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ADVISORY COMMITTEE ON INDIAN EDUCATION IN NEVADA FOR THE NEVADA INDIAN COMMISSION



Sparks Middle School Assembly – Winter 2004



IMPROVING THE EDUCATION OF AMERICAN INDIAN AND ALASKAN NATIVES IN NEVADA

PREPARED FOR PRESENTATION TO:

LEGISLATIVE COMMITTEE ON EDUCATION

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NEVADA BOARD OF EDUCATION

**NEVADA DEPARTMENT OF EDUCATION
SUPERINTENDENT OF PUBLIC INSTRUCTION**



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Introduction

The American Indian (AI) student population has grown from 5,635 in 2000 to 6,713 in 2005, a 1.19 percent increase (Nevada Department of Education Research Bulletin, 1999-2005). However, AI growth percentages have declined when compared to that of other racial and ethnic groups. The Research Bulletin reported a decline from 1.81% in 2000 to 1.67% in 2005. According to the Student Achievement and Graduation Rates in Nevada report by West Ed (2005), Nevada is the fastest growing state in the nation for student enrollment, and is expected to continue for the next ten years. As Nevada schools grow, the AI student population becomes increasingly more marginalized and less attention is given to their overall success.

The state of Nevada has been classified as a state in Need of Improvement (Year 2) under the No Child Left Behind Act (NCLB) of 2001. However, without sufficient information to assess how the AI student population is doing in comparison to other groups, the purpose of NCLB is not applied to this population as indicated in the 2004-2005 Nevada Accountability Report. Though many schools in Nevada have reported low test scores for reading and math, the AI student sample size is too small to make overall comparisons. The 2004-2005 Accountability Report reported the state graduation for AI at 58.2% which is below the national percent of 64%, and significantly below that of their white counterparts in Nevada of 74.7%. Furthermore, a significant loss in student retention has been noted across the grade levels for AI students. The Research Bulletin reported that 563 AI students enrolled in Nevada public schools for the 2001-2002 school year and only 320 of them were seniors in 2004-2005, with a reported graduation number of 198 AI students. **This cohort alone represents a loss of 365 AI students, more than three fifths.** This number is cause for great concern for the Indian people in this state. A table with data from the Research Bulletins is included as Attachment A.

Further disparity exists in Nevada's special education program. NCES 2003-2004 statistics indicates that AI/AN are disproportionately identified for special education. Almost 12% of the total AI student population ages 3 through 21 in the nation are represented in special education compared to the overall national average of 8.6%. Nevada's average percentage for students in special education classes is typically higher than that of the national average for all subgroups except for whites. **However, in some districts in Nevada, the percentage of AI students in special education is more than three times the national average.**

Overall, AI students are disproportionately represented in special education in the state of Nevada by almost twice the state average — 19% versus 10.4% respectively. Attachment B represents the national averages of students with disability by race and ethnicity. This degree of disproportion for AI students in Nevada is cause for much concern with regard to providing AI students with an education that appropriately takes into account cultural differences.

Additional concerns include low attendance rates, extremely minimal enrollment in Advanced Placement (AP) classes, and low overall scores on reading and math assessments. **For example, the attendance rate has been reported as low as 58% in some schools.** Also, In a three year comparison by WestEd, High School Proficiency Examination (HSPS) scores in reading for 10th and 11th grade increased for all racial and ethnic groups except for AIs.

Understand that the education of AI children include special conditions that involve historical disparate treatment that is addressed with specific language in the following reports:

- 1928 Meriam Report
- 1969 Kennedy Report
- 1991 Indian Nations at Risk
- Title VII

The term “unique” is used throughout this document with regard to the education of AI children. The term refers to the appropriate educational concerns that include tribal traditions, languages, and cultures. This is stated most recently in Executive Order 13336 signed by President George W. Bush on April 30, 2004; “American Indian and Alaska Native Education.” This order urges those serving AI students in our Nation to, “recognize the unique educational and culturally related academic needs of American Indian and Alaskan Native students consistent with the unique political and legal relationship of the Federal Government with tribal governments.” The purpose of the order is to “assist American Indian and Alaskan Native students in meeting the challenging student academic standards of the No Child Left Behind Act of 2001 (Public Law 107-110) in a manner that is consistent with tribal traditions, languages and cultures.”

Background

The findings of the U.S. Department of Education's Indian Nations At Risk (INAR) Task Force (1991) and the White House Conference on Indian Education (1992) related to Native students who attend public schools --produced in early 1991 and 1992, respectively--suggested systemic reforms that would: a) foster intercultural harmony in schools; b) improve teacher preparation; c) develop instructional curricula and strategies that support diverse cultural needs and learning styles; e) include AI and AN parents in the educational process; and f) adopt a new paradigm for evaluation of AI and AN student progress and success. The reforms were developed from documented reports and issue papers submitted by stakeholders across the country to identify the status of education and AI and AN.

The Nevada State Indian Education Steering Committee was formed to improve Indian Education for the benefit of Indian people and develop recommendations for the improvement of educational programs to make programs more relevant to the needs of Indians and to be the recognized voice in Nevada Indian Education. The Committee was comprised of tribal leaders, tribal education personnel, state and federal educators and interested individuals.

The Steering Committee submitted its report to the White House Conference on Indian Education in September 1991. The same report was submitted to the Nevada Legislature in support of AB 266 to appropriate funding to support a Consultant position for Indian Education. The position, eventually approved in 1998, has changed from the original intent and need presented by the Steering Committee.

In 2000-2002, the Nevada Indian Commission, in studying matters and affairs affecting AIs and ANs in Nevada, held a series of open meetings and tribal caucus' to identify specific needs and issues of tribes and AI and ANs. Education was one of the primary topics (see Attachment C for

issues and needs identified). From initial discussions regarding educating AI and AN and the need to improve tribal-state government-to-government relations specifically focusing on Education, the Nevada Indian Commission recognized the need for the appointment of an Advisory Committee on Indian Education.

Advisory Committee on Indian Education

The Nevada Indian Commission authorized the establishment of an Advisory Committee on Indian Education (see Attachment D for By-Laws) in June of 2002 for the overall purpose of securing a shared responsibility and partnership for tribal entities and Indian parents in the attainment of quality education for their children and to ensure their maximum participation and active involvement in the planning and development of educational goals, policies, curricula and standards beneficial to native students and their successful completion of mandated educational requirements.

The Advisory Committee seeks to encourage Indian parents, school districts, local school boards, the Superintendent of Public Instruction, State Department of Education, State Board of Education and Tribes to work together to explore and find ways to address the high drop out rate, high absenteeism rate and low achievement test scores of Indian students. The Advisory Committee believes that all students can succeed and must be challenged to reach their full potential by being provided opportunities to learn and be actively included in the local school system. The Committee also promotes equal educational opportunities for AI and AN students and is focused on furthering government-to-government relationships with Tribes, and the empowerment of parents and Indian communities and organizations to develop partnerships with local school districts, the Nevada Board of Education and Nevada Department of Education.

Within this document, the Advisory Committee has identified specific target areas and developed goals for the recommendation they be considered by the state to ensure no Native child is left behind in the benefits of education afforded to all other students in the state. The goals and recommendations are provided to ensure that the unique language, cultural and historical differences of AI and ANs are included in educating all youth in the state.

Indian Education Consultant

In 1997, the Legislature enacted Assembly Bill 266, which provided funding to the Department of Education to hire two additional Education Consultants, one to work on problems confronting AI students and one to oversee the broader topic of culturally diverse students, including children who are not proficient in the English language. Thirteen duties were assigned to both programs by the Legislature (see Attachment E for complete listing).

After two years, the position was required to undergo an evaluation to determine whether continued support was warranted and if the two positions should be made permanent. The scope of the evaluation included: a review of the participation of these pupils in all school programs; assessment of the pupils' academic performance, attendance and dropout rates; identification of successful programs and proven teaching methods; and implementation of effective programs. With recognized success in its first two years, the program and funding for the position became permanent in 2000.

With changes over the past few years in the organization of the Department of Education, the former Indian Education Consultant position activities have changed. The position is subject to the strict control and direction of the team leader in line with specific goals established by the department and the work team. The Consultant has been directed to engage in specific “other duties” that take significant time away from the goals for which the position was created. The Consultant has also been directed to engage in activities limited to school districts and schools only. No support or advocacy is authorized for

the position to address tribal issues, the special culturally related academic needs of AI students or to facilitate intra-governmental education forums on Indian education in Nevada.

An example of the limitations placed on the Indian Education Consultant is directly evidenced in the lack of direct development and input of the original recommendations for this document. Additionally, the Consultant could have coordinated input from both tribal and educational communities for the development of the Department of Education's strategic plan and related plans for the No Child Left Behind effort. Unfortunately, Tribes nor their education programs were consulted or given an opportunity to participate in addressing the special needs of AI and AN students in Nevada (See Attachment F – Table of School Districts and Tribal Locations in Nevada).

Tribal leaders and educators who have served on the Indian Education Advisory Committee have become increasingly concerned with the effectiveness of the Indian Education Consultant position and its future role. Though numerous attempts have been made, no collaboration or partnership has been built between the Nevada Department of Education and the Nevada Indian Commission as a result of this position since it was established in 1998. Furthermore, it has come to our attention that the current (new) Indian Education Consultant is experiencing no support in working with Indian communities and has in fact been told that she work less with Indian communities and concentrate on schools and districts only. It is our belief that in order to foster strong partnerships between AI communities and the districts and schools that serve them, it is critical that relationships be established where they have suffered the most neglect – in AI communities. Though schools and districts need attention with providing a better education for AI children, and we agree that they are equally important in this process, it is clear that the placement of this position under the Office of Special Education and School Improvement is not conducive to working in a capacity that will maximize the efficiency of one person working on issues of Indian education.

Under the current structure this position isn't functioning at its full potential as was the intent of AB 266. Also, very little attention is given to existing law, NRS 389.150. The statute reads, **"NRS 389.150. Programs and curricula for American Indians. The superintendent of public instruction, working with the American Indian tribes, shall establish programs and curricula designed to meet the special educational needs of American Indians in this state."** The statute clearly and strictly mandates working with Indian Tribes.

In order to support the goals of this position to a greater degree the following recommendations are made:

- **Place the Education Consultant position directly under the Superintendent of Public Instruction to elevate the position; allowing the Consultant to give direct input on Indian education at Department of Education Administrator's meetings.**
- **Negotiate acceptable work performance standards for the Consultant position.**
- **Develop a strong partnership between the Nevada Department of Education and the Nevada Indian Commission. This will allow the Consultant position to become more directly involved in Indian education issues and the improvement of education to meet the unique needs of AI youth.**
- **Negotiate the restructuring of the position under the direct oversight of both the Nevada Department of Education Superintendent of Instruction and the Executive Director of the Nevada Indian Commission.**
- **Relocate the position to the Indian Commission office in order to provide a greater degree of collaboration, appropriate supervision and accountability that is directly related to the special needs of AI children.**

It is the number one priority of the Nevada Indian Commission to ensure that Nevada's AI and AN students are receiving an equal opportunity to be educated in a safe and appropriate environment that provides opportunities for growth and advancement to higher learning.



RECOMMENDATIONS ON IMPROVING THE EDUCATION OF AMERICAN INDIAN AND ALASKAN NATIVES IN NEVADA



The Nevada State Board of Education/Nevada State Board for Career and Technical Education and the Nevada Department of Education list on its official website the vision, mission and State Board plan and goals as follows:

Vision

Quality Education for all

Mission

The Nevada State Board of Education/Nevada State Board for Career and Technical Education is dedicated to fostering excellent educational opportunities provided to all learners by sustaining a coherent, aligned system of instruction and support in partnership with all educational communities.

State Board Plan and Goals

The State Board serves as an advocate for all learners, sets the policy that allows access to educational services, and provides a vision for a premiere educational system in collaboration with all communities to foster high levels of success.

Further, the Board also states under their Purpose and Structure that they work “in partnership with other stakeholders to ensure high levels of success for all in terms of job readiness, graduation, ability to be lifelong problem solvers, citizens able to adapt to a changing world and contributing members of society.”

The AI and AN Education Advisory Committee of the Nevada Indian Commission support the efforts of Nevada to promote education specific to AI and ANs in the state and support partnerships to ensure high levels of success for those AI and ANs. The Indian Education Advisory Committee provides the following recommendations and goals for consideration and inclusion in the State's Strategic Plan. The State's Plan has been utilized as the foundation for developing a plan to include tribal and education programs for AI and AN youth. The recommendations, goals and objectives provided would improve the quality of education for AI and AN in Nevada by considering cultural, historical, environmental (reservation life) characteristics specific to American Indians. See Attachment G for Nevada Indian Education Strategic Plan chart.

American Indian and AN youth are typically classified and generalized as an area of “cultural concern” and as a “minority population group,” however, **AI and ANs are the only ethnic group in the United States that have a unique legal relationship with the federal government. No other ethnic group has this relationship.** Because of the uniqueness of this federal relationship and the complexity of tribal governments, programs, jurisdiction and authorities, a greater understanding of the needs of AI and AN youth in public schools and the state school system need to be distinctly addressed as provided herein.

To best identify specific education issues, the Indian Education Advisory Committee established primary target areas to be considered in implementing goals and objectives identified. The following page provides the specific target areas to be addressed.

Target Areas



1. Early Childhood Education

Prepare AI children for future educational experiences by providing early childhood education programs that are culturally, linguistically, and developmentally appropriate.

2. Primary and Secondary Education -- K-12

Establish a school environment, which respects, maintains and promotes AI values, languages, and traditions.

3. Higher Education

Increase recruitment, retention and graduation rates of AI students in Nevada's two and four-year colleges and universities including post-secondary vocational/technical institutions. Increase the number of AI faculty and administrative/professional staff at Nevada's colleges and universities.

4. Community/Tribal/Parental Participation

Encourage AI parents, tribal officials and community leaders to participate in the education of AI students.

5. Self-esteem, Cultural Pride and Wellness

Raise the self-esteem and cultural pride of AI students.

6. Career Awareness and Adult Education

Develop comprehensive guidance and counseling programs in Nevada schools that meet the career, educational/training, personal and social needs of AI students and their families. Expand Adult Basic Education programs for AIs.

7. Career Awareness and Adult Culture/Language Education

Develop and emphasize the traditional and cultural aspects of AI and AN, their history and language.

8. Special Needs Education

Develop programs, services and resources for AI and AN who have special educational needs (i.e., disabled, hearing impaired, developmentally slow, etc.).

9. Conflict Resolution

Develop and recommend policies and programs on racial conflict resolution and prevention for school districts throughout Nevada.

10. On-Reservation Schools in Nevada

Provide support and develop collaborative relationships with schools located on reservations that are funded by the Bureau of Indian Affairs, operated by a tribe and/or local school district to identify their needs, issues and develop recommendations on education of Native youth in their facility.

11. Parent Education and Training

To inform and educate AI and AN parents and guardians on Nevada's educational process, graduation requirements, school policies and protocols and how to be involved in the education of their children in the public school system.

GOALS



The following goals are derived from a report entitled, "The State of Indian Education in Nevada" as presented by the Nevada State Steering Committee for the White House Conference on Indian Education, September 30, 1991. We reference these goals as an example to open up discussion, realizing some items may be outdated and amendments may need to be made.

Goal#1: By the year 2010, all Native children will have access to early childhood education programs that continue to provide them with the language, social, physical, spiritual, and cultural foundations necessary to succeed in school and reach their full potential as adults

Objectives:

- A. Increase in Head Start Funding
- B. Waive income level guidelines of Head Start
- C. Expand building and facilities of Head Start centers
- D. Develop pre-kindergarten programs
- E. Mandate parent training workshops in Head Start and day care centers
- F. Increase parent involvement
- G. Increase Involvement of the private sector
- H. Coordinate with other community resources, i.e., WIC, Mental health and JOM programs
- I. Include tribes in eligibility guideline process and development
- J. Fund communities with a low population base

Goal #2: By the year 2010, all schools will offer Native students the opportunity to maintain and develop their tribal languages and create a multi-cultural environment that enhances the many cultures represented in school.

Objectives:

- A. Develop an American Indian and Alaskan Native Social Studies curriculum for educators. (e.g. pre European/Colonial to present, treaties, sovereignty, trust responsibilities, tribal governments, land bases, current events, etc.)
 - 1) Funding to hire NA professionals to write curriculum
 - 2) Advise universities and colleges on the need to incorporate curriculum for educator training/education
 - 3) Request NV Board of Education to require newly developed curriculum to be incorporated in existing high school curriculum, as appropriate.
- B. Include AI and AN history curriculum for students at all educational levels
 - 1) Ensure that all students have an opportunity to learn NA History in the NV public school system
 - 2) Encourage the NV Dept. of Ed and school districts to advise NA students of the option of earning foreign language high school credit with their Native language.

Goal #3: By the year 2010, all Native children will demonstrate proficiency with Nevada State Language Arts Standards

Objectives:

- A. Encourage funding for libraries and learning centers for AI and AN throughout Nevada
- B. Reactivate the "book mobile" for rural reservation areas
- C. Increase money for tutoring – counselors through JOM and Title V programs
- D. Improve professional and trained tutorial community based programs
- E. Fund for pilot programs
- F. Fund for computer based programs on reservations or in public schools
- G. Coordinate with community colleges/universities to provide peer tutoring (High school to elementary students)

Goal #4: By the year 2010, all Native students will be capable of passing all components of the Nevada State High School Proficiency Exam.

Objectives:

- A. Increased funding for JOM and Title V programs
- B. Incorporate science programs
- C. Develop mentor programs
- D. Development of incentive programs
- E. Develop an educational plan for every reservation in Nevada
- F. Develop "Indian Education Association" out of the Inter-Tribal Council of Nevada
- G. Provide safe-continual bus transportation for Indian students
- H. Provide safe facilities (funds for remodeling)
- I. Provide college prep classes in every school

Goal #5: By the year 2010, all Native students capable of completing high school will graduate. They will demonstrate civic, social, creative and critical thinking skills necessary for ethical, moral and responsible citizenship important in modern tribal, national and world societies.

Objectives:

- A. Develop programs for students that would assist them to succeed in the work world after graduation
- B. Counsel students on alternative programs (assisting them to complete high school)
- C. Improve follow-up / tracking of students
- D. Develop of alternative programs for outlying communities
- E. Fund prevention / intervention programs for drug/alcohol, teenage pregnancy, AIDS information and gangs
- F. Develop curriculum in accordance with tribal councils
- G. Coordinate with local resources to improve agency collaboration
- H. Develop support system for single parents
- I. Fund a Probation Officer specifically for NA/AI students
- J. Strengthen juvenile laws on and off the reservation
- K. Identify impact aid funding levels provided to schools/districts to determine use of funding for addressing AI and AN youth on reservations (Non-Indians on reservations also covered under impact aid funding)

Goal #6: By the year 2010, the numbers of AI and AN educators will mirror/reflect the AI and AN student population of the state. (Note: Currently, the AI and AN teacher population of the state is 1.12%. AI and AN general student population is 1.69%)

Objectives:

- A. Increase funding for AI and AN to go to college and graduate school level
- B. Develop an Indian community college in Nevada
- C. Increase money for scholarships

- D. Provide support system – assistance for those interested in part-time schooling, i.e., teacher aids, head start teachers, paraprofessionals who work in the schools, etc.
- E. Increase public education about AI/AN and promote positive public relations between different cultures
- F. Increase recruitment for students by Indian educators/professionals
- G. Provide transfer guidelines for students in community colleges
- H. Improve dissemination of information to Indian people regarding Out-of-State-Enrollment requirements
- I. Compile and disseminate information regarding programs which would benefit AI/AN students
- J. Encourage tribes to increase college funding and scholarships for higher education
- K. Encourage colleges and universities to apply for Title VII-Indian Education Professional Development grants
- L. Increase the number of AI and AN college graduates
- M. Identify a liaison for AI and AN high school and university/college students to increase university/college enrollment and retention.

Goal #7: By the year 2010, every school responsible for educating Native students will be free of alcohol and drugs and will provide safe facilities and an environment conducive to learning.

Objectives:

- A. Increase funding for hiring, information, etc. on alcohol and drug programs (counselors)
- B. Coordinate with existing programs and/or inter-agency agreements with various programs
- C. Support development of a Youth Treatment center in Nevada
- D. Channel money to tribes and not to the state
- E. Increase involvement with state government
- F. Mandate employee background checks and also incorporate to tribally run schools.
- G. Strict enforcement of tobacco use in schools.
- H. Develop legislation for “drug free” facilities with all tribal programs
- I. Secure tribal support for education programs
- J. Promote Alcohol/drug free youth activities
- K. Provide alcohol/drug counselors in schools
- L. Plan and implement pilot projects for student assistance programs
- M. Encourage students to become involved in extracurricular activities, i.e., cultural, school, sports.

Goal #8: By the year 2010, Native adults will have the opportunity to be literate and to obtain the necessary academic, vocational and technical skills, and knowledge needed to gain meaningful employment and exercise the rights and responsibilities of tribal and national citizenship.

Objectives:

- A. Develop funding for an adult vocational education program
- B. Create community based vocational education programs (JTPA tribal funding)
- C. Increase funding for existing programs (Abe-Adult Basis Education) programs
- D. Coordinate state-local existing programs with community agencies
- E. Improve tribal involvement in planning for pilot projects
- F. Create equitable access to programs for outlying communities

Goal #9: By the year 2010, schools serving Native children will be required to effectively meet the academic, cultural, spiritual and social needs of students for developing strong, healthy, self-sufficient communities.

Objectives:

- A. Encourage tribal, parental, community involvement
- B. Develop community based education programs and to interact with local/state resources
- C. Indian Education Consultant position will assist in coordinating cooperative tribal-state forums on Indian education
- D. AI and AN and AN youth are included and identified as a unique area under the state's No Child Left Behind strategies
- E. AI and AN students in the public school system are to be provided access to a counselor experienced in Indian education and working with AI and AN youth

Goal #10: By the year 2010, a statewide plan will be developed and implemented to provide a program for successful conflict resolution and to educate youth on developing and interacting with students of other ethnic groups and prevention of at school violence and youth alienation.

Objectives:

- A. Develop a draft policy on conflict resolution for the Nevada School system in relation to inter-racial conflicts where AI and AN/ AN students are involved.
- B. Create a policy and process for addressing conflicts, violence and alienation of students by other students, school staff, instructors and administration for school districts in Nevada
- C. A monthly reporting system will be in place to provide a report on incidences of violence, racial conflicts, Native youth drop out, transfers and academic performance

Goal #11: By the year 2010, every school responsible for educating Native students will provide opportunities for Native parents and tribal leaders to assist in planning and evaluation of governance, operation, and performance of their educational programs.

Objectives:

- A. Provide funds necessary for mileage, per diem, registration fees to attend meetings, i.e., school board, education committee meetings and educational conferences
- B. Reactivate Affirmative Action Program
- C. Match federal funding with the number of AI and AN students as reported by school districts and tribes
- D. Create a tribal coalition for programs on the development of state apprenticeships
- E. Lobby state legislators, representatives, Governor's Office, etc. for support

Goal #12: By the year 2004, the Nevada Board of Education and the Nevada Department of Education will have an active and cooperative partnership with the Advisory Committee on Indian Education to effectuate results oriented outcomes to address the issues listed on Attachment B.

Objectives:

- A. Create an office on Indian Education in the Nevada Department of Education (similar to California, New Mexico, Montana and other states with Indian Education offices in the state Department of Education)
- B. Seek and procure funding to adequately provide for staffing, travel, operating expenses and other support funding need to operate the office
- C. Encourage the Nevada Department of Education and the Nevada School Board to implement and support a statewide policy on Indian Education (See example shown

on page 12) and require local school districts to develop and implement a policy on Indian Education for their specific service area.

Goal #13: By the year 2006, a State Office on Indian Education for Nevada will be developed under the Nevada Indian Commission.

Objectives:

- A. Conduct a review to update and re-evaluate job description, duties and performance standards for the Consultant position and modify as needed to address the issues and recommendations addressed herein.
- B. Negotiate the transfer of the Indian Education Consultant and corresponding position funding from the Nevada Department of Education to the Nevada Indian Commission with an office located at the Indian Commission
- C. Implementation of recommendations to improve Indian education in Nevada will be initiated and completed by the office of Indian Education and the consultant.
- D. Coordinate On-site tribal and school district site visits annually to research level of improvement of education, graduation, knowledge of students and interaction with AI and AN students (includes networking with tribal schools located on-reservation)
- E. Implement a method of Native Student recognition on a statewide basis to encourage graduation, and support potential candidates for furthering educational and career goals by providing information on opportunities, internships and other programs.
- F. Report quarterly to the Nevada Indian Commission and the Department of Education on issues of violence and conflicts, transfers, dropouts and related matters on education of AI and AN youth in Nevada, causes and resolutions implemented for each instance.
- G. Provide training on cultural competency for school administration, school boards, educators and administrators on working effectively with AI and AN students and understanding the AI culture.
- H. Become a liaison for tribes and school districts as needed
- I. Conduct annual assessment of education programs provided in each school district providing programs for AI and AN students.
- J. Consultant will assist in coordination of activities and meetings with the AI and AN Advisory Committee on Education to develop tribal-state relations, consultation, collaboration and sharing of information and ideas on educating AI and AN youth in Nevada.



PROPOSED POLICY STATEMENT ON INDIAN EDUCATION IN NEVADA



The following is a sample of a policy statement that could be developed and enacted within Nevada to further improvements and solidify state efforts toward improving the education of American Indians and Alaskan Natives in Nevada:

I. AUTHORITY

This statement of policy is promulgated pursuant to Nevada Revised Statutes 385.005(2)

NRS 385.005 Declaration of legislative intent; policies of integration or desegregation of public schools; recommendations to Legislature for equality of educational opportunity.

1. The Legislature reaffirms its intent that public education in the State of Nevada is essentially a matter for local control by local school districts. The provisions of this title are intended to reserve to the

boards of trustees of local school districts within this state such rights and powers as are necessary to maintain control of the education of the children within their respective districts. These rights and powers may only be limited by other specific provisions of law.

2. The responsibility of establishing a statewide policy of integration or desegregation of public schools is reserved to the Legislature. The responsibility for establishing a local policy of integration or desegregation of public schools consistent with the statewide policy established by the Legislature is delegated to the respective boards of trustees of local school districts and to the governing body of each charter school.

3. The State Board shall, and each board of trustees of a local school district, the governing body of each charter school and any other school officer may, advise the Legislature at each regular session of any recommended legislative action to ensure high standards of equality of educational opportunity for all children in the State of Nevada.

(Added to NRS by 1973, 471; A 1997, 1840)

II. MISSION STATEMENT

The Nevada State Board of Education, through its constitutional duties and responsibilities affirms that the primary purpose of schools in Nevada is to provide equal educational opportunities for all students. Quality educational services will be provided to enable students to reach their full potential by mastering learning skills and knowledge and by acquiring desirable personal qualities and values.

The State Board of Education believes that local control and direction will best accomplish the shared responsibility and leadership necessary for the effective and efficient use of public funds and other resources for the continuing involvement of parents and communities in the educational process.

The State Board of Education respects, understands and appreciates the opportunities offered by Nevada's diverse population.

III. STATEMENT OF POLICY

Through this Policy Statement on Indian Education, the Nevada State Board of Education affirms its commitment to support quality educational opportunities for AI students. The purpose of this policy is to reflect systemic reform that emphasizes local control, government-to-government relationship with Tribes, and the empowerment of parents and communities to develop partnerships with school districts. It is the purpose of this policy to secure a shared responsibility and partnership with Tribal entities and Indian parents in the attainment of quality education for their children and to ensure their maximum participation and active involvement in the planning and development of educational goals, policies, curricula, and standards.

The State Board of Education recognizes that AI people share a unique relationship with state and federal governments, and furthermore, the federal government has a trust responsibility to provide educational services for all Indian children.

Indian students have unique educational needs that are the result of their language, culture and history. The State Board of Education believes that the educational needs of Indian students can be identified and addressed by school districts working with Tribal leaders and Indian parents in a true spirit of shared responsibility and partnership.

In order to promote the delivery of the most appropriated education and services for Indian students, the State Board of Education encourages the Superintendent of Public Instruction, the State Department of Education and the Tribes to work in a government-to-government relationship. It is the policy that school districts with any Indian student enrollment actively seek input from the respective Tribes on issues that impact Indian student support services (counseling and guidance), facilities, curriculum developments and attendance policy and enforcement.

The State Board of Education recognizes the culture and traditions of AI people as sources of strength and wisdom that Indian children bring with them to the educational process. The State Board believes that both AI and non-Indian populations of the State Board recommends that school districts work with Tribes in the development of native language and culturally relevant curricula.

The State Board of Education recognizes the culture and traditions of AI people as sources of strength and wisdom that Indian children bring with them to the educational process. The State Board believes that both AI and non-Indian populations of the State need to learn about and acknowledge each other. The State Board recommends that school districts work with Tribes in the development of native language and culturally relevant curricula.

Further, recognizing that there are twenty-eight separate and sovereign Tribes/Bands comprised of the Washoe, Paiute, Shoshone Tribes, in addition to a large urban Indian population representing a diverse tribal populace.

The high standards and high expectations set forth by the State Board of Education shall serve as a foundation for curriculum in local districts, and included in this foundation, for consideration at the state education level, shall be the goals, recommendations and plans of action resulting from the Nevada Indian Education Advisory Committee.

The State Board of Education encourages Indian parents, school districts, local school boards, the Superintendent of Public Instruction, State Department of Education and Tribes to work together to explore and find ways to address the high dropout rate, high absenteeism rate, and low achievement test scores of Indian students. The State Board believes that all students can succeed and must be challenged to reach their full potential by being provided with opportunities to learn.

IV. IMPLEMENTATION

It is the intent of the State Board of Education that the Advisory Committee on Indian Education for the Nevada Indian Commission, the NDE Indian Education Consultant, the State Superintendent of Public Instruction, and the State Board itself shall work cooperatively with Tribal governments to take a leadership role in meeting the pre-K, elementary, secondary, vocational, post-secondary, and special education needs of all Indian students.

This policy will be implemented by the leadership of the Advisory Committee on Indian Education through the Nevada Indian Commission Indian Education Advisory Committee in partnership with the Nevada Department of Education and Nevada Board of Education. The Indian Education Advisory Committee shall provide support and technical assistance in the implementation of the Policy Statement on Indian Education in cooperation with Tribal governments and local boards of education. The local school districts must include a specific component to address the educational needs of Indian students as part of their Education Plan for Student Success.



PROPOSED RECOMMENDATIONS ON RACIAL CONFLICT RESOLUTION IMPACTING AMERICAN INDIAN AND ALASKAN NATIVE YOUTH IN PUBLIC SCHOOLS



Introduction

The U.S. Department of Education-Office of Civil Rights (OCR) reports that “Harassment of students due to race, color, and national origin is a disturbing phenomenon in elementary and secondary education as well as at colleges and universities as shown by the growing number of complaints the Office for Civil Rights (OCR) receives on this issue.” This trend is a major concern because of the profound educational, emotional and physical consequences for the targeted students. Examples of racial harassment that OCR has dealt with include racially motivated physical attacks, racial epithets scrawled on school walls, and organized hate activity directed at students.

Incidents of racial conflict have become a major concern for AI students. According to

testimony that was gathered during the U.S. Secretary of Education's Indian Nations at Risk Task Force hearings in 1990-91, many AI students attend schools with "an unfriendly school climate" that fails to promote appropriate academic, social, and cultural development. AI/AN high school students were more likely to have engaged in a physical fight, been threatened or injured with a weapon or have been known to carry a weapon than their white, black, and Hispanic counterparts.

Numerous incidents have come to our attention, and with already low achievement and graduation rates, it is critical that we address this issue for AI students in Nevada. The Nevada Indian Commission proposes the following recommendations:

- The Nevada Indian Commission be included in the provisions to revise the governing of safe and respectful learning environments in public schools in accordance with Assembly Bill 202 (see Attachment H for AB 202 Revised provisions).
- Provisions for tribal involvement including representatives from all racial and ethnic groups be involved in preparing the requirements of this bill.
- Issues of oversized school population, inter-racial conflicts, violence, and bullying be addressed, including the general practice of detention, suspension and expulsion.

Alienation, being left out, not fitting in, not being liked, school staff bias, prejudice, being picked on, always having to watch their back, being on the defensive, always having to act tough, nobody to talk to, needing help with classes are frequent concerns addressed by AI and AN youth. Falling behind, not being able to catch up, nobody to help, nobody who cares. Personal problems and home situations – nobody to talk to, nobody to help, don't know where to turn or what to do.

Population growth into 2025 for Nevada indicates that local schools will be filled to capacity and a great potential for inter-racial conflicts, violence, and bullying will be prevalent. The general practice of detention, suspension and expulsion is not an answer to the issues that need to be addressed.

Indian culture teaches by example. Indian people are visual, and they learn from what they see and experience in the earth and through the environment. Watching a wolf care for its pack resembles the way a mother is to care for her children. Watching a beaver build and care for its home shows us how to build and care for our homes. Teaching basketry and harvesting fur skins taught mathematics. Study of plant life, herbs and medicines taught principles of chemistry and provided healing for others.

Youth today are required to complete a foreign language of Spanish, German or French. What will this help an Indian youth who would never travel to a distant country? Why wouldn't Washoe, Paiute, Shoshone or Navajo be as important to learn within their own community? Because Nevada is unique with its large rural areas, nearly every county has a tribal reservation where AI and AN youth attend local public schools. With the lack of understanding of the AI and AN culture and history in Nevada and across the country, collaboration with tribes, partnering with Indian communities is not viewed as important and the Indian community and parents are left to fend for their own – until a problem arises off the reservation and at the school.

Administrators, staff and teachers may never have visited a reservation and lack the knowledge, education and experience of the circumstances in which AI and AN youth live and grow. They have no understanding of the home and community situation yet AI and AN youth and parents are bound to comply with policies and standards that result in added conflicts with other ethnic groups. Few school districts fail to tap into resources available for Indian education that can

benefit other students. Partnerships with tribes on education needs could be an influential factor in grant funding for improving education programs targeted for AI and AN students, but accessed by all. Joint/collaborative programs for tutoring, transportation, athletic building, counseling and general guidance for successful graduation could be a new avenue in facing shortages in local schools.

What is a racially hostile environment?

The U.S. Department of Education-Office of Civil Rights (OCR) defines a racially hostile environment that may be created by oral, written, graphic or physical conduct related to an individual's race, color, or national origin that is sufficiently severe, persistent or pervasive so as to interfere with or limit the ability of an individual to participate in or benefit from the recipient's programs or activities.

Federal civil rights laws are intended to protect students from discrimination, not to regulate the content of speech. OCR is sensitive to First Amendment concerns that may arise in the course of addressing racial harassment complaints and takes special care to avoid actions that would impair the First Amendment rights of an institution's students and employees.

What are the responsibilities of schools and colleges?

Prohibited discrimination occurs when a recipient condones, tolerates or allows a racially hostile environment that it knows about or when recipient's employees treat students differently because of their race.

What is Conflict Resolution?

Definition: Conflict resolution is a constructive approach to interpersonal and inter-group conflicts that help people with opposing positions work together to arrive at mutually acceptable compromise solutions.

Conflict resolution programs can have many components but primarily include two underlying principles: a) programs where the disputants work among themselves to settle their differences and 2) programs where a mediator (an uninvolved, impartial "third party") helps the disputants reach agreement.

Primary principles of conflict resolution programs include active listening (participants summarize what each has said to ensure the other party understands), willing cooperation between disputants; acceptance of each other's differences; and creative problem-solving, which takes into account each disputant's position.

Conflict resolution programs are best used as part of a long-range comprehensive plan to improve the learning climate at a school and to teach students alternatives to violence. Thus, conflict resolution should be included as a regular part of the school programs and curricula.

Priority Issues Identified which cultivate racial conflicts in local schools:

1. State Education overall have no true knowledge or education of AI and AN history and uniqueness – cowboy and Indian mentality still prevalent. School curriculum lacks accurate record and history of Indian culture and no education of AI/AN's and tribes is taught today.
2. Long-standing historical conflicts have not been forgotten – taking of land, killing of people, stealing of women and children, forced removal to boarding schools, forced relocation and assimilation. Oral histories are passed down from generation to generation.

3. Unspoken biases are clearly evident and promoted (i.e. the smart kids, the athletic kids (jocks), the Latino or Indians, class favorites and the ones who are un-liked because of how they look or dress, or because they hang out with the wrong crowd or who hang out across the street from the school).
4. Conflicts escalate into fist fights and those involved are suspended and in some instances incarcerated. They eventually return to school with a yet unresolved conflict that soon erupts into another fight, student division or spreads discontent to other students. A hostile and volatile environment is thus created – at times without the knowledge of school administration.
5. No identification with the general non-Indian society is prevalent due to reservation history, small local family units and communities and large extended family relations, and tribal government structure.
6. Teachers and staff are known to ridicule AI and AN culture during cultural events – name-calling, stereotyping, belief in untrue myths.
7. Non-responsive or biased school administration (in some areas) has continued for years.
8. Increased racial conflicts and tensions escalating between AI and AN youth, Hispanics and other groups with student conflicts many times are ignored and go unresolved.
9. Improper allegation and labeling of gang affiliation is prevalent towards AI and AN and Hispanic youth.
10. Disputes of who can wear what colors and what type of dress is appropriate is more of an issue to school administrators than developing an overall acceptable and collaborative resolution which includes input from all students.
11. Disciplinary approaches such as detention and suspension from school do not address underlying problems leading to violent outbursts, which stem from issues within the home environment and local community.
12. Most school environments are viewed as sterile, cold and unapproachable. At any given time, you can go to the front office and you will see students being treated in a sharp and many times in an unfriendly manner – especially when there is no parent around. Little respect or kindness is shown towards others, including the students they serve. General kindness, common courtesy, fun and laughter are hard to be found.
13. Many teachers are openly disrespected by their students.

Recommendations:

While the elimination of racism and racial conflict in our society will require more than simply a revision of educational policies and practices, providing students with a sound foundation for opposing bias when they are faced with it in other spheres of their lives is an important contribution. The following are recommended for consideration for the Nevada School system at all levels:

- A. Engage the technical assistance of U.S. Department of Education-Office of Civil Rights (OCR) to assist in development of a plan for collaboration with state, tribal and local education and law enforcement agencies to encourage educational institutions to improve

their anti-harassment policies and procedures and to assist students and their parents to work with schools to enhance the schools' anti-harassment capability.

- B. Coordinate with the U.S. Department of Education-Office of Civil Rights (OCR) to conduct an assessment of violence, racial conflicts and bullying occurring in Nevada schools which involve AI and AN as the offender and as victim for development of a state policy, best practice and programs to address current issues and prevent future problems of racial conflict in the school system.
- C. Initiate development of statewide cooperative tribal-school-state programs with funding from Title IV – 21st Century Schools, Part A – Safe and Drug-Free Schools for Nevada.

With enactment of Title IV—21st Century Schools, Part A – Safe and Drug-Free Schools and Communities Act Sec. 4002. 4002, there was concern at the national level for the need to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement throughout the country. Much work is still needed to implement the provisions and obtain funding for programs in our home state.

- D. Specifically include Tribes for project funding from State Tobacco Settlement funds to develop collaborative partnerships with entities, people, and groups throughout the community.
- E. Consider best practice models for development of statewide program for Student/Staff/Community Character Building and Collaborative projects where tribal communities are within service area.
- F. Request the Nevada Department of Education and all school districts in the state to specifically address how to improve education curricula, testing levels, academic achievement and graduation rates. More emphasis needs to address building character traits, development of inter-personal relationships, mutual respect, kindness or how to establish friendships and promote an overall cooperative school environment for all students regardless of race, color, ethnic background or gender.
- G. Require training on AI and AN Studies (Historical and current) as well as Multicultural Education which will include examples of the following components:
 - State requirement for education administrators, staff and teachers complete 40 hours of training and education on cultural competency, character building, AI and AN studies (1400-Current) prior to licensing or certification
 - Training to include on-site visit to a host reservation and direct participation in local tribal education project for gaining experience on working with AI and AN youth
 - Develop curricula on AI and AN History and Indian Affairs
 - Address the psychological aspects of prejudice and assimilation of racial minorities into the mainstream
 - Develop a module of activities for elementary school students against prejudice, to include: curriculum materials and public relations strategies organized by schools, the media, and community groups to celebrate the differences among people
 - Develop activities and curricula to raise the self-esteem of minorities and to improve their success in the local school district
 - Education labeled "multicultural" evades the explicit issue of racism by diverting attention to milder topics like differences in cultural heritage and social values. Thus the more relevant, although uncomfortable, topics are avoided

- Some school districts with small or no minority group students do not promote the discussion of racial or ethnic differences
- All Nevada school districts should be required to comply
- Teaching students about differences is not sufficient to change their beliefs and behavior
- At the University Level – Have Education major program requirements to require (in addition to courses on cultural differences) the students to participate in field experiences that put them in contact with different cultural groups
- School Districts comply with requirements to promote more awareness and understanding of racism and human relations by creating learning environments that provide the opportunity for students and teachers to examine broad social perspectives of our multiracial society, and caution student and teachers about the dangers of extremism

H. Consider best practice models for development of statewide program for Student/Staff/Community Character Building and Collaborative projects.

Using the Resolving Conflict Creatively (RCCP) model (see Attachment I), curriculum and instruction will be developed to specifically reduce racial conflict and includes the following components of the model program:

- Mediation component, with the sole goal of cutting down on student violence
- Conflict resolution curriculum that calls for more active student participation
- Adopt conflict resolution with efforts anchored to a curriculum
- Provide student mediators / conflict managers- facilitating communication between disputants
- Student mediators do not act as judges or police officers
- Include teachers who regularly use the established or model curriculum developed
- Provide training course for teachers; mediator training for interested students, parents, and staff and "outreach seminars" to help all students become aware that a nonviolent technique is available at the school for resolving conflicts
- Parents attend workshops and then lead work-shops for others
- Require all students to take a dispute resolution course in ninth or tenth grade
- Develop and implement mandatory statewide mediation program
- Conflict management curriculum to be provided in all schools (charter, home school, public, etc.)
- The programs emphasize learning from experience, with teachers serving as facilitators and coaches
- Through role-playing and a variety of team projects, students learn how to deal with anger and how to work with others to arrive at win-win solutions
- Schools with mediation programs use students as mediators so they can learn from experience how conflicts can be resolved peacefully.

I. Special Thoughts to Consider on Curriculum, Teaching and Policy development for conflict resolution

- Check textbooks and other resources for bias
- Reflect the cultural diversity of the school in teaching strategies
- Use the cultural arts to encourage critical thinking about social issues
- Affirm racial and cultural differences with regular and special activities, not only during a special time such as AI and AN Heritage Month, Black History Month and the Chinese New Year, but throughout the school year – include elders, parents and adults to share on traditional teachings – not just be on display
- Issue policy statements concerning race, ethnicity, religion, and gender that cover broad school district philosophy, as well as hiring practices and the handling of bias motivated incidents.

- Maintain racial and cultural diversity among members of the administration, faculty, and staff.
- Provide services for victims of bias motivated violence.
- Report and monitor trends in racial attitudes.
- Establish committees on human relations that include students, faculty, and staff.
- Funding is needed for developing curriculum and training programs for tribe's and local communities
- State to provide direct network and outreach to Tribes for developing 21st Century programs

Target Outcomes:

- ❖ Students report that they feel better about themselves and safer at school
- ❖ Students, Staff and Administrators handle conflicts quickly, sometimes taking only minutes to deal with situations
- ❖ Many schools report that student mediators help solve large numbers of disputes and disputes remain settled in the vast majority of cases
- ❖ Best student mediators are those who had been considered troublemakers
- ❖ Teachers report fewer fights and more caring student behavior
- ❖ Administrators, noticing improved attendance and a dramatic decline in the number of suspensions, find that they spend less time on disciplinary matters
- ❖ Students, teachers, and parents can arrive at a change in attitude toward conflict: they progress from seeing it as either a problem to be swept under the rug or an opening for confrontation (both of which are harmful) to seeing it as a process that defines values and leads to growth
- ❖ Tribal communities, parents and youth feel a sense of ownership and acceptance in the local school district and state education process. They no longer feel isolated and ignored.

Things to do and places to go for Youth - Ideas to consider for the local community:

- Create alternative activities and spaces – teen centers, dances, youth space, art and drama programs and youth centers
- Consider native traditional/cultural youth wellness conferences
- Develop a “Camp Anytown” program specifically for Nevada youth – include any youth – don't just focus on the academically successful.
- Promote leadership and team-building programs for multi-ethnic youth to participate together – learning how to work together as one (Rapport Team Leadership program was a good example)
- Promote a mini-youth retreat where multi-ethnic groups (no more than 15-18 youth in a group) can learn specific skills on interacting with others, making friends, learning how to be kind to others and develop ways to deter negative attitudes, comments or mistreatment of others – including fellow students, teachers, staff and administrators

- Promote a special graffiti-mural art competition day – with a special place designated for artwork coordinated in a constructive, positive and multi-ethnic manner. Provide information on graffiti deterrence. You could use a building or house that is scheduled for demolition – it could become a community event, or allow artwork to remain on a specified location for a week, month, etc.
- Promote inter-racial, inter-religious and inter-cultural opportunities. Promote activities that get youth involved with those outside of their social circle. Teach tolerance. Work to eliminate age profiling and other stereotyping
- Promote cultural exchange – swaps on the Internet, in-state and in-community exchanges, foreign exchanges, cultural pride group presentations, opportunities to travel, etc.
- Create opportunities for community service (e.g., working with senior citizens, providing child care to single parents so they can participate in school activities, etc.)
- Develop programs that teach social and emotional literacy; develop more mentoring and peer educator programs in communities
- Develop mentoring and other programs for detained or incarcerated youth; create opportunities for incarcerated youth to work with other youth on issues of social justice – humiliation of youth on work crews is counterproductive

ATTACHMENT A

AMERICAN INDIAN OR ALASKAN NATIVE ENROLLMENTS **BY GRADE**, END OF THE FIRST SCHOOL MONTH

Source: Nevada Department of Education - Annual Research Bulletins

TOTAL							
GRADE	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
PREKINDER GARTEN*	49	44	47	44	45	50	72
KINDERGAR TEN	435	432	459	466	431	470	446
GRADE 1	462	468	497	530	503	495	506
GRADE 2	493	462	451	498	535	526	523
GRADE 3	442	500	492	474	511	542	533
GRADE 4	482	456	489	505	513	550	550
GRADE 5	472	499	469	514	508	523	546
GRADE 6	463	515	521	494	543	545	535
GRADE 7	462	487	521	539	516	559	560
GRADE 8	442	475	463	481	538	529	548
GRADE 9	427	443	508	563	590	646	640
GRADE 10	397	433	322	397	458	501	530
GRADE 11	313	357	374	317	321	377	398
GRADE 12	285	283	296	323	299	276	320
UNGRADED* *	11	13	13	13	12	10	6
TOTALS	5,635	5,867	5,922	6,158	6,323	6,599	6713
PERCENT	1.78%	1.77%	1.72%	1.69%	1.69%	1.70%	1.67%

ATTACHMENT B

Table 2.3a. Number, percentage, and percentage distribution of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 2003

Race/ethnicity	Number of children served under IDEA	Percent of children in each racial/ethnic group served under IDEA	Percentage distribution of children served under IDEA
Total	6,633,902	8.6	100.0
White, non-Hispanic	4,035,880	8.4	60.8
Black, non-Hispanic	1,334,666	11.5	20.1
Hispanic	1,035,463	7.5	15.6
Asian/Pacific Islander	137,544	4.4	2.1
American Indian/Alaska Native	90,349	11.9	1.4

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data*, 2003.

Note. From National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. (2005). Status and Trends in the Education of American Indians and Alaska Natives (Report No. NCES 2005-108, p. 34, Table 2.3a).

Table 2.3b. Percentage of children ages 3 to 21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1998 to 2003

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
1998	8.0	8.0	10.3	6.7	3.6	9.5
1999	7.9	7.8	10.2	6.7	3.7	9.4
2000	8.2	8.1	10.8	6.8	4.0	10.5
2001	8.3	8.2	11.1	7.1	4.0	11.0
2002	8.4	8.3	11.3	7.3	4.2	11.4
2003	8.6	8.4	11.5	7.5	4.4	11.9

NOTE: Data have been revised from previously published reports.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), 1998 to 2003.

Note. From National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. (2005). Status and Trends in the Education of American Indians and Alaska Natives (Report No. NCES 2005-108, p. 34, Table 2.3b).

ATTACHMENT C

Issues and needs identified by tribal representatives, education programs and others during a Caucus meeting facilitated by the Nevada Indian Commission to discuss Indian Education.

1. PRIORITY ISSUES

- A. Establish an Indian Education Advisory Board to address American Indian and Alaskan Native Education needs and issues but needs to be continually supported – possibly through funding through the NV Dept. of Education /Legislation
- B. Establish a Tribal Job Corp Program or Vocational School in Nevada / for Western US
- C. New State testing requirements set by state dramatically impact American Indian and Alaskan Native students, special emphasis is needed to assist Native students to prepare for new standards
- D. Support for the establishment of a Tribal College in Nevada
- E. Develop a American Indian and Alaskan Native Alternative Education & Vocational Training Program (for struggling youth) like the Regional Technical Institute in Reno
- F. Encourage the National Indian Education Conference to be held in Nevada
- G. Hold a Nevada American Indian and Alaskan Native Education Conference annually
- H. Seek sufficient funding for Higher Education & Vocational Training for American Indian and Alaskan Natives in Nevada
- I. Provide adequate transportation and operational funding for tribal schools and school districts to insure native youth and native communities are able to access school functions
- J. Develop recommendation on plan for addressing statewide conflict resolution and violence
- K. Develop strategies to address federal funding levels to commensurate with actual number of American Indian and Alaskan Native students as reported by school districts and tribes.

2. INTER-GOVERNMENTAL AGREEMENTS NEEDED

- A. FERPA – Memorandum of Agreement needed by Tribe with local school district for truancy issues (may need special legislation to address)
- B. School Districts need to initiate consultation and collaboration with Tribes in service area - check on mandate because of federal funding.

3. ISSUES / NEEDS

- A. Identify what Impact Aid funding is paid to school districts to determine amount and what funds are used for in assisting Native youth
- B. Tribe's need technical assistance and grant-writing to improve education programs and services
- C. More recruitment of American Indian and Alaskan Native teachers and counselors in schools
- D. Need more Alternative Education programs for American Indian and Alaskan Natives across Nevada (What happens to those students who graduate from high school but have nowhere to work and end up as lifetime welfare recipients?)
- E. Hold workshop on educating Indian youth and cultural diversity at Annual State Education Conference
- F. Wellness Coordinators needed at school level to address personal youth issues/needs that impact American Indian and Alaskan Native and Alaskan native youth and their education
- G. Educational needs of special kids with drug/alcohol, mental health issues need to be considered and included under the Human Resources/Mental Health/Alcohol & Drug forum
- H. Need more American Indian and Alaskan Native Role models for youth

- I. Need innovative ideas to improve parental involvement
- J. Need programs for youth/adult offenders in job search, vocational education and GED programs
- K. Have our own American Indian and Alaskan Native Upward Bound Program
- L. Develop programs for youth who have problems/special needs (like the Warrior Program at Pyramid Lake High School)
- M. Have at least 1 American Indian and Alaskan Native Liaison in school where larger population of Indian students are to help to coordinate Indian club, help the Native students, etc. (Needs funding, People, Volunteers, etc.) Similar to the Washoe County Student Liaison positions
- N. Education is not only to learn reading, writing, science and math but it should also target life and social skills to prepare youth for employability – specifically for Indian youth
- O. Conduct a research study to identify how many American Indian and Alaskan Native youth are placed in special education programs and what levels of success is achieved to “get out” of special ed
- P. Tribes need to meet to discuss new HR1 Regulations and impacts
- Q. Scholarship Funding for Higher Education for American Indian and Alaskan Native youth (State Millennium, Gear-Up Program, Internet Resources)
 - Need more \$\$ to fund College/University/Vocational Education
 - Need \$\$ to fund Post-Graduate Education
 - Need \$\$ to fund Professional level education
- R. Support United Native Inter-Tribal Youth (UNITY) Programs on reservation and incorporate into education programs
 - Need support funding for youth activities (grants or contributions)
 - Role models / Professionals who can share with youth
 - Volunteers

4. CURRICULUM CHANGES / NEEDS / ISSUES

- A. Improve NA/AI test scores
- B. Provide support for students taking Proficiency Tests
- C. Nevada University & Colleges are increasing admissions standards
- D. State Summer Teaching Program
 - Have American Indian and Alaskan Native teachers there to share and educate other non-Indian teachers
 - Share materials on Indian culture and history
- E. Curriculum and programs on conflict resolution (racial/ethnic conflict/alienation)

5. TRIBAL PRIORITIES FOR STATE AMERICAN INDIAN AND ALASKAN NATIVE CONSULTANT

- A. Increase retention and graduation rates of American Indian students in high school, state colleges and universities
- B. Encourage and request participation of Indian students, parents, tribal leaders, Indian organizations and agencies in the education of Indian students
- C. Establish a friendly atmosphere that respects, and promotes American Indian values, languages and tradition
- D. Develop, support and encourage self-esteem and cultural pride amongst the Indian students as parents and teachers are the key to healthy self-esteem. Researchers indicate youth with high self-esteem do better in school, resist peer pressure more often, are less violent and abuse alcohol and drugs less frequently
- E. Develop and maintain a guidance and counseling program to cover all areas

- F. Develop a curriculum of Indian History past and present well as, accomplishments and achievements of the American Indians
- G. Expand adult basic education (GED) programs to include Indian History that will benefit the Indians
- H. Prepare and develop' curricula and styles of learning and teaching methods for Indian students and other cultures
- I. Prepare and provide early childhood education programs that are culturally relevant for Indian children
- J. Encourage and request that each school district one school board members position for a American Indian and Alaskan Native representative
- K. Train and educate teachers to be more culturally sensitive to Indian students or request that State Department of Education hire more Indian teachers as role models
- L. Establish Exemplary Programs that have already been developed and proven by and for Indians and Alaska Natives
- M. Develop curricula on the styles of learning and teaching methods for educating American Indian and Alaskan Native youth
- N. Establish Student Attendance Review Boards in more populated areas where Indian students attend
- O. Consultant is limited to working with the Department of Education and school districts – but is not authorized to directly assist and work with the tribes and cannot advocate for Indian Education needs. This needs to be addressed to best utilize the position to assist to improve education for American Indian and Alaskan Natives.

6. URBAN INDIAN EDUCATION NEEDS

- A. Need assistance from tribes to provide cultural awareness for off-reservation students
- B. Need additional funding for more tutors and counseling

7. OTHER IDEAS TO CONSIDER

- A. Nevada American Indian and Alaskan Native Youth Conference
- B. American Indian and Alaskan Native Academic Olympics (Teen Competition)
- C. Establish Recognition /Awards statewide for American Indian and Alaskan Native Students for academics and sports / other (Tribal/Urban – Statewide)
- D. Formation of Native Boys & Girls Club – reservation by reservation – like UNITY
- E. Develop GRIP Programs
- F. Consider need for developing a specific American Indian and Alaskan Native Resolving Conflict Creatively Program for Nevada

ATTACHMENT D

BY-LAWS OF THE ADVISORY COMMITTEE ON INDIAN EDUCATION IN NEVADA FOR THE NEVADA INDIAN COMMISSION

Introduction:

The Nevada Indian Commission, pursuant to NRS 233A.100 Powers of commission is authorized to appoint advisory committees whenever necessary or appropriate to assist and advise the commission in the performance of its duties and responsibilities. At a meeting duly held on June 20, 2001, the Commission authorized the formation of an advisory committee on Indian Education.

"Committee" defined. Unless the context otherwise requires, "committee" means the Advisory Committee on Indian Education in Nevada.

ARTICLE I - MISSION

The mission of the Committee is to support, promote and assure optimum educational opportunity that is based on tribal cultures, and maximizing participation in the education of American Indians and Alaskan Natives (American Indian and Alaskan Native) in Nevada.

ARTICLE II – PURPOSE

The purpose of the Committee is to advocate for American Indian children; act as an advisory body, general office and strategist to the Nevada Indian Commission; serve as a link between the State Superintendent of Public Instruction, Office of Special Education, Elementary & Secondary Education and School Improvement Programs and the appointed Consultant of School Improvement Programs, State Board of Education, Colleges and Universities, State Department of Education, Governor's Office, State Legislature, State Attorney Generals Office, American Indian Tribes, and other advocates of Indian education.

The Committee is responsible for promoting quality education for Indian students in Nevada through accountability of basic instruction as well as Indian Set-aside, JOM, impact aid and other programs. The Committee may assist, as requested, in the planning, development, implementation, monitoring, and evaluation of appropriate curricula for Indian students.

The Committee disseminates information that reflects current legislation, theory, methodology, and practices in Indian education. The Committee also plans sessions with tribal entities, parents, and community members to discuss needs and develop and implement workshops or conferences for Indian education.

1. Promote the belief and practices that support no child shall be left behind.
2. Promote equality to ensure all children including American Indian and Alaskan Native children are considered in the delivery of education.
3. Enhance the cultural awareness necessary to ensure American Indian and Alaskan Native children are afforded learning opportunities conducive to their learning style and experiences.
4. Lobby education policy makers for what is needed to improve American Indian and Alaskan Native children's achievement.
5. Encourage and support efforts to ensure all American Indian and Alaskan Native children meet or exceed the State's achievement standards, and to provide American Indian perspective in creation and maintenance of State's achievement standards.

ARTICLE III - MEMBERSHIP

Appointment of members; meetings.

1. Members of the committee shall be selected from among residents, agencies, tribes and communities of this state who are familiar with education of Indian children.
2. The committee consisting of members appointed by the Commission upon recommendation of the Advisory Committee is hereby created. The advisory committee consists of
 - a. one representative from each of the 21 Tribes having a population and land base in Nevada (See list shown as Attachment A)
 - b. one representative from the Nevada Urban Indians, Inc.
 - c. one representative from the Las Vegas Indian Center, Inc.
 - d. one representative from the Inter-Tribal Council of Nevada
 - e. one consultant from the Nevada Department of Education
 - f. one representative from Title VII Tribal Programs
 - g. one representative from each Title VII school district program of American Indian and Alaskan Native standing
 - h. three representatives at large from Southern Nevada
 - i. one member from each school district in Nevada
 - j. one member from each UCCSN institution: UNR, UNLV, Truckee Meadows Community College, Community College of Southern Nevada, Western Nevada Community College, and Sierra Nevada College
3. Each member serves a term of 2 years. A member may be re-appointed for additional terms of 2 years in the same manner as the original appointment.

4. A vacancy occurring in the membership of the advisory committee must be filled in the same manner as the original appointment. The committee, upon a majority vote may recommend a member to fill a vacant position until the next regular scheduled meeting of the Nevada Indian Commission where an appointment will be held to fill the position for a two (2) year term.
5. The advisory committee shall meet at least quarterly and may meet at such times and places as it considers necessary to carry out its purposes.
6. At its first meeting and annually thereafter, the advisory committee shall elect a chairman and vice-chairman from among its members.
7. The Executive Director of the Nevada Indian Commission serves as the Executive Director of the Committee, and that individual's administrative assistant serves as the Executive Secretary, both of which are ex-officio positions. Ex-officio members do not have voting privileges.
8. QUORUM: Ten of the Committee members entitled to vote, represented in person or by proxy or by designee, shall constitute a quorum at a meeting of the Committee membership.
9. PROXY: Every Committee member shall have the right to cast his/her vote either in person, by designee, or by proxy. All proxies must be in writing, executed by the Committee member, and must be filed with the Chairperson at or prior to the meeting of the Committee. Only one vote per proxy.

ARTICLE IV - OFFICERS

DUTIES:

1. Executive Director:
 - a. Prepares the agenda with input from the Committee chair and Committee membership.
 - b. Prepare, keep current, and present the Committee budget.
 - c. Advisory to the Chair and the Committee
 - d. Liaison between Committee and State Department of Education, State Board of Education, education policy makers, Colleges and Universities, and other stakeholders.
2. Executive Secretary:
 - a. Notifies Committee membership of upcoming meetings and other communications.
 - b. Records, publishes and disseminates minutes of Committee meetings.
 - c. Make necessary meeting accommodations for Committee members.
 - d. Communicates with Committee and other advocates for Indian education
3. Chairperson: Conducts the Committee business and the Committee meetings.
4. Vice-Chairperson: Acts on behalf of the Chairperson in the Chairperson's absence.
5. Committee as a whole:

The Committee serves as the Advisory Committee for the State Department of Education. The Committee also provides guidance where appropriate, on matters concerning Impact Aid, Title VII, and other American Indian and Alaskan Native education issues.

ARTICLE V - OFFICER or MEMBER REMOVAL

After just cause has been determined by the membership of the Committee, an official recommendation to the appointing authority may be made to remove and replace an appointed member.

REMOVAL OF OFFICERS:

By a vote of the majority of the Committee members present at a regularly scheduled meeting, an officer may be removed with or without cause, and such action shall be conclusive on the officer so removed.

ARTICLE VI - MEETINGS and TRAVEL

The Committee will meet quarterly unless otherwise determined by the Committee membership.

A meeting agenda will be prepared by the Executive Director for each meeting.

Members may request in writing to the Executive Director items to include on the agenda. An opportunity to add or delete agenda items will be provided at the start of each meeting. Once the meeting has started the agenda may not be changed.

Meetings will be conducted under Roberts Rules of Order and in compliance with Nevada's Open Meeting Law requirements.

Decisions requiring a vote will be decided by a simple majority vote.

Minutes of each meeting will be recorded by the Executive Secretary. Meeting minutes will be published and disseminated in draft form to Committee members as soon as possible after each meeting, for review of content accuracy. Meeting minutes in final form will then be presented for Committee approval at the next regularly scheduled Committee meeting.

Provided funds are available, Committee member business travel expenses for attending quarterly committee meetings will be reimbursed at the State of Nevada rates.

ARTICLE VII - AMENDMENTS

These By-Laws may be amended, repealed, or replaced by new By-Laws adopted by a majority vote of the Committee members present at a regularly scheduled meeting. There must be at least a thirty (30) day written notice to committee members and a first reading at a regularly scheduled meeting of all changes to the By-Laws before the By-Laws can be amended, repealed, or replaced.

Whenever any amendment or new By-Law is adopted, it shall be permanently recorded as an update to the original By-Laws. If any By-Laws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted shall be stated in the minutes of that meeting and included in the By-Laws. Whether any provision of the By-Law is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

Attachment A

Tribes in Nevada with Population and Land Base

1	Battle Mountain Band Council	12	Pyramid Lake Paiute Tribe
2	Duck Valley Shoshone-Paiute Tribe	13	Reno-Sparks Indian Colony
3	Duckwater Shoshone Tribe	14	South Fork Band Council
4	Elko Band Council	15	Summit Lake Paiute Tribe
5	Ely Shoshone Tribe	16	Te-Moak Shoshone Tribe
6	Fallon Paiute-Shoshone Tribe	17	Walker River Paiute Tribe
7	Ft. McDermitt Paiute-Shoshone Tribe	18	Washoe Tribe of Nevada & California
8	Goshute Business Council	19	Wells Band Council
9	Las Vegas Paiute Tribe	20	Yerington Paiute Tribe
10	Lovelock Paiute Tribe	21	Yomba Shoshone Tribe
11	Moapa Band of Paiutes		

Record of Review and Approvals:

1. Approval by Review Committee
Approved by the review committee members on March 14, 2003 with a motion to approve the By-Laws made by David Heath, Yerington Paiute Tribe Education Department, second by Bernadette Harry, Student Liaison with the Washoe County School District, Title VII Program. By-laws were approved with a vote of 15 (10 present on location, 2 present via video conference in Las Vegas and 3 present via video conference in Fallon).
2. Review by Attorney General's Office
By-Laws submitted for review by Deputy Attorney General Wayne Howle
3. Approval by Nevada Indian Commission
By-Laws submitted for approval and ratification by the Nevada Indian Commission at a board meeting duly held on May 30, 2003. Commissioner Richard Harjo motioned to approve, second by Commissioner Davis Gonzales. The motion carried with a vote of 3 for, 0 against, 0 abstentions (1 Absent, 1 Vacant Seat).
/S/ Sherrada James, Executive Director
State of Nevada Indian Commission

ATTACHMENT A TO BYLAWS – Advisory Committee Membership Roster

Tribal Representatives

Battle Mountain Band Council
Duck Valley Shoshone-Paiute Tribe
Duckwater Shoshone Tribe
Elko Band Council
Ely Shoshone Tribe
Fallon Paiute-Shoshone Tribe
Ft. McDermitt Paiute-Shoshone Tribe
Goshute Business Council
Las Vegas Paiute Tribe
Lovelock Paiute Tribe
Moapa Band of Paiutes
Pyramid Lake Paiute Tribe

School Districts - Title VII Programs

Carson City School District (at Washoe Tribe)
Churchill County School District:
Clark County School District
Douglas County School District
Elko County School District
Esmeralda County School District
Eureka County School District
Humboldt County School District
Lander County School District
Lincoln County School District
Lyon County School District
Mineral County School District

Reno-Sparks Indian Colony
South Fork Band Council
Summit Lake Paiute Tribe
Te-Moak Shoshone Tribe
Walker River Paiute Tribe
Washoe Tribe of Nevada & California
Wells Band Council
Yerington Paiute Tribe
Yomba Shoshone Tribe

Tribal Title VII Program Representatives

Battle Mountain Band Council
Duck Valley Shoshone-Paiute Tribe
Duckwater Shoshone Tribe
Elko Band Council
Ely Shoshone Tribe
Fallon Paiute-Shoshone Tribe
Ft. McDermitt Paiute-Shoshone Tribe
Goshute Business Council
Las Vegas Paiute Tribe
Lovelock Paiute Tribe
Moapa Band of Paiutes
Pyramid Lake Paiute Tribe
Reno-Sparks Indian Colony
South Fork Band Council
Summit Lake Paiute Tribe
Te-Moak Shoshone Tribe
Walker River Paiute Tribe
Washoe Tribe of Nevada & California
Wells Band Council
Yerington Paiute Tribe
Yomba Shoshone Tribe

Inter-Tribal Council of Nevada
Nevada Urban Indians, Inc.
Las Vegas Indian Center, Inc.

Nye County School District
Pershing County School District
Storey County School District
Washoe County School District
White Pine County School District
University & Community College Representatives

University of Nevada - Reno
University of Nevada - Las Vegas
Truckee Meadows Community College
Community College of Southern Nevada
Western Nevada Community College
Sierra Nevada College

School District Representatives

Carson City School District
Churchill County School District:
Clark County School District
Douglas County School District
Elko County School District
Esmeralda County School District
Eureka County School District
Humboldt County School District
Lander County School District
Lincoln County School District
Lyon County School District
Mineral County School District
Nye County School District
Pershing County School District
Storey County School District
Washoe County School District
White Pine County School District

Other Agency Representatives

Nevada Department of Education
3 - Southern Nevada Members at large

ATTACHMENT E

AB 266 – Education Consultant Duties

1. Provide technical assistance and direction to school districts and schools in the special needs of these children.
2. Assess the academic performance of these children and evaluate other contributing factors that may cause these children to perform at achievement levels below the average of other children in similar communities and schools.
3. Identify special programs, methods and materials that may have proven to be effective in improving academic achievement for these children.
4. Establish programs that will assist these children to stay in school and graduate with a standard high school diploma.
5. Assist schools and school districts in planning effective programs to increase parental involvement.
6. Coordinate with existing state and local education programs that serve these children to make effective use of resources.
7. Identify effective teaching methods for teachers working with these children.
8. Coordinate with teacher training programs within Nevada ' s institutions of higher education and with staff development programs offered by school districts to train teachers to work more effectively with these children.
9. Coordinate with school counselors, school social workers and school psychologists to develop awareness of the special needs of these children.
10. Increase participation of these children in school-to-work programs that lead to successful employment or post-secondary training.
11. Assist schools and school districts to increase participation of these children in all school programs to ensure that these children share equally in available resources, programs and services.
12. Assist schools and school districts to utilize available federal programs to serve the needs of these children.
13. Establish a system of information to be used in conducting evaluations of the academic achievement, attendance, participation in school programs and completion of school by these children.

ATTACHMENT F

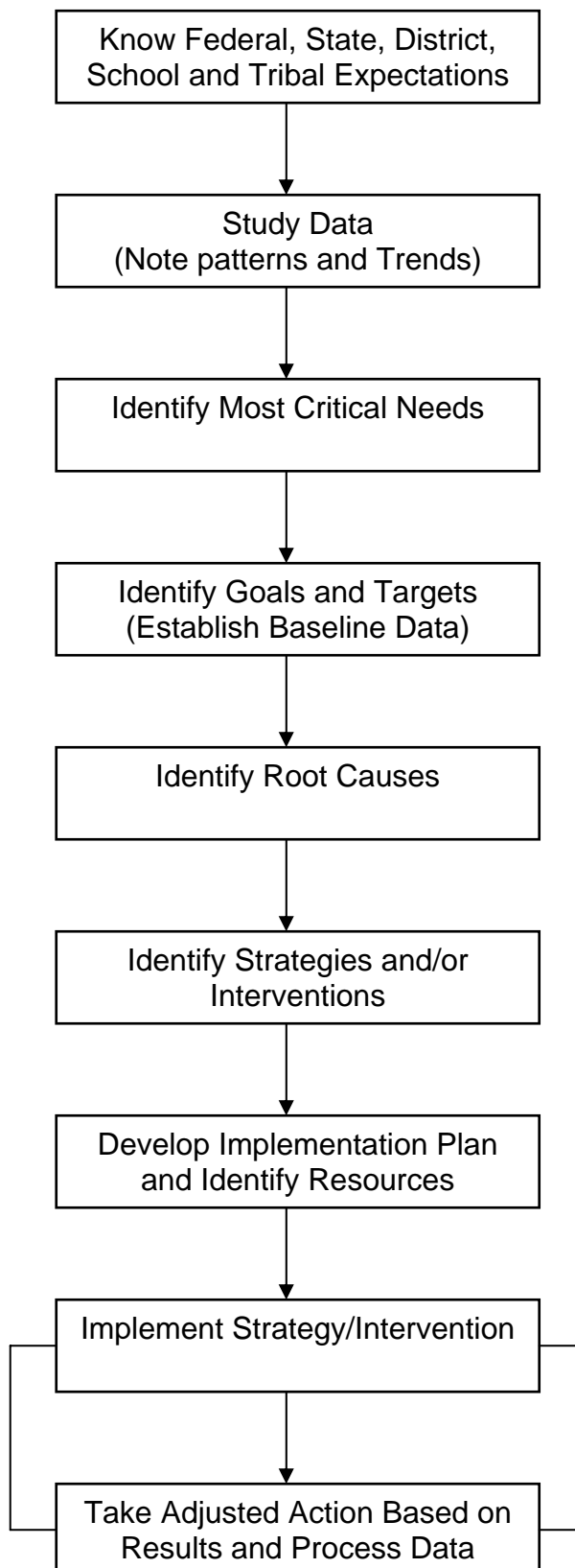
School Districts and Tribal Locations in Nevada

School District	Tribe
1 Carson City School District	Carson Colony Stewart Community Off-Reservation/Urban Indians
2 Churchill County School District:	Fallon Paiute-Shoshone Tribe Walker River Paiute Tribe Off-Reservation/Urban Indians
3 Clark County School District	Las Vegas Paiute Tribe Moapa Tribe Las Vegas Off-Reservation/Urban Indians
4 Douglas County School District	Dresslerville Colony Woodfords Community Off-Reservation/Urban Indians
5 Elko County School District	Elko Band Council South Fork Band Council Off-Reservation/Urban Indians
6 Esmeralda County School District	Wells Band Council Owyhee Paiute-Shoshone Tribe
7 Eureka County School District	Off-Reservation/Urban Indians
8 Humboldt County School District	Winnemucca Paiute Tribe Off-Reservation/Urban Indians
9 Lander County School District	McDermitt Paiute Tribe Off-Reservation/Urban Indians
10 Lincoln County School District	Battle Mountain Band Council Off-Reservation/Urban Indians
11 Lyon County School District	Off-Reservation/Urban Indians
12 Mineral County School District	Yerington Paiute Tribe Walker River Paiute Tribe Off-Reservation/Urban Indians
13 Nye County School District	Walker River Paiute Tribe Off-Reservation/Urban Indians
14 Pershing County School District	Off-Reservation/Urban Indians
15 Storey County School District	Lovelock Paiute Tribe Off-Reservation/Urban Indians
16 Washoe County School District	Off-Reservation/Urban Indians
17 White Pine County School District	Reno-Sparks Indian Colony Pyramid Lake Paiute Tribe Off-Reservation/Urban Indians
	Ely Shoshone Tribe Duckwater Shoshone Tribe Goshute Tribe Off-Reservation/Urban Indians

ATTACHMENT G

NEVADA INDIAN EDUCATION STRATEGIC PLAN

This chart was adapted from a chart provided by Quality Leadership Resources, Inc.



ATTACHMENT H

Assembly Bill 202 - Revises provisions governing safe and respectful learning environment in public schools

Summary of Statute Changes

- Requires the Department, in consultation with the boards of trustees of school districts, educational personnel, local associations and organizations of parents whose children are enrolled in public schools throughout this State, and individual parents and legal guardians whose children are enrolled in public schools throughout this State, to prescribe by regulation a policy for all school districts and public schools to provide a safe and respectful learning environment that is free of harassment and intimidation.
- Requires the Board of Trustees of each school district to adopt the policy prescribed by the Department and provide for the appropriate training of all administrators, principals, teachers and all other personnel employed by the Board of Trustees in accordance with the policy prescribed by the Department.
- Requires school districts, on or before September 1 of each year, to submit a report to the Superintendent of Public Instruction that includes a description of each violation involving intimidation and harassment occurring in the immediately preceding school year that resulted in personnel action against an employee or suspension or expulsion of a pupil, if any.
- Requires the Superintendent of Public Instruction, on or before October 1 of each year, to compile the reports submitted by school districts, prepare a written report of the compilation and submit the written compilation to the Attorney General.
- Requires the Board of Trustees of each school district to adopt the policy prescribed by the Department of Education, or an expanded policy, to provide a safe and respectful learning environment on or before July 1, 2006. The Board of Trustees of each school district must ensure that the policy is effective commencing with the 2006-2007 school year.
- Act becomes effective on July 1, 2005 with the exceptions noted for the development of the state and local policies.

State Board/Department of Education Action Required

The bill stipulates that on or before January 1, 2006, the Department of Education shall prescribe a policy for all school districts and public schools to provide a safe and respectful learning environment. The Board of Trustees of each school district must ensure that the policy is effective on or before July 1, 2006.

Primary Department Contact

Frankie McCabe, Office of Special Education, ESEA and School Improvement, Telephone Number: (775) 687-9140

ATTACHMENT I

MODEL PROGRAMS AND BEST PRACTICES TO CONSIDER

1. Resolving Conflict Creatively Program

Every school day, in public schools throughout New York City, young people are learning better ways to deal with conflict and cultural differences through the Resolving Conflict Creatively Program (RCCP).

The program uses engaging, interactive techniques to teach children skills in:

- communication
- anger management
- negotiation
- mediation
- cooperation
- intercultural understanding
- standing up to bias

A two-year study of the program by Columbia University researchers found that children receiving substantial RCCP instruction from their classroom teachers developed more positively than their peers: They saw their social world in a less hostile way, saw violence as an unacceptable option, and chose nonviolent ways to resolve conflict. They also scored higher on standardized tests in reading and math. To learn more you may read the study, entitled "Teaching Conflict Resolution: An Effective School-Based Approach to Violence Prevention."

The components of the RCCP include:

- a 3-5 day introductory training course to prepare teachers to implement the RCCP curriculum
- regular classroom instruction based on a K-12 curriculum
- classroom coaching of teachers by expert consultants
- peer mediation programs
- training for school administrators and parents

In 2002-2003, the RCCP provided professional development for about 551 teachers in 98 schools, classroom instruction in conflict resolution and intercultural understanding for 4,270 children; and trained and supported 571 peer mediators and peer leaders.

The RCCP is being replicated in other school systems around the country by the RCCP National Center, an initiative of national ESR based in Cambridge, MA.

For more information, visit www.esrnational.org.

For more information on ESR Metro's RCCP work, contact:

Nino Nannarone, RCCP Director,
ESR Metro
475 Riverside Drive, Rm. 554
New York, NY 10115
Phone: 212-870-3318 x 35
Fax: 212-870-2464
email: nnannarone@esrmetro.org.

Program Type: School-based instruction in conflict resolution and intergroup relations, emphasizing mediation, teacher training, and parental influence.

Target Population: Children ages 5-18 (grades K-12).

Setting: Schools in several school districts across the country, including Anchorage, Alaska; Vista, California; Atlanta, Georgia; New Orleans, Louisiana; South Orange-Maplewood, New Jersey; Lincoln County, Oregon; and New York City.

Information Source:

Provided by the National Institute of Justice (NIJ), the National Clearinghouse for Alcohol and Drug Information (NCADI) PREVline electronic data system, and the Centers for Disease Control and Prevention (CDC).

Evaluation Information:

The program was rated among the top 10 violence prevention programs in the Carnegie Report. Past assessments of RCCP have shown high teacher enthusiasm for the program, gains in student as well as teacher knowledge of conflict resolution concepts and skills, and reported changes in student behavior. In a May 1990 study report by Metis

Associates, 71 percent of teachers reported moderate or great decreases in physical violence in the classroom, while 66 percent observed less name calling and fewer verbal "put downs." Funded by CDC in 1993, a multiyear outcome evaluation involving 9,000 children in 15 elementary schools in New York City is under way. The results will be available in 1997.

Annual Budget:

Estimated \$33 per student per year.

Sources of Funding:

Foundations and individual donors, contracts with school systems involved in the program, and sale of materials.

Program Description:

RCCP, an initiative of Educators for Social Responsibility, is a comprehensive conflict resolution program for about 150,000 students in grades K-12. RCCP includes curriculums for elementary, secondary, middle, and high school students; a peer mediation program; a parent component; and a component for school administrators. The curriculums are taught by regular classroom teachers, but each teacher receives 24 hours of professional training from RCCP staff plus ongoing technical assistance, consultation, and support throughout the year. The program focuses on creating school change in both the management of individual classrooms and the school overall so that students have a safe environment in which to explore peaceful ways of resolving conflict.

RCCP concentrates on teaching key component skills of conflict resolution and intergroup relations: active listening, assertiveness, expressing feelings, perspective taking, cooperation, negotiation, and ways of interrupting expressions of bias or prejudice. Teachers are encouraged to incorporate conflict resolution discussions and skill building into the regular academic program. The elementary school curriculum includes 51 lessons organized into 12 units, with separate activities for grades K-3, 4-6, and middle and high school grades. The secondary school curriculum covers similar material but at greater depth and sophistication, with an additional focus on ways of deescalating volatile situations that might lead to violent confrontation.

RCCP instructors provide 24 hours of introductory training to classroom teachers, with classroom visits between 6 and 10 times a year. A student mediation program is started only in schools that have been participating in RCCP for at least a year and have a group of teachers who regularly use the curriculum. The emphasis on student mediation as part of a larger schoolwide effort is considered a significant strength over mediation-only projects. All student mediators receive 3 full days of experiential learning plus additional coaching from teachers. Elementary school mediators, selected from grades 4-6, work in pairs and are on duty during the lunchtime recess. In middle and secondary schools, mediators work in teams, acting on referrals they receive from faculty or students themselves and conducting mediations in a room set aside for that purpose.

The program has an administrative component that introduces administrators to the concepts and skills of conflict resolution and bias awareness to show them how they can use their leadership to achieve effective implementation of the program.

The parent training component has two models. In one model, parents receive a series of four workshops. In the second model, parents are trained to train other parents. Potential parent trainers receive a total of 60 hours of training in conflict resolution and intergroup relations that prepare them to return to their schools and provide training for other parents. This program has been well received; parents are using the skills of conflict resolution and countering bias immediately at home with their children and reporting good results.

2. The 4Rs Program (Reading, Writing, Respect & Resolution)

Through our school-based conflict resolution programs, ESR Metro has been a leader in helping teachers prevent youth violence and develop children's emotional intelligence. With schools placing strong emphasis on meeting high academic standards, we need new approaches that incorporate conflict resolution into core academic subjects.

In January 1999, we launched the 4Rs Program (Reading, Writing, Respect, & Resolution) to address this need. Working closely with teachers, we have developed the 4Rs curriculum, which integrates conflict resolution into the language arts curriculum for grades K-5.

To foster high-quality instruction, we provide participating teachers with intensive professional development, including 25-hour introductory courses, classroom coaching, and advanced training.

The thrust of the 4Rs is creating a caring classroom community. Each grade, K-5, has its own teaching guide with seven units:

- Building community
- Dealing with feelings
- Becoming a better listener
- Learning to be assertive

- Dealing well with conflict
- Celebrating diversity & countering prejudice
- Making a difference

Each unit is based on a children's book, carefully chosen for its high literary quality and relevance to the theme. All of the units have two parts. Book Talk suggests activities--discussion, writing, and roleplay--for deepening students' understanding of the book and connecting it to their lives. Applied Learning consists of conflict resolution lessons related to the theme.

By highlighting universal themes of conflict, feelings, relationships, and community, the 4Rs curriculum adds meaning and depth to literacy instruction. Since reading and writing are excellent tools for exploring conflict, feelings, and problem-solving, the 4Rs approach enriches conflict resolution instruction as well.

In 2002-2003, The 4Rs was implemented in 25 schools. Through the program, we trained 150 teachers, who provided instruction to 4,500 students. A major scientific evaluation of The 4Rs is now underway.

For more information on The 4Rs, please contact:

Tom Roderick, Executive Director
ESR Metro, 475 Riverside Dr., Rm. 554
New York, NY 10115.
Tel: 212-870-3318 x32
Fax: 212-870-2464
email: troderick@esrmetro.org.

3. Project STOP

Project STOP provides training and support to teachers, students, parents, and administrators in 40 New York City middle schools to help them implement comprehensive programs in conflict resolution and intercultural understanding.

Project STOP is a collaboration of ESR Metro, Effective Alternative in Reconciliation Services (EARS), and Safe Horizon under the auspices of New Visions for Public Schools. EARS and Safe Horizon help schools develop peer mediation programs. ESR Metro works with 20 STOP schools to help them develop programs of classroom instruction for children.

ESR Metro provides:

- introductory training for teachers in conflict resolution and intercultural understanding
- on-site staff development to help teachers conduct weekly workshops in conflict resolution skills and concepts
- support for schools in developing a conflict resolution course that addresses their needs
- coaching to help teachers implement the new course in the program's second year in the school
- "Peace in the Family" workshops to help parents learn conflict resolution skills they can use at home

In 2002-2003, through Project STOP, ESR Metro trained 99 teachers, who taught conflict resolution to 5,064 youngsters. Over 190 parents participated in our "Peace in the Family" workshops.

For more information on Project STOP, please contact:

Audrey Major, Director
Project STOP, ESR Metro
475 Riverside Dr., Rm. 554
New York, NY, 10115
Tel: 212-870-3318
Fax: 212-870-2464
email: stop@esrmetro.org.

4. Early Childhood Adventures in Peacemaking

Research shows that early childhood is a critical time for teaching children social and emotional skills. Through our Early Childhood Adventures in Peacemaking Program, ESR Metro helps pre-school educators teach these important life skills to young children.

Through the program and its special curriculum, early childhood center staff and parents use puppet plays, songs, story-telling, and other age-appropriate activities to teach children how to cooperate with each other better, resolve conflicts peaceably, and handle their anger. Children learn to see things through other people's eyes, be more caring, and steer away from name-calling and prejudice.

ESR Metro has a long track record of teaching young people and adults these skills. For the past 15 years, we have collaborated with the New York City Board of Education to develop and run one of the nation's most respected conflict resolution programs, the Resolving Conflict Creatively Program, in NYC public schools (grades K-12).

Early Childhood Adventures in Peacemaking has these components:

- Introductory training. Preschool teachers receive training to introduce them to Early Childhood Adventures in Peacemaking, our activity guide for early childhood teachers, which has received the Judges Award from the Association of Educational Publishers. Training is tailored to the issues staff are facing in their classrooms.
- Site-based professional development. A staff developer from ESR Metro makes regular visits to the preschool to coach teachers in implementing the curriculum in their classrooms. Coaching includes co-planning activities, observation, conferencing with staff, and demonstration lessons. Teachers begin implementing the program on a daily basis.
- Parent training. Since parents play such a crucial role in the life of a young child, the effectiveness of early childhood education depends on parents reinforcing the school's efforts. We offer parents site-based training and support in teaching their youngsters social and emotional skills.

For more information about ESR Metro's Early Childhood Adventures in Peacemaking Program, contact:

Lillian Castro, ESR Metro
475 Riverside Dr., Rm. 554
New York, NY, 10115
Tel: 212-870-3318 x33
Fax: 212-870-2464
email: lcastro@esrmetro.org.

5. PAZ After-School Program @ P.S. 24

The PAZ After-School Program (Peace from A to Z) provides instruction in conflict resolution, cooperative games and sports, and homework help for some 400 children at Brooklyn's P.S. 24. The program operates from 3 to 6 pm every school day. PAZ was launched in September 1999 by ESR Metro and P.S. 24 with funding from The After-School Corporation.

PAZ is the product of a shared commitment by P.S. 24 and ESR Metro to educating youngsters' hearts as well as their minds. In addition to providing academic support and physical education instruction, PAZ helps children learn to:

- communicate better
- identify and express feelings
- manage anger
- handle conflicts nonviolently
- cooperate with peers
- respect differences
- stand up to bias

In 2000, The After-School Corporation gave PAZ a "Promising Practices" award for its cooperative sports component. PAZ was also one of five after-school programs chosen by TASC to participate in their in-depth evaluation.

In addition to our ongoing work with PAZ, ESR Metro also provides training and support to other after-school programs around New York City that want to integrate conflict resolution into their work with youngsters.

For more information on PAZ, please contact:

PAZ Coordinator Marisol Ramos
ESR Metro, 475 Riverside Drive, Rm. 554
New York, NY 10115
Tel: 212-870-3318
Fax: 212-870-2464
email: mramos@esrmetro.org.

ATTACHMENT J

SAMPLE INDIAN POLICIES AND PROCEDURES FOR LOCAL SCHOOL DISTRICTS

Below is a sample Indian Policies and Procedures (IPPs) are provided to assist school districts in the formulation and implementation of IPPs that are appropriate to local circumstances.

Please bear the following in mind:

1. Current regulations require specific procedures for each of the eight listed "Policies."
2. Regulatory citations are provided (e.g. [34 CFR 222.94(a)(I)]), but are not required as part of the IPPs
3. Depending on the make-up of the local tribal organization(s), school districts should attempt to enlist the assistance of a broad representation from the Indian community. Examples given include, but are not limited to, the Title IX Parent Committee, an IPP Committee made up of concerned parents and/or Tribal officials, and the staff of local Indian Education Centers.
4. Modifications to school programs and services should be made in conjunction with on-going or anticipated school reform activities.
5. Questions or concerns can be addressed to the Impact Aid staff.

INDIAN POLICIES AND PROCEDURES (IPPs) ANYTOWN SCHOOL DISTRICT

It is the intent of the Anytown School District that all American Indian children of school age have equal access to all programs, services, and activities offered in the school district.

It is the intent of the Anytown School District to fully comply with all requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act of 11965 (formerly Public Law 81-874), and to that end, the Governing Board has adopted as policy these Indian Policies and Procedures (IPPs). The IPPs by intent and by Baord action supersede all previous Board action and are intended to the Governing Board, administration, and staff of the District.

POLICIES AND PROCEDURES:

1. POLICY

Tribal officials and parents of Indian children shall be provided an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the Anytown School District [34CFR222.94(a)(I)]

PROCEDURES

- 1.1 The Anytown School District Superintendent and/or principal and/or Anytown Title IX Education Parent Committee and/or IPP Committee will meet two or three times annually with Tribal official, parents of Indian children, Indian Education Parent Committee members and staff. The purpose of these meetings shall be to inform and to address comments and concerns regarding Indian children's equal participation in the educational programs of the District.

Generally, at least the following meetings will occur annually:

1. Anytown Title IX Indian Education Parent Committee & General Membership meeting in October,

2. Board of Education public hearing on Title VIII (Impact Aid) Indian policies and procedures, (Usually held in January)
3. Board of Education public hearing on the new or continuing Title IX program, (Usually in March but may vary per Federal guidelines)
4. Other meetings may be organized by the Title IX Parent Committee and/or requested by Tribal officials and/or parents of Indian children.

2. POLICY

The District will annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the District. [34CFR222.94(a)(2)]

PROCEDURES

- 2.1 The Superintendent and/or principal, in conjunction with the Title IX Parent Committee and/or the IPP Committee, will review school data and comments with the Tribal officials, Indian Education Parent Committee, Indian community, and staff regarding the assessment and extent of Indian student's participation and progress in the educational services and programs of the District.

3. POLICY

The District shall seek input from the Title IX Parent Committee and/or IPP Committee, when necessary, in order to modify educational programs and services when progress is not being made or there appears to be a lack of equal participation for Indian students. [34CFR222.94(a)(3)]

PROCEDURES

- 3.1 When assessment data indicate Indian students do not participate on an equal basis with non-Indian students, or make appropriate progress, the Title IX Parent Committee and/or IPP Committee will be asked to recommend a plan or suggestions to modify the educational programs or services in order to attain equal participation or appropriate progress. Recommendations will be presented to the Anytown School District Board for action.

4. POLICY

The following materials will annually be disseminated to Tribal officials and Indian parents:

- Title VIII Application;
- Evaluation of programs assisted with Title VIII funds;
- Program plans and information related to the education programs of the School District
- Assessment data for Indian students and non-Indian students in the District.

Adequate time and opportunity will be provided by Tribal officials and/or the Title IX Parent Committee and/or the IPP Committee and Indian parents to present views and comments regarding the disseminated documents. [34CFR222.94(a)(4)]