017-1615

School Year: 2015 - 2016

The local educational agency (LEA) hereby declares that it has filed the following assurances and certifications covering the Impact Aid Program (Title VIII of the Elementary and Secondary Education Act(ESEA)) with the U.S. Department of Education, and, as of the date of the signature below, reaffirms and incorporates by reference those assurances and certifications in this Impact Aid application.* The LEA certifies that no circumstances affecting the validity of the following assurances have changed since their previous filing:

- i. As applicable, the assurances in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations;
- ii. The certification regarding lobbying in ED Form 80-0013; and
- iii. With respect to the Certification Regarding Lobbying, the LEA recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the LEA will complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the LEA will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers.

The LEA further assures that:

- i. It is a local educational agency that was created and authorized to operate schools, has administrative control and direction of free public education in the school districts, and that it may legally accept and disburse Federal funds to aid in financing its expenditures;
- ii. It will comply with all applicable statutes, regulations, and requirements concerning this grant, including requirements of the Impact Aid law (Title VIII of the ESEA), the program regulations (34 CFR Part 222), and program administrative requirements;
- iii. It will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for any Impact Aid payments received for federally connected children with disabilities claimed on Tables 1 and 2, and will use those funds to provide a free appropriate public education to those children in accordance with the Individuals with Disabilities Education Act (IDEA)(20 U.S.C., 1400 et seq.). The special education programs provided to the children with disabilities claimed in this application conform to the policies, procedures and requirements of the (IDEA);
- iv. For any children claimed who reside on eligible Indian lands, policies and procedures have been established as required by section 8004 of the Impact Aid law, and have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures or a waiver statement from the local Indian tribe(s) is attached (see instructions for further information); and
- v. It is hereby advised that, under section 8011 of the Impact Aid law, it is entitled to request an administrative hearing on, and/or review or reconsideration of, any action of the Department under the Impact Aid law that adversely affects or aggrieves the applicant; any such requests are governed by the regulations in 34 CFR Part 222, Subpart J, except for requests for hearings concerning Indian policies and procedures, tribal complaints, and withholdings that are governed by the regulations at 34 CFR Part 222, Subpart G. Any request for a hearing, review or reconsideration under 34 CFR Part 222, Subpart J, must be made in writing and submitted within 60 calendar days from the date of the applicant's notice (receipt) of the adverse action to: Director, Impact Aid Program, United States Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-6244.

*If the applicant is applying for Impact Aid assistance for the first time, the applicant also must file with the Impact Aid Program by the deadline for filing this application the following assurances and certification that it can obtain from the IAP: OMB Standard Form 424B (Assurances for Non-Construction Programs) and ED Form 80-0013 (certification regarding lobbying).

Brent Cushenbery
Superintendent

Name and Title of Authorized Certifying Representative

Signature

Date

1-6-2016

Application For Impact Aid Section 8003 - Table 1 (Version No. 1)			
Applicant Name: Point Arena Joint Union High School District		Impact Aid Number: 14-CA-2017-1615	School Year: 2015 - 2016
Table 1: Children with disabilities who: (1) Reside on eligible federal property and have a parent on active duty in the uniformed services of the United States; or (2) Reside on eligible federal property with a parent who is both an accredited foreign government official and a foreign military officer; or (3) Reside on eligible Indian lands (Include only children enrolled in State-approved special education programs on this table. Exclude these children from Tables 2,3,4, and 5.)			
Table 1-1. Federal Property on which children with disabilities reside			
Property Code Number (1)	Official Name, Address, City, State (2)	Property Type (3)	Number of children on survey date (4)
1414350008	Manchester - Pt. Arena Indian Rancheria Garcia River Point Arena CA	Indian Lands	3
1414350022	Stewart Point (Kashia) Resv-Individual Trust Props Approved From Fy 1993 Appl xxxx CA	Indian Lands	2
Table 1-1 Total =>			5

Table 1-2. Children with disabilities

Property Code Number (4)	Children with disabilities (5)	Number of children on survey date (6)
14-0000-0010*	With a parent on active duty in the uniformed services of the United States	0
14-0000-0015*	With a parent who is both an accredited foreign government official and a foreign military officer	0
14-1435-0010*	Residing on eligible Indian lands	5
*NOTE: Property codes marked with an asterisk will always be the same. Table 1-2 Total ->		5

Note: Table 1-1 Total and Table 1-2 Total must be the same. Table 1-2 is a summary of all children on Table 1-1.

Properties listed on this page were claimed in the LEA's prior year application. An LEA may add any property it believes is eligible, without a property code number. However, it must indicate the specific location of each parcel of claimed property (i.e., the official name, street address, city, and state).

Application For Impact Aid Section 8003 - Table 2 (Version No. 1)		
Applicant Name: Point Arena Joint Union High School District	Impact Aid Number: 14-CA-2017-1615	School Year: 2015 - 2016
Table 2: Children with disabilities who DO NOT RESIDE ON FEDERAL PROPERTY BUT: (1) Have a parent on active duty in the uniformed services of the United States; or (2) Have a parent who is both an accredited foreign government official and a foreign military officer (Include only children enrolled in state-approved special education programs on this table. Exclude these children from Tables 1,3,4, and 5.)		
Property Code Number (1)	Children with disabilities (2)	Number of children on survey date (3)
14-0000-0010	With a parent on active duty in the uniformed services of the United States	0
14-0000-0015	With a parent who is both an accredited foreign government official and a foreign military officer	0
Table 2 Total =>		0

Application For Impact Aid Section 8003 - Table 3 (Version No. 1)				
Applicant Name: Point Arena Joint Union High School District		Impact Aid Number: 14-CA-2017-1615		School Year: 2015 - 2016
Table 3: Children who: (1) Reside on federal property with a parent employed on eligible federal property located at least partly within the school district; or (2) Reside on eligible federal property and have a parent on active duty in the uniformed services of the United States; or (3) Reside on eligible federal property and have a parent who is both an accredited foreign government official and a foreign military officer; or (4) Reside on eligible Indian lands(no parental employment required) (Do not include children reported on Tables 1.)				
Federal Property on which children reside		Federal Property on which parents are employed		Number of children on survey date (5)
Property Code Number (1)	Official Name, Address, City, State (2)	Property Code Number (3)	Official Name, Address, City, State (4)	
1414350008	Manchester - Pt. Arena Indian Rancheria Garcia River Point Arena CA	1414350008	Manchester - Pt. Arena Indian Rancheria Garcia River Point Arena CA	7
1414350022	Stewart Point (Kashia) Resv-Individual Trust Props Approved From Fy 1993 Appl xxxx CA	1414350022	Stewart Point (Kashia) Resv-Individual Trust Props Approved From Fy 1993 Appl xxxx CA	4
Table 3 Total =>				11
Properties listed on this page were claimed in the LEA's prior year application. An LEA may add property it believes is eligible, without a property code number. However, it must indicate the specific location of each parcel of claimed property (i.e., the official name, street address, city and state).				

Application For Impact Aid Section 8003 - Table 4 (Version No. 1)		
Applicant Name: Point Arena Joint Union High School District	Impact Aid Number: 14-CA-2017-1615	School Year: 2015 - 2016
Table 4. Children who reside on eligible federal property but whose parents are not employed on federal property (Children residing on eligible Indian lands should be reported on Table 3.)		
Federal Property on which children reside		Number of children on survey date (3)
Property Code Number (1)	Official Name, Address, City, State(2)	
Table 4 Total =>		0
<p>Properties listed on this page were claimed in the LEAs prior year application. An LEA may add property it believes is eligible, without a property code number. However, it must indicate the specific location of each parcel of claimed property (i.e., the official name, street address, city and state).</p>		

Application For Impact Aid Section 8003 - Table 5 (Version No. 1)		
Applicant Name: Point Arena Joint Union High School District	Impact Aid Number: 14-CA-2017-1615	School Year: 2015 - 2016
Table 5. Children who do not reside on federal property but: (1) Reside with a parent employed on federal property; or (2) Have a parent on active duty in the uniformed services of the United States; or (3) Have a parent who is both an accredited foreign government official and a foreign military officer (Do not include children reported on Table 2.)		
Federal Property on which parents are employed		Number of children on survey date
Property Code Number (1)	Official Name, Address, City, State (2)	(3)
Table 5 Total =>		0
Properties listed on this page were claimed in the LEA's prior year application. An LEA may add property it believes is eligible, without a property code number. However, it must indicate the specific location of each parcel of claimed property (i.e., the official name, street address, city and state).		

Table 6. Membership and Average Daily Attendance Data (Version No. 1)				
Applicant Name: Point Arena Joint Union High School District		Impact Aid Number: 14-CA-2017-1615		School Year: 2015 - 2016
1.	Membership - total number of children enrolled in the preceding school year and the current school year on the respective survey date		Preceding Year	Current Year
(A)	in schools of the applicant's district (Do not include tuition-out children)	1.(A)	154	145
(B)	for whom tuition is received (tuition-in)	1.(B)	0	0
(C)	subtotal [line 1.(A) MINUS line 1.(B)]	1.(C)	154	145
(D)	for whom tuition was paid (tuition-out)	1.(D)	0	0
(E)	for whom the applicant school district provided free public elementary or secondary education [line 1.(C) PLUS line 1.(D)]	1.(E)	154	145
2.	Average daily attendance (ADA) for the preceding school year: (ADA is defined by section 14101(1) of the Elementary and Secondary Education Act as the aggregate number of days in attendance of all students during a school year divided by the number of days school is in session during that year.)			
(A)	Preceding regular school year ADA of children reported on Line 1.(E) of this table This line includes tuition-out children and excludes tuition-in children. (Do not include summer school ADA on this line.)	2.(A)	129.08	
(B)	Hours of summer school attendance for the preceding school year	2.(B)	0	
(C)	Number of days in the regular school year	2.(C)	178	
3.	Total federally connected children claimed for the current year (2015 - 2016) from tables 1 through 5. [LINE 3 Divide 1(E) Current Year]		3.	16 11.03448275862069%

Table 7. Fiscal Report on expenditures of additional funds provided for children with disabilities (Version No. 1)				
Applicant Name: Point Arena Joint Union High School District	Impact Aid Number: 14-CA-2017-1615	School Year: 2015 - 2016		
Fiscal report for applicants claiming children on Tables 1 and 2 of the applicant's previous fiscal year's application.				
	Item	Applicant's preceding fiscal year actual amount		
1. Total Additional expenditures of all children with disabilities (Do Not include expenditures for gifted and talented children or expenditures for the regular education cost of children with disabilities.) Such costs may include facilities modification costs (i.e., ramps, etc.), additional administrative costs, assessment costs, counselors or social workers, special teachers, aides and other staff, transportation, homebound and/or hospital programs.	\$	411,912.61		
2. Total State aid for all current operating expenditures for elementary and secondary education purposes (Include State aid for State-approved education programs for children with disabilities.)	\$	3,374,053.37		
3. Total State aid for children with disabilities (Do not include State aid for gifted and talented children.)	\$	167,489.52		
4. Total funds for Part B of the Individuals with Disabilities Education Act (IDEA, 20 USC 1400 et seq.)	\$	0.00		
5. Other sources of aid received for children with disabilities (Medicaid, etc.)	\$	0.00		
6. Total membership enrolled in State-approved education programs for all children with disabilities (Include all children, both federally connected and non-federally connected, with current signed individualized education programs (IEPs) in effect on the IDEA Count Date. Do not include gifted and talented children.)		24		
	ED use only:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">TCE</td> </tr> <tr> <td style="padding: 2px;">LCR</td> </tr> </table>	TCE	LCR
TCE				
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Indian Policies and Procedures (Version No. 1)

Applicant Name: Point Arena Joint Union High School District

Impact Aid Number: 14-CA-2017-1615

School Year: 2015 - 2016

If you claim children residing on Indian lands (on Table 1 or Table 3), you must attach below a copy of your school district's current Indian Policies and Procedures (IPPs) or waiver statements from all affected tribes. The IPPs must have been developed or updated within the last year. A waiver statement must be for the current year. Contact the Impact Aid Program by phone at (202) 260-3858 if you need more information about this requirement.

If you do not claim children residing on Indian lands on Table 1 or Table 3, do not submit this form.

Title : PAJUHSD IPP

File: Indian Policies and Procedures Plan October 2015 signed.pdf

POINT ARENA SCHOOLS

NATIVE AMERICAN 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, LCAP goals 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. 8th period is an Academic Tutorial period for all students.
 - 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. Academic Tutorial class held daily with credentialed teachers.

- g. Access to the Learning Lab/help with assignments at the high school periods 2-7 as part of the Blended Service model for students with specific learning or academic support needs.
 - h. All students receive a laptop to use in all of their classes and at home (One-to-One laptop program) and receive assistance to become computer proficient.
 - i. District funding for the Arena Technology Center for after school access to computers/technology and project assistance.
 - j. "Open gym" nights sponsored by coaches and MCYP staff.
3. 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. Native American Policies and Procedures Plan
 - e. Provide the above educational program applications, evaluations, and program plans at regularly scheduled NAEAC meetings, in order to allow parents of Native American students and tribal officials an opportunity to review and provide input on the needs of the Native American student population, and recommendations for ways that would help Native American youth participate to their full potential in district activities.
 - f. Based on (e), modify, if necessary, any of the above plans (including the Native American Policies and Procedures Plan), based on the feedback provided by parents of Native American students, tribal officials, and other related parties.
 - g. Use the opportunity of the NAEAC meeting conversations and dialogue, to consult with parents of Native American students, tribal officials, and other attendees regarding not only the review of the district's educational programs, but also the planning of such programs and activities to ensure there is a Native American student consideration.
4. 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 NAPP 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. Feature Pomo dancers (students grades K-12) from the Manchester-Point Arena Band of Pomo Indians at an annual all-school assembly.
2. Research and investigate ways to incorporate Native American literature into the Common Core ELA curriculum.
3. 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.
4. Create instructional/curricular units that address both traditional and contemporary Indian values, and encourage native students to value and embrace their cultural uniqueness.
5. Provide space in the after school program once per month for Native American activities.

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 – notify parents of Native American students and tribal officials of the dates and times of NAEAC meetings by posting flyers throughout the school campuses, posting the information on social media (ie. Facebook), having the district Native American Liaison provide a copy of the flyer to each family, and call or send a text with the information to each family, as well as the district calling families via the OneCallNow phone system and leaving a message with the NAEAC meeting details.
2. Celebrate Native American students' achievements at each NAEAC meeting (attendance, academics, random acts of kindness, etc.)
3. Ask NAEAC Meeting attendees to provide their perspective concerning the Native American community views on educational issues.
4. Encourage Native American parents to participate in School Site Council meetings
5. As part of preparation for the NAEAC meetings, assess the extent to which Native American students participate on an equal basis in comparison to non-Native American students, in districts programs, and report out this assessment during the NAEAC meeting(s).
6. During NAEAC meetings, solicit input from parents of Native American students, tribal officials, and other attendees regarding their views on Native American student participation in educational programs, including whether or not their participation levels are reasonably equal to those of non-Native American students.

7. Based on the above items (4) and (5), create recommendations to enhance or maintain Native American student participation levels to ensure they are on an equal basis with non-Native American student participation levels.
8. At each NAEAC meeting, review the frequency, location, and time of NAEAC meetings – adjust, if necessary, based on the feedback provided.
9. Annual parent and student school climate surveys through CA Healthy Kids grant.
10. Back-to-School and Open House parent evenings.
11. Book-making/family history project at AUES
12. 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. Part-time high school counselor who focuses on academic needs and support, and meets one-on-one with each student and parents.
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 NAPP plan will be reviewed annually.

Signature page

This Native American Policies and Procedures Plan for the Point Arena Schools was approved by the Point Arena Schools Board on October 14, 2015.




Tribal Council representative

10/22/2015
date



Superintendent

10-14-2015
date



School Board representative

10/14/15
date

Project Narrative - Impact Aid, Sec. 8003 - Applicants in First Year of Operation

Title : Impact Aid, Sec. 8003 - Applicants in First Year of Operation

Attachment:

File :
1

**Project Narrative - Impact Aid, Sec. 8003 - Military or Indian Lands
Housing Undergoing Renovation or Rebuilding**

Title : Impact Aid, Sec. 8003 - Military or Indian Lands Housing Undergoing Renovation or Rebuilding

Attachment:

File :

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