

Use this checklist to partner with your Indian Education Director and your Indian Education PAC to reflect on where you are meeting and exceeding requirements and where the Framework can support your areas of need.

# Parental Involvement Requirements Through Federal Funding and the 2003 NM Indian Education Act And Indian Education Act [22-23A-1 to 22-23A-8 NMSA 1978]



- District and school(s) will ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
- District and school(s) will ensure that parents; tribal departments of education; community based organizations; the department of education; universities; and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students;
- District and school(s) will encourage and foster parental involvement in the education of Indian students.

**Districts shall complete a tribal education status report to be written in a brief format and shall include the following information that pertains to parent involvement. There are a total of 12 indicators through which public school performance is measured and reported to the tribes pursuant to Section 22-23A-5 NMSA 1978:**

- Parent and community involvement;
- School district will consult with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations.

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## TITLE VII – INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

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### Part A Indian Education

Applications submitted under Title VII shall include a description of a comprehensive program for meeting the needs of Indian children served by the district, including the language and cultural needs of the children.

#### The district will...

- Provide comprehensive programs that offer programs and activities to meet the culturally related academic needs of American Indian and Alaska Native students;
- Provide a local assessment and prioritization of the unique educational and culturally related academic needs of the American Indian and Alaska Native students for whom the district is providing an education;
- Use the best available talents and resources, including individuals from the Indian community;
- Each application submitted to the Public Education Department under subparagraph shall contain documentation that parents of Indian children and representatives of Indian tribes have been, and will be, involved in developing and implementing the activities for which assistance is sought;
- Demonstrate that the proposed program for the activities is a scientifically based research program, where applicable, which may include a program that has been modified to be culturally appropriate for students who will be served;
- Open consultation with parents of Indian children and teachers, and, if appropriate, Indian students from secondary schools, including through public hearings held by such agency to provide to the individuals a full opportunity to understand the program and to offer recommendations regarding the program;

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- Periodically assess the progress of all Indian children enrolled in the schools of the district, including Indian children who do not participate in programs assisted under this subpart, in meeting the goals described in paragraph;
  - will provide the results of each assessments to a parent committee;
  - will respond to findings of any previous assessments that are similar to the assessments;
  
- The school district develop and design the program with the participation and approval from the school's community including;**
  - Indian education committees
  - school-site parent advisory councils
  - tribal, municipal and Indian organizations
  - community served by the district
  - committee composed of, and selected by a majority are parents of Indian children in the district's schools; teachers in the schools
  - if appropriate, Indian students attending secondary schools of the agency.

### **The district will adopt policies and procedures, that will**

- Ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents of the children, and representatives of the area, to be served; including the hiring of personnel.

### **Provides professional development opportunities that will be provided, as needed, to ensure that —**

- Teachers and other school professionals who are new to the Indian community are prepared to work with Indian children;
  
- All teachers who will be involved in programs assisted under this subpart have been properly trained to carry out such programs.

### **Funds shall use for services and activities that are designed with special regard for the language and cultural needs of the Indian students some of those activities may include —**

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- Culturally related activities that support the program described in the application submitted by the district;
- Early childhood and family programs that emphasize school readiness;
- Integrated educational services in combination with other programs that meet the needs of Indian children and their families;
- Activities that promote the incorporation of culturally responsive teaching and learning strategies into the educational program of the local educational agency;
- Family literacy services;
- Activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.

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## Impact Aid Programs 34 CFR Part 222

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The Impact Aid law (now Title VIII of the Elementary and Secondary Education Act of 1965) has been amended numerous times since its inception in 1950. The program continues, however, to support local school districts with concentrations of children who reside on Indian lands, military bases, lowrent housing properties, and other Federal properties, or who have parents in the uniformed services or employed on eligible Federal properties. The law refers to local school districts as local educational agencies, or LEAs

### **222.94 What provisions must be included in a district's Indian policies and procedures?**

**A district's Indian policies and procedures (IPPs) must include a description of how the district will-**

- Give the tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the education programs and activities provided by the districts;
- Modify, if necessary, its education program to ensure that Indian children participate on an equal basis with non-Indian children served by the district;
- Disseminate relevant applications, evaluations, program plans and information related to the education programs of the district in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the district may help those children realize the benefits of the district 's education programs and activities;
- Gather information concerning Indian views, including those regarding the frequency, location, and time of meetings;
- Notify the Indian parents and tribes of the locations and times of meetings;
- Consult and involve tribal officials and parents of Indian children in the planning and development of the district 's education programs and activities;

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- Modify the IPPs if necessary, based upon the results of any assessment described in paragraph (b) of this section;
- Engage tribes and parents of Indian children whom may assess the effectiveness of their input regarding the participation of Indian children in the district's education programs and activities and the development and implementation of the IPPs, and share the results of that assessment with the district.

