

Meeting 1 - Regular Meeting

SWRSD Parent Advisory Committee Meeting

February 26, 2024 at 9:00 am

Zoom Link:

<https://us02web.zoom.us/j/82144948430?pwd=TDljTFZlQ3VkcE9aVnE1OGtXUEhEQT09>

Meeting ID: 821 4494 8430

Passcode: WMF2yZ

Phone Dial In: 1 719 359 4580

Meeting ID: 821 4494 8430

Passcode: 358108

1. Call to Order
2. Roll Call
3. Election of Officers
 - a. Chair
 - b. Vice Chair
 - c. Secretary
4. Public Comment
 - a. List those wishing to make public comment. First and last name and community.
 - b. Open for public comment by calling on each person.
5. Approval of Minutes for Regular Meeting
6. Approval of Minutes for COVID Relief Advisory Meeting
7. Approval of Minutes for IPP Meeting
8. Approval of Agenda
9. Reports & Feedback
 - a. FY24 Grant Synopsis
 - b. New Educational Programs/Initiatives
 - c. AK Reads Act
 - d. Equal Participation Data
10. Action Items
 - a. SWRSDPAC Procedures Review
 - i. Revise Article IV, Section II, item 1 - correction to mistake
 - ii. Revise Article V, Section III - terms of office
 1. Aleknagik - expire 2026
 2. Clarks Point - expire 2024
 3. Ekwok - expire 2026
 4. Koliganek - expire 2024
 5. Manokotak - expire 2024
 6. New Stuyahok - expire 2025
 7. Togiak - expire 2025
 8. Twin Hills - NEED Representative - Expire 2026

- iii. Revise Article V, Section IV, item 2 - voting privileges
 - 1. Discussion on language surrounding quorum
 - b. Indian Policy & Procedures Review Recommendations
 - c. Educational Programs/Initiatives Recommendations
- 11. Public Comment
 - 12. Next Meeting Date
 - 13. Adjournment

MISSION STATEMENT: The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents' active participation.

SCHOOL BOARD GOALS:

- *Cultural Programs*
- *Academic Growth for All*
- *Life-Ready Programs*
- *Strong, Dedicated Staff*
- *Community Involvement*

Resources

- Minutes from April 21, 2023 Meeting
- SWRSDPAC Procedures
- Proposed seat expiration dates
- FY24 Grant Synopsis
- FY24 Curricula Overview
- AK Reads Act Resources

SWRSD PAC - Public Comment Instructions

Dear Parents, Guardians, Staff and Community Members,

First, thank you for attending this evening and please note that since this is a public meeting, just a reminder that we must adhere to Article VI, Item 8 of the SWRSD PAC Procedures and to Alaska State Statute (29.20.020) regarding public comment.

In providing your public comment, please ensure that you utilize the following as guidelines:

Provide first and last name

Testimony is limited to five minutes in length

Comments may not identify, reference or include complaints against any specific employee of the Southwest Region School District or member of the SWRSD PAC.

Lastly, please know that we appreciate you taking the time to voice your opinions, but that we must follow various protocols.

Southwest Region School District
Parent Advisory Committee Annual Meeting Minutes
April 21, 2023 at 9:00 am

1. Call to Order

The meeting was called to order by Jon Clouse, Director of Federal Programs at 8:44 am

2. Roll Call

Members Present:

Mary Andrew, Member, New Stuyahok
Cheryl Tunguing, Member, Koliganek
Shellie Aloysius, Member, Aleknagik
Grace Walker, Member, Clarks Point
Teresa Ayojiak, Member, Manokotak
Christian Valdez, Member, Ekwok

Excused Absent:

Germaine Eningowuk , Member, Togiak

3. Election of Officers

Cheryl Tunguing moved to elect Mary Andrew as the Chair, with a second by Teresa Ayojiak. Motion carried.

Cheryl Tunguing moved to elect Teresa Ayojiak as the Vice Chair, with a second by Teresa Ayojiak. Motion carried.

Cheryl Tunguing moved to elect Grace Walker as the Secretary, with a second by Shellie Aloysius. Motion carried.

The Chair took the lead for the meeting from Jon Clouse, Federal Programs Director.

4. Approval of Agenda

Shellie Aloysius moved to approve the agenda with a second by Cheryl Tunguing. Motion carried.

5. Action Items

a. Approval of SWRSDPAC Procedures

Cheryl Tunguing made a motion to approve the proposed SWRSDPAC bylaws with the addition of “grandparents” to article 4, with a second by Christian Valdez.

6. Reports

District staff gave oral reports and presented SWRSD School Board goals.

7. Information/Discussion

No discussion items

8. Next Meeting Date

To be determined next school year

9. Adjournment

Shellie Aloysius motioned to adjourn with a second by Cheryl Tunguing. Adjourned at 9:15 am.

Mary Andrew, SWRSDPAC President

Date

Grace Walker, SWRSDPAC Secretary

Date

Southwest Region School District
Parent Advisory Committee COVID Relief Meeting Minutes
April 21, 2023 immediately following the Title VI Indian Education Meeting

1. Call to Order

The meeting was called to order by Mary Andrew, Chair at 11:35 am

2. Roll Call

Members Present:

Mary Andrew, Member, New Stuyahok
Cheryl Tunguing, Member, Koliganek
Shellie Aloysius, Member, Aleknagik
Grace Walker, Member, Clarks Point
Teresa Ayojiak, Member, Manokotak
Christian Valdez, Member, Ekwok

Excused Absent:

Germaine Eningowuk , Member, Togiak

3. Approval of Agenda

Mary Andrew moved to approve the agenda with a second by Cheryl Tunguing. Motion carried.

4. Reports

District staff gave oral and written reports including: updates on the program overview; COVID mitigation plan (SMART Start Plan); application and budget.

5. Resolution Development

No recommendations.

6. Action Items

No action items

7. Next Meeting Date

To be determined next school year

8. Adjournment

Cheryl Tunguing motioned to adjourn with a second by Mary Andrew. Adjourned at 11:51 am

Mary Andrew, SWRSDPAC President

Date

Grace Walker, SWRSDPAC Secretary

Date

Southwest Region School District

Parent Advisory Committee E 6174.1 Indian Policy & Procedures Meeting Minutes

April 21, 2023 immediately following the Title IC Migrant Education Meeting

1. Call to Order

The meeting was called to order by Mary Andrew, Chair at 3:58 pm

2. Roll Call

Members Present:

Mary Andrew, Member, New Stuyahok
Cheryl Tunguing, Member, Koliganek
Shellie Aloysius, Member, Aleknagik
Grace Walker, Member, Clarks Point
Teresa Ayojiak, Member, Manokotak
Christian Valdez, Member, Ekwok

Excused Absent:

Germaine Eningowuk , Member, Togiak

3. Approval of Agenda

Shellie Aloysius moved to approve the agenda with a second by Cheryl Tunguing. Motion carried.

4. Reports

District staff gave oral and written reports including: a review of each policy and procedure along with the strategies and processes currently in place to ensure meeting the goals of each policy.

5. Resolution Development

No recommendations

6. Action Items

No action items

7. Next Meeting Date

To be determined next school year

8. Adjournment

Cheryl Tunguing motioned to adjourn with a second by Mary Andrew. Adjourned at 4:23 pm

Mary Andrew, SWRSDPAC President

Date

Grace Walker, SWRSDPAC Secretary

Date

Southwest Region School District

2023-24

Federal & State Grant Synopsis

Title I, Part A – Improving Basic Programs*

Purpose: To increase the achievement of all students, particular those who are economically disadvantaged.

Information: Schools with at least 40% poverty are eligible to operate as schoolwide, which requires a schoolwide plan for improving achievement. A Title I Schoolwide school is allowed to consolidate funds from other sources to create a schoolwide program of increased achievement. These funds are used to employ various personnel including instructional aides and district specialists, purchase and implement supplemental curriculum, enhance lines of communication with parents and staff, provide professional development, and afford the opportunity for after school programs and parent involvement activities.

Category	School Year 2022-23	School Year 2023-24
Certified Staff Salaries	\$144,750	\$60,435
Instructional Aide Salaries	\$285,700	\$449,768
Benefits	\$116,500	\$139,685
Professional & Technical Services	\$10,700	\$43,750
Student Travel	\$7,500	\$7,500
Staff Travel	\$165,000	\$135,900
Other Purchased Services	\$32,000	\$82,350
Supplies	\$116,700	\$129,830
Student Tuition	\$4,000	\$10,000
Other Expenses (Dues & Fees)	\$11,700	\$13,320
Indirect	\$38,500	\$59,725
Total	\$927,550	\$1,119,363

Title I, Part A – School Improvement

Purpose: The School Improvement grant is designed for districts schools that have been identified as needing comprehensive support and interventions (CSI) or targeted support and interventions (TSI). CSI schools are identified either by a graduation rate of less than 66.7% or are 5% of the lowest performing schools in the state based on the annual accountability measures. TSI schools are identified based on the growth of consistently underperforming subgroups based on the annual accountability measures. The goals of the grant are to provide additional support in the areas of greatest need as determined by a needs assessment. Based on 2018-19 data, Togiak School has been identified as a CSI based on graduation rate only, while Twin Hills and William Sonny Nelson schools have been identified as CSI schools under the 5% lowest performing Title I schools.

Information: The local school improvement team consisting of a variety of stakeholders, plan for and implement an improvement plan that will promote increased student achievement. A school improvement plan is required to be developed by the stakeholders of the school. This process is a continuous effort throughout the year. These funds are typically used for curriculum resources, professional development, and parent involvement activities.

Funding was \$50,000 for Togiak and \$50,000 for Twin Hills and \$50,000 for William Sonny Nelson.

Category	School Year 2022-23	School Year 2023-24
Certified Staff Salaries	\$38,500	\$32,560
Classified Staff Salaries	\$15,000	\$19,732
Benefits	\$24,000	\$10,340
Professional Services	\$11,750	\$36,780
Student Travel	\$26,700	\$0
Staff Travel	\$15,500	\$46,070
Other Purchased Services	\$0	\$0
Supplies	\$9,000	\$7,800
Indirect	\$9,750	\$8,720
Total	\$150,000	\$162,000

Title I, Part C – Migrant Education

Purpose:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services that address their special needs in a coordinated and efficient manner;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;
- Ensure that migratory children benefit from State and local systemic reforms.

Information: Finding and enrolling eligible migrant children is a cornerstone of the Migrant Education Program (MEP) and its importance cannot be overemphasized. The majority of migrant children would not fully benefit from the educational services to which they are entitled and, in some cases, would not attend school at all if districts did not identify and recruit them into the MEP. This is particularly true of the most mobile migrant children, who are the most difficult to locate. Migrant education recruiters contact families in each village to determine the eligibility of children for the migrant education grant.

The term “migratory child” for Alaska means a child who has not graduated and is under 20 years of age who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain (or seek), or accompany such parent or spouse, in order to obtain (or seek), temporary or seasonal employment in agricultural or fishing work —has moved from one school district to another; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

The Alaska Migrant Education Program completed a Comprehensive Needs Assessment (CNA) in 2018. Needs were identified in the following six areas:

- Academic support
- Student support services
- Family literacy
- High school graduation
- English language acquisition for LEP students
- And school readiness.

In 2018, Alaska completed a Service Delivery Plan for the Migrant Education Program. This plan outlines strategies for meeting the needs of migrant students identified in the Comprehensive Needs Assessment (CNA). It also sets Measurable Program Outcomes (MPOs) on which the migrant education program will be evaluated.

These funds are used to employ personnel, provide educational services for migratory children, and promote the migrant education recruitment process. Southwest's Migrant Education Program provides several services to our migrant students. These activities typically focus on literacy and are based upon the results of parent surveys. Southwest's Literacy in the Home Program provides a number of opportunities for students to build a personal library. Other services include family nights based on educational activities, summer school opportunities where available, college credit classes, enrichment activities (ANSEP and Student Conservation Association), career preparation, tutoring, behavioral health counseling, and other community specific services.

Category	School Year 2022-23	School Year 2023-24
Certified Staff Salaries	\$34,250	\$43,350
Classified Salaries	\$118,500	\$104,130
Benefits	\$44,500	\$34,995
Housing Subsidy	\$19,680	\$19,680
Professional & Technical	\$43,750	\$53,645
Staff Travel	\$43,000	\$64,640
Student Travel	\$76,600	\$126,330
Utility Services	\$11,900	\$2,500
Other Purchased Services	\$3,000	\$2,500
Supplies	\$140,000	\$127,730
Indirect	\$22,500	\$32,975
Tuition & Stipends (Students)	\$0	\$0
Total	\$529,000	\$612,475

Consolidated Admin Pool – Administration of Title Programs

Purpose: The consolidated admin pool (CAP) allows for funds to be moved from various Title grants to a central fund for the administration of grant programs. Basically, this makes the administration of the grants more efficient and it meets audit requirements more easily.

Information: The following amount of funds were moved from each grant to the CAP fund:

- \$187,678 from Title IA
- \$179,390 from Title IC

Category	School Year 2022-23	School Year 2023-24
Certified Staff Salaries	\$193,500	\$195,910
Benefits	\$103,500	\$121,370
Professional & Technical	\$0	\$375
Staff Travel	\$4,000	\$12,190
Utility Services	\$0	\$4,810
Supplies	\$8,000	\$12,650
Indirect	\$21,500	\$19,760
Total	\$330,500	\$367,070

Title VI – Indian Education

Purpose: The Indian Education program supports the efforts of school districts, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students so that they can meet the same challenging state academic achievement standards as all other students.

Information: Southwest Region School District is developing a Yup'ik Studies curriculum that incorporates the rigorous state and district academic standards. The funds are used for professional development, and personnel including instructional aides and teachers.

Category	School Year 2022-23	School Year 2023-24
Certified Staff Salaries	\$142,400	\$136,335
Instructional Aide Salaries	\$0	\$4,730
Benefits	\$61,000	\$65,260
Staff Travel	\$0	\$0
Supplies	\$320	\$0
Indirect	\$10,700	\$10,310
Total	\$214,000	\$216,665

Title IC Migrant Book Program

Purpose: Migrant funding for providing literature to migrant students.

Information: This funding is used to provide a variety of books to migrant children. Migrant children get to choose age-appropriate books at each school. In addition, the SWRSD Migrant Program mails Alaska-themed/culturally relevant books to migrant children. Both activities are part of the Literacy in the Home initiative through the migrant program.

Category	School Year 2022-23	School Year 2023-24
Supplies	\$13,000	\$12,332
Indirect	\$0	\$702
Total	\$13,000	\$13,034

Carl Perkins

Purpose: To provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice. Career and technical education is about helping students, workers and lifelong learners of all ages fulfill their working potential. First and foremost it's about high school and college education that provides students with:

- Academic subject matter taught with relevance to the real world, often called contextual learning.
- Employability skills, from job-related skills to workplace ethics.
- Education pathways that help students explore interests and careers in the process of progressing through school.

Information: The funds can only be used for programs serving students in grades 9-12. The funds are used for professional development, and the enhancement of CTE and counseling programs. Recent efforts have resulted in a the expansion of CTE programs at many of our schools and the opportunity for students to apply to the Bristol Bay Regional CTE program.

Category	School Year 2022-23	School Year 2023-24
Certificated Salaries	\$33,500	\$40,690
Benefits	\$9,000	\$11,270
Staff Travel	\$6,800	\$0
Professional & Technical	\$1,180	\$0
Indirect	\$2,600	\$2,600
Total	\$34,990	\$54,560

Rural & Low-Income School Grant

Purpose: This funding is new to eligible school districts through the Small & Rural School Achievement program direct from the US Department of Education. The funds are designed to support local academic needs under the purview of Title II-A or Title IV-A.

Information: The funds will be used to support instruction for students.

Category	School Year 2022-23	School Year 2022-23
Contracted Services	\$18,750	\$0
Supplies	\$0	\$18,920
Indirect	\$0	\$945
Total	\$18,750	\$19,870

American Rescue Plan Act – Coronavirus Relief Fund

Purpose: This funding was part of the ARP ACT passed as part of a novel coronavirus relief package by the United State Legislature.

Information: Southwest Region School District received an allocation for last year to spend on costs related to the novel coronavirus pandemic. This grant application is still being developed. This is a three year grant and allows carry-over between years. The total grant award is \$4,500,000.

Category	School Year 2022-23	School Year 2022-23
Certified Staff Salaries	\$329,195	\$207,945
Non-Certificated Salaries	\$424,000	\$297,050
Benefits	\$232,090	\$149,035
Professional & Technical	\$152,000	\$123,200
Staff Travel	\$57,500	\$67,500
Utility Services	\$328,000	\$328,000
Other Purchased Services	\$30,000	\$149,500
Supplies	\$955,000	\$777,110
Indirect	\$41,000	\$119,540
Capital Outlay	\$320,000	\$0
Equipment	\$160,000	\$250,000
Total	\$2,205,340	\$2,470,375

Johnson O'Malley

Purpose: Johnson O'Malley (JOM) programs offered to American Indian and Alaska Native students vary and may include such programs as culture, language, academics and dropout prevention. Eligible applicants are tribal organizations, Indian corporations, school districts or States with eligible American Indian and Alaska Native children attending their schools or public school districts that have established Indian Education Committees to approve supplementary support programs that benefit American Indian and Alaska Native students. Eligible American Indian and Alaska Native students are enrolled members of a federally recognized tribe or at least one-fourth or more degree of Indian blood descendant of a member of a federally recognized Indian tribal government eligible for services from the Bureau.

Information: Local Tribal Councils/Organizations can manage and expend JOM funds or work with the local school to manage and expend JOM funding. If the funding goes through the school, a resolution and budget proposal is required to be approved by the local Tribal Council/Organization. The primary use of JOM funds has been to support cultural programs such as Native Youth Olympics. The funding levels vary between Tribal Organizations.

Title VII – Impact Aid

Purpose: Impact Aid provides financial assistance to school districts affected by federal activities. Because federal property is exempt from local property taxes, Impact Aid helps to replace the lost revenue that would otherwise be available to pay for educating children who live on federal property or whose parents work on federal property.

Information: The district receives funding for each child that lives on Indian lands. Most Impact Aid funds, except for the additional payments for children with disabilities and construction payments, are considered general aid to the recipient school districts. Impact Aid funds are in the unrestricted class, meaning that the funds may be used for any number of activities but in accordance with their local and State requirements. The State of Alaska applies 90% of the Impact Aid revenue towards our basic state foundation funding. This means that the majority of Impact Aid is not additional funding but in fact replaces the foundation funds that the state would have paid based on student count.

Southwest Region School District uses Impact Aid for a wide variety of expenses, including the salaries of teachers and instructional aides; fringe benefits for teachers and instructional aides; development of curriculum and purchasing curriculum resources; providing technology in the schools; instructional supplies and equipment, computers, and other equipment.

This funding varies from year to year but is usually somewhere between \$4.5 million and \$4.9 million. This funding goes into the general operating budget.

Alaska Reads Act: Family Partnership

Alaska Department of Education and Early Development

Fall 2023



1

An Excellent Education for Every Student Every Day

What is the Alaska Reads Act and how does it affect my child's education?



An Excellent Education for Every Student Every Day

Alaska Department of Education & Early Development

What is the Alaska Reads Act?



PROVIDES GUIDANCE

Guidance is provided through the four major components of the Alaska Reads Act.

STRUCTURED BY COMPONENTS

The four components are: Department Reading Program, District Reading Intervention, Early Learning, and Virtual Education.

DIRECTS SUPPORT

The Alaska Reads Act provides direction to DEED/districts. DEED provides support & assistance to districts.

The Alaska Reads Act Law passed in Summer of 2022 with the goal of reading proficiency for each Alaskan student by grade three.

In every school district, there is a rule that says they have to provide special help for students who have difficulty with reading. This special help is called "intensive reading intervention services." These services are designed to help students become better readers by giving them extra support and opportunities to practice.



An example of intensive reading intervention services might be a program where students work one-on-one with a teacher. The teacher will help them learn new reading strategies or provides extra reading practice. Another example is having a small group of students who will meet with a reading specialist to improve their reading skills together.



Your school will use a literacy screener to assess for reading skills, including characteristics of dyslexia.

This screener will be given three times a school year and helps inform instruction.

When a child is having difficulty with reading, the school will notify the student's parent or guardian within 15 days and create an individual reading improvement plan with parents within 30 days.



Kindergarten-Second Grade Children

At the end of the school year, school staff must meet with the child's parent or guardian, prior to the last 45 calendar days of the school year, if the child is still having difficulty with reading.

Following the meeting, the parent or guardian decides on the next steps.



Third Grade Children

At the end of the school year a meeting will be held prior to the last 45 days of the school year, for third graders struggling with reading.

The child will not go to fourth grade unless the parent or guardian signs a waiver and agrees that the child will attend 20 hours of reading services during the summer between third and fourth grade.



How will I know how my child scored on the reading assessment?



Alaska Reads
#akreads

An Excellent Education for Every Student Every Day

Your child will take this assessment 3 times a year. If your child has a score that places them in the benchmark or above benchmark range, their instruction will continue on without the need for intensive intervention.

Benchmark	MINIMAL RISK <20% chance of not achieving at/above 40th percentile	Core Support
Above Benchmark	NEGLIGIBLE RISK <10% chance of not achieving at/above 40th percentile	Core Support

**Your child will take this assessment 3 times a year.
If your child has a score that places them in the
below benchmark or well below benchmark
range, their reading instruction will change to
better meet their reading needs.**

Well Below
Benchmark

AT RISK

>20% chance of not achieving
at/above 20th percentile

Intensive Support

At risk for reading difficulties including dyslexia

Below
Benchmark

SOME RISK

>20% chance of not achieving
at/above 40th percentile

Strategic Support

Amplify Home Connect Letters

mCLASS Home Connect
1st Grade, Beginning of Year Assessment
ALLYSON TAYLOR

Barnet District Owen Elementary
Last assessment: September 13, 2019
Next assessment: December 2, 2019

Why is ALLYSON being assessed?

The teachers and administrators at our school want ALLYSON to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates ALLYSON's performance on the literacy skills necessary to become a successful reader.

What do the below assessments mean?

ALLYSON has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

339

DIBELS Composite Score
Has Met Goal

Performance Level Key



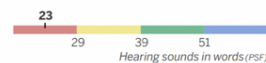
Letter Names
Naming letters from print, measured by DIBELS Letter Naming Fluency. Can your child...

...name both uppercase and lowercase letters?



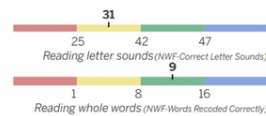
Phonemic Awareness
Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency. Can your child...

...identify the first, middle and last sound in sun? (sss...uh...nnn)



Phonics
Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...

...sound out simple words like van? (vvv...aah...nnn)
...easily read a list of two- and three-letter words?
...easily read more complicated words over time?



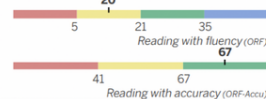
Accurate and Fluent Reading
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...

...recognize familiar words without sounding them out?
...recognize common words such as: "there, one, color?"



Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child...

...read stories quickly and easily?
...read aloud smoothly and accurately?
...read words and sentences in short stories easily?



This score aligns with the information on the previous slide.

The school is required to screen your child and their reading skills, including characteristics of dyslexia, as required by the AK Reads Act.

Amplify Home Connect Letters

ALLYSON TAYLOR

1st Grade, Beginning of Year



Activities for ALLYSON

Even if you have just a few minutes each day, you may be surprised by how much you can help ALLYSON learn to read. Here are some activities we recommend based on ALLYSON's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match ALLYSON's interests or to fit your schedule.

Where ALLYSON needs support



Phonemic Awareness

Hearing and using the smallest units of sound in spoken words

Find Specific Sounds

Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the *s* sound or that end with the *k* sound. Have your family members share their heard words and list them on a piece of paper.

Break the Words Apart

Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce *mom* as follows: *mm-o-mm*. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say *sh-ee-p* and your child says *sheep*.

Shopping for Sounds

As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say *b-a-g*. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say *m-i-l-k* and your child says *milk*; you say *c-a-n* and your child says *can*.

We are working hard to ensure that ALLYSON development is on target for success, and we thank you for your efforts at home. Together, we will help ALLYSON become a successful reader.

For more activities, visit our Home Connect site: <https://www.mclass.amplify.com/homeconnect>

This document includes activities of how you can help your child at home. You will get this 3 times a year.



Alaska Reads
#akreads



**My child scored low in
reading.
What happens next?**



Alaska Reads
#akreads


An Excellent Education for Every Student Every Day




The school will let you know if your child is below benchmark in their reading skills by providing a Parent Notification Letter.

In this letter, you will be invited to a meeting with the team that will be working with you to create a plan that will help your child reach their grade level benchmark.

Your school district may have a slightly different form that has been approved by DEED.



The Alaska Reads Act



AK Reads: District Reading Intervention: Parent Notification of Reading Deficiency

Dear Parent or Guardian:

Kindergarten through third grade is the critical window to developing strong reading skills to be successful in school. The district recently screened the reading skills of all elementary students. This letter serves as a notification that an Individual Reading Plan would benefit your child.

Based on ☐ Fall, ☐ Winter, and/or ☐ Spring screening results, your child scored at a deficient level in reading. Developing an Individual Reading Improvement Plan for your child is the next step. After the plan is developed and implemented, we will provide monthly updates on your child's progress toward grade-level reading.

In this meeting, we will discuss these areas to support your child's reading:

1. A description of the current reading instruction your child is receiving.
2. The education team will communicate the proposed intervention plan and the additional instructional support which will be provided to your student under the individual reading plan.
3. The progress report dates with updates on your child's reading information.
4. Strategies to support your child's reading instruction at home.
5. Explanation of the individual reading plan process and deadlines required for waivers.
6. Grade progression if your child continues to show a deficiency in reading on the spring literacy screener.
7. Discussion of the flowchart on the following page regarding reading progress and grade progression.

We would like to meet with you on _____ at _____ to develop your child's Individual Reading Improvement Plan. If this does not work with your schedule, please contact the school to reschedule at [Phone] _____.

Sincerely,

[Name] _____ [Position] _____

[School] _____ [District] _____



**Parent
Notification
Letter**



Student Individual Reading Improvement Plan (IRIP) Template

School:

District:

Address:

Phone Number:

The school shall notify parents of reading deficiency no later than 15 days after identification.

Student Individual Reading Improvement Plan must be implemented no later than 30 days after identification.

Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three. Complete the following:

Student Name:	Grade:	School Year:
Student ID:	Classroom Teacher:	Parents/Guardians:
Date of Identified Reading Deficiency: <i>(Using the approved literacy screener)</i>	Date Parent/Guardian was Notified of Deficiency: <i>(Notified within 15 days of identification)</i>	Date Plan was Implemented: <i>(Implemented within 30 days of identification)</i>
<div>Written Notification</div> <div>Oral Notification</div>		

Section 1. Considerations:

Does this student have an identified disability with goals specific to reading addressed in an Individual Education Plan (IEP)?	Yes	No
---	-----	----

* A total of 10 progress monitoring updates to parents per year is required- collaboration with reading specialist is strongly encouraged.

Did this student score at the lowest level overall on the literacy screening tool? Identified as <i>Intensive Support</i> by mCLASS with DIBELS® 8th Edition (composite score) or below the 20 th national percentile on department approved alternative literacy screener.	Yes	No
--	-----	----

If yes, also complete Section 6.



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

May 2023



At this meeting, the team will discuss the child’s reading scores and create an Individual Reading Improvement Plan.

Part of this plan will include reading interventions that the school will provide during the school day and if a child is well below benchmark, the school will also provide out of school reading support.



Student Individual Reading Improvement Plan (IRIP) Template

School: _____ The school shall notify parents of reading deficiency no later than 15 days after identification.

District: _____

Address: _____ Student Individual Reading Improvement Plan must be implemented no later than 30 days after identification.

Phone Number: _____

Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three. Complete the following:

Student Name:	Grade:	School Year:
Student ID:	Classroom Teacher:	Parents/Guardians:
Date of Identified Reading Deficiency: <i>(Using the approved literacy screener)</i>	Date Parent/Guardian was Notified of Deficiency: <i>(Notified within 15 days of identification)</i> ____ Written Notification ____ Oral Notification	Date Plan was Implemented: <i>(Implemented within 30 days of identification)</i>

Section 1. Considerations:

Does this student have an identified disability with goals specific to reading addressed in an Individual Education Plan (IEP)?	Yes	No
---	-----	----

* A total of 10 progress monitoring updates to parents per year is required; collaboration with reading specialist is strongly encouraged.

Did this student score at the lowest level overall on the literacy screening tool? Identified as <i>Intensive Support</i> by mCLASS with DIBELS® 8th Edition (composite score) or below the 20 th national percentile on department approved alternative literacy screener.	Yes	No
--	-----	----

If yes, also complete Section 6.



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

May 2023



This plan will also consist of goals that the child is working on, how often their progress will be checked and the interventions that the school is putting in place to help the child make growth in their needed areas.

The school will communicate with parents a minimum of 10 times throughout the school year to update them about their child's reading and goals.



For more parent resources, please visit:

<https://education.alaska.gov/Alaska-Reading-Resources/parent-resources>



Alaska Reads
#akreads

An Excellent Education for Every Student Every Day

Southwest Region School District 2022-23 Equal Access Analysis

Program	Alaska Native/Indian	Non-Alaskan Native/Indian
9th & 10th Grade Algebra Participation	83.14%	*
9th & 10th Grade Algebra Passed	53.93%	*
9th & 10th Grade Life Science Participation	89.88%	*
9th & 10th Grade Life Science Passed	52.80%	*
9th-12th Grade CTE Courses Participated	80.00%	80% or higher
9th-12th Grade Yup'ik Courses Participated	97%	40% or higher
BBRCTE	12.66%	55.00%
K-8th Grade 90% Attendance Rate or Higher	35.43%	40% or higher
Middle School & High School After-School Activity Participation	N/A	N/A
*The data has been suppressed to protect the identity of students		

Southwest Region School District Parent Advisory Committee Bylaws

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Article I – Committee Name

The name of the committee shall be Southwest Region School District Parent Advisory Committee (SWRSDPAC).

Article II – Purpose and Objectives

The SWRSDPAC has been established to ensure the goals/objectives, planning, implementation, and evaluation of the Elementary & Secondary Education Act (ESEA) which includes Title I, Migrant Education, and Indian Education; and any other state or federal program requiring parental involvement. The establishment and work of the SWRSDPAC are to comply with the rules and regulations governing ESEA programs and SWRSD School Board policy. The advisory committee was established to assist the district in meeting the unique culturally related academic needs of its Alaska Native student population and will assist the district:

1. To improve supplemental educational opportunities for students who qualify for Federal Programs.
2. To involve qualified parents in the planning, development, evaluation, and monitoring of federally funded programs.
3. To work cooperatively with the Southwest Region School District (SWRSD), acknowledging that the SWRSD School Board has final program approval authority.
4. To review proposals and recommendations regarding the school district's Federal Programs, consistent with SWRSD policies.
5. To monitor Federal Programs and assure that federal funds are used to supplement, not supplant, programs within SWRSD.

Article III – Responsibilities

Section I. General

1. The Federal Programs Director or designee will act as chief communicator and contact between grant funded programs and the community, on behalf of the SWRSDPAC.
2. The SWRSPAC Chairperson, Federal Programs Director or designee will act as liaisons between the SWRSPAC and grant funded programs.

Section II. SWRSDPAC

1. SWRSDPAC members will attend all meetings in entirety in order to establish a quorum, fully participate in the discussion, and to cast a vote.
2. SWRSDPAC members will represent their community and/or organization, and will serve as a liaison between the Federal Programs Department and the population/organization in which they represent.
3. SWRSDPAC members will provide recommendations on behalf of the population/organization that they serve.
4. The SWRSDPAC will hold regular, open meetings to discuss and act upon any business to ensure proper and effective operation of grant-funded program.
5. The SWRSDPAC will recommend applications and budgets for each program to the SWRSD Superintendent and Board of Education
6. SWRSDPAC members shall not act or speak on behalf of the entire SWRSDPAC as an individual; members should only represent their own viewpoint.
7. The SWRSDPAC shall have all additional responsibilities, consistent with grant regulations.

8. SWRSDPAC shall have no powers beyond those expressly set forth herein.
9. SWRSDPAC shall abide by all SWRSD School Board policies and administrative regulations.

Article IV – Committees

Section I. Committee Membership

A parent or guardian is eligible to serve on the advisory committee as long as he or she has a child or legal ward enrolled in school who has qualified status, as defined by Title IA, Migrant Education, or Indian Education.

Section II. Committee Composition

1. The Indian Education committee shall consist of **nine (10)** members including one (1) qualified parent from each community, one (1) teacher, and one (1) student.
2. The Title IA program committee shall consist of nine (9) members including one (1) qualified parent from each community and one (1) student.
3. The Migrant Education program committee shall consist of nine (9) members including one (1) qualified parent from each community and one (1) student.
4. Other grant committees shall consist of nine (9) members including one (1) qualified parent from each community and one (1) student.

Article V – Committee Officers, Duties, Voting

Section I. Officers

Officers shall be elected by their respective committee and shall consist of a chairperson, vice-chairperson, and secretary. Each officer shall be elected for a one year-term.

Section II. Duties

1. The chairperson shall preside at all meetings and sign all letters, reports, and all other committee communications. The chairperson will perform other duties as may be prescribed by the SWRSDPAC.
2. The vice-chairperson shall represent the chairperson and substitute for the chairperson during his/her absence. The vice-chairperson shall perform other duties as assigned by the chairperson or by the SWRSDPAC.
3. The Federal Programs Director or designee will record minutes of meetings and send them to the Secretary for review and confirmation. The Secretary will perform any other duties assigned to him/her by the SWRSDPAC.

Section III. Terms of Office

1. Committee members shall be selected to serve for **two (2) years with staggered seats.**
2. Continuation in committee shall be based upon a member's willingness to serve but if there are other interested parents, then an appointment shall be made from a list of candidates by the SWRSDPAC.
3. A member shall be removed from office upon missing two (2) consecutive regular or special meetings, without being excused by the committee's Chair. Removal may also occur by motion approved by two-thirds (2/3) vote of the members present at a duly constituted meeting.

4. Any member's vacancy through resignation or removal shall be filled for the remainder of the school year by appointment from the Federal Programs Director or designee, or during the next meeting, whichever comes first. The member that is resigned will be asked to recommend names for potential replacement members.

Section IV. Voting Privileges

1. Each adult member, as defined in Article IV Section I, shall have one (1) vote in any matter submitted to the SWRSDPAC for general vote at the annual meeting, or other duly constituted meeting. Proxy voting and absentee ballots shall not be permitted. Voting on all matters will be by voice called for by the chairperson. Any member may request a roll call vote. A roll call vote will occur whenever committee members are in attendance remotely.
2. Decisions of the SWRSPAC shall require a majority vote of the quorum, **no less than five (5) committee members present.**

Article VI – Meetings

1. The SWRSPAC shall conduct regular meetings at a public location designated by the chairperson twice during the school year, or more often, if needed. One of those meetings will be called the "Annual" meeting
2. All regular and special meetings of the SWRSDPAC shall be conducted in accordance with Robert's Rules of Order.
3. Special meetings may be called by the chairperson, or by majority poll of the SWRSPAC by any member.
4. A public hearing may be called to get more input from the public.
5. The secretary or designated member shall notify all SWRSDPAC members at least seven (7) days in advance of regular meetings, giving the date, time and location.
6. Notice of special meetings shall require the SWRSDPAC secretary/treasurer, or designated member, to notify members at least twenty-four (24) hours in advance of the meeting, giving date, time and location.
7. An agenda for each upcoming meeting and minutes of the previous meeting shall accompany the notice of the meeting and shall be send to all members of the SWRSDPAC.
8. All regular business and special meetings shall be open to the general public. During open meetings, an open forum will be available to the public for five (5) minutes per public comment unless a longer time is approved by the SWRSDPAC, with no immediate response expected from the SWRSDPAC.

Article VII – Amendments

These processes may be amended at any meeting by two-thirds (2/3) vote of the members of the SWRSPAC present.

Article VIII – Ratification

These processes were reviewed and approved by the SWRSDPAC on April 21, 2023

INSTRUCTION E 6174.1 {1}
EDUCATION OF NATIVE/INDIAN CHILDREN

INDIAN POLICIES AND PROCEDURES

Note: Districts receiving federal Impact Aid are required to have “IPPs” or Indian Policies and Procedures. The following sample was adopted from sample policies issued by the Department of Education.

The Southwest Region School District’s goal under the Indian Policies and Procedures [IPP] is to ensure that all Native Alaskan/American Indian children of school age have equal access to all programs, services, and activities provided by the school district.

The District will establish policies and procedures to ensure that children residing on Indian lands participate in programs and activities supported by Impact Aid Funds on an equal basis with all other children. Parents of these children will be afforded an opportunity to present their views on these programs and activities, including the opportunity to make recommendations on the needs of those children and how the District may help these children realize the benefits of these programs and activities. Parents and Indian Tribes will be consulted and involved in the planning and development of these programs and activities and the relevant applications, evaluations, and program plans will be disseminated to the parents and the Indian Tribe.

It is the intent of the District to fully comply with all requirements of Title VII (Impact Aid Program) of the Elementary and Secondary Education Act of 1965 (formerly Public Law 81-874, amended 8/2/02), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by Board action supersede all previous Board action and are intended to bind the Governing Board, administration, and staff of the District.

ATTESTATIONS

The Southwest Region School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures will be attached to the FY 2024 Impact Aid application.

Deleted: 2023

The Southwest Region School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2024 Impact Aid application.

Deleted: 2023

INSTRUCTION E 6174.1 {2}
EDUCATION OF NATIVE/INDIAN CHILDREN

POLICIES AND PROCEDURES

The following Indian policies and procedures become effective upon school board approval.

POLICY FOR STANDARD 1

The Southwest Region School District will disseminate relevant applications, evaluations, program plans, the equal participation assessment, and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations.

PROCEDURE FOR STANDARD 1

The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail (electronic mail preferred) to Tribal officials a copy of the following documents and mail a summary of the following documents to Indian parents:

- Impact Aid Fiscal Year 2024 application;
- Evaluation of all educational programs; and
- Plans for education programs the District intends to initiate or eliminate.

Deleted: 2023

In addition, information regarding these materials will be included in the District's monthly newsletter, if appropriate.

Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations in the questionnaire to be disseminated in the fall. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

The District will disseminate information and seek timely input regarding the following programs on its educational program (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, Johnson O'Malley programming.

The completed applications, evaluations, and program planning will be made available to parents of Indian children, Tribal officials, and the Parent Advisory Committee and a summary will be prepared and disseminated in at least 5 days

**INSTRUCTION E 6174.1 {3}
EDUCATION OF NATIVE/INDIAN CHILDREN**

in advance of public hearings held no later than December of the current school year to afford all interested parties the opportunity to review the documents with sufficient time to provide thoughtful input at the public meetings. These hearings will be publicly advertised by advertisement, newsletter or in writing to allow all interested parties to attend. In addition, representatives from the District will schedule meetings with the local tribes to seek input.

Parents of Indian children, tribal officials, the Parent Advisory Committee and any other interested persons can review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district.

Minutes from the Parent Advisory Committee meetings will be posted on the District's website for all patrons and Tribal officials to review. This will allow for ongoing dissemination of information.

POLICY FOR STANDARD 2

The Southwest Region School District will provide an opportunity for tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the education programs and activities.

As part of this requirement, the District will:

1. Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
2. Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

PROCEDURE FOR STANDARD 2

In order to allow Indian parents 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 the District's education program; and (3) the degree of parental participation allowed in the same, the Board will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the School Board.

Indian parents and Tribal officials will be given notice of any and all meetings including, the above-referred questionnaire, to be disseminated in the fall

**INSTRUCTION E 6174.1 {4}
EDUCATION OF NATIVE/INDIAN CHILDREN**

semester. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted School Board meeting.

If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The District may re-locate meetings or times to encourage participation.

The Parent Advisory Committee of the District will meet semi-annually for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. The meeting agendas shall be posted and all meetings shall be open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

At each of the scheduled monthly school board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. In addition, at least one public hearing is annually scheduled during a Community School Committee (CSC) meeting at each school which is primarily devoted to providing information and addressing questions regarding educational programs including federal programs. Based upon suggestions, preferred methods of communication as well as ways to maximize participation from tribal officials as well as parents of Indian children will be seriously considered.

The District representatives will schedule meetings with the affected tribe or tribes to discuss ongoing programing goals.

POLICY FOR STANDARD 3

The Southwest Region School District will at least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. As part of this requirement, the District will:

1. Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
2. Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

INSTRUCTION E 6174.1 {5}
EDUCATION OF NATIVE/INDIAN CHILDREN

PROCEDURE FOR STANDARD 3

The District 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 program and activities.

- A. The District will monitor Indian student participation in all academic and co-curricular activities.
- B. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis.
- C. The District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by (mail, email, posting at tribal offices, etc.).
- D. Parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the school district, at any school board meeting or to the Parent Advisory Committee

The District shall annually calculate from its records the ratio of Indian children compared to other children participating academic and co-curricular programs ("school data").

Annually, the District Administrator (or a designee), administrators, staff members, the Parent Advisory Committee, Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children's participation in the educational program. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children. The evaluation of the Indian children's participation in educational programs will be shared at least two weeks before the meeting.

The District will disseminate the results of the assessment of Indian participation to parents of Indian children and tribal officials within one month of publication by mail or e-mail.

Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Parent Advisory Committee meetings, directly to the school district by (phone, email, writing, etc.). In addition, parents of Indian children and tribal officials may comment in the fall semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children. The period for comments will be open during the

**INSTRUCTION E 6174.1 {6}
EDUCATION OF NATIVE/INDIAN CHILDREN**

entire school year, however, in order to make program changes the comments provided from the start of the school year through January 31 will be considered for program changes.

This data will be utilized to develop appropriate supports for various programs.

If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board in consultation with the Parent Advisory Committee and tribal officials, will modify its education program in such a way as to improve Indian participation.

POLICY FOR STANDARD 4

The Southwest Region School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

PROCEDURE FOR STANDARD 4

During the organization meeting of the Parent Advisory Committee, the Indian Policies and Procedures will be reviewed and revised if necessary. Once this has happened, the document will be forwarded to the School Board as well as the tribal officials and parents of Indian children for review and consideration. If necessary, the Parent Advisory Committee may suggest revisions at other times of the year as appropriate. Any updates will be sent to parents of Indian children and tribal officials within one month of adoption by the School Board. Implementation of changes in the Indian Policy & Procedures will occur within 90 days of approval by the School Board.

The Parent Advisory Committee shall serve as a task force to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The Committee will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views. If necessary, the Parent Advisory Committee shall make recommendations to the Board to modify its policies and procedures.

The District will hold a School Board meeting to modify policies and procedures if the Parent Advisory Committee indicates such modification is necessary.

The District will notify parents of Indian children, tribal officials and the general public of any changes to the Indian Policies and Procedures by mail/email.

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EDUCATION OF NATIVE/INDIAN CHILDREN

POLICY FOR STANDARD 5

The Southwest Region School District will respond at least annually in writing to comments and recommendations made by the Parent Advisory Committee, tribal officials or parents of Indian children, and disseminate the responses to all parties by mail/email, posting on the website, and posting at tribal offices prior to the submission of the IPPs by the District.

PROCEDURE FOR STANDARD 5

The District will at least annually respond in writing to comments and recommendations made by the Parent Advisory Committee, tribal officials, or parents of Indian children, and disseminate the responses to all parties by mail/e-mail, posting on the website, and posting at tribal offices, prior to the submission of the IPPs by the District.

POLICY FOR STANDARD 6

The Southwest Region School District will provide a copy of the IPPs annually to the affected tribe or tribes.

PROCEDURE FOR STANDARD 6

The District will annually provide a copy of the current Indian Policies and Procedures to each local tribe by mail and posting at tribal offices.

Added: 01/2009

Reviewed: 08/2014, 01/2017, 08/2017, 11/2021, 08/2022, 08/2023

SOUTHWEST REGION SCHOOL DISTRICT

Reviewed: January 24, 2017

Adopted: January 24, 2017

Reviewed: August 22, 2017

Adopted: November 28, 2017

Reviewed: August 28, 2018

Adopted: November 20, 2018

Reviewed: December 2, 2019

Adopted: November 12, 2020

Reviewed: November 23, 2021

Adopted: November 23, 2021

Reviewed: August 23, 2022

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Adopted: December 13, 2022
Reviewed: August 29, 2023