

POINT ARENA SCHOOLS

NATIVE AMERICAN POLICIES & PROCEDURES PLAN

The goal of PL 874 Native American 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 values, 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. An Academic Tutorial period is provided 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 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 the entire academic day as part of the Blended Service model for students with specific learning or academic support needs.
 - h. All high school 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. 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 Native Americans at an annual all-school assembly.
2. Research, investigate and implement 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 Native Americans.
4. Create instructional/curricular units that address both traditional and contemporary Native American 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.
6. Utilize the indian-ed.org curriculum as resource and template for guiding curriculum development.

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. Research and survey possible option to implement the GED program at PAHS.

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, 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 Mendocino County Youth Project (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 liaison 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 _____, 2017.

Tribal Council Representative



Superintendent

Date

1-6-2017

Date

School Board Representative

Date