

JOINT INDIAN EDUCATION COMMITTEE

-Partnership Members-

Santa Rosa Rancheria Lemoore Union High School District
Central Union Elementary School District

YOU ARE INVITED TO ATTEND and PARTICIPATE

Date: Tuesday, October 16, 2018

Place: Santa Rosa Rancheria (SRR) Education Department

Time: 12:30pm - Lunch is Provided

MEETING AGENDA ITEMS

Uniform Complaint Procedure

The purpose of the UCP is to have a formal process in place to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs.

Johnson-O-Malley Funding for Native American Students

The purpose of the funding is to promote culture, language, academics, and school connectedness. The JOM budget is designed and monitored with input from the IEC committee.

Title VI Funding for Native American Students

The purpose of the funding is to support the Native American students in meeting the same challenging academic achievement standards as all students.

Indian Education Policies and Procedures

Review and discussion of CUESD and LUHSD IPP

IEC Elections Continued From the September Meeting

IEC Bylaws

Current Bylaws discussed, reviewed, and approved.

Student Participation in School Activities

Native American students school activities participation plans will be reviewed.

Joint Indian Education Committee Reports

Members provide academic, activities, and events updates.

Guests

All invited to attend and share information and ideas.

Parents and public input

Input is encouraged and welcomed

JOINT INDIAN EDUCATION COMMITTEE

**Santa Rosa Rancheria Lemoore Union High School District
Central Union Elementary School District**

**IEC Meeting Sign-In Sheet
Members and Guests**

Meeting Date: October 16, 2018

*** Voting Members**

Printed Name	IEC Position	Site Representation	Signature
TBA	*Chairperson		
TBA	*Vice Chairperson		
TBA	*Secretary		
Donzia Morales	*Parent		
Isidro Varela	*Parent		
TBA	*Parent		
TBA	*Alternate Parent (voting member when other parent member absent)		
Yodhin Alanis	*Student Representative		
Faye Jeff	*Student Representative		
Danny Llamas	*SRR Ed Department Director Tribal Employee		
Luis Diaz	*SRR Ed Department Tribal Employee		
Erin Ferreira	*School Employee		
Victor Rosa	*Site Administrator		
John Raven	*CUESD District Employee (Non Voting Member)		
Printed Name	IEC Position	Site Representation	Signature
	Guest		
	Guest		

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Joint Indian Education Committee

Santa Rosa Rancheria,

Lemoore Union High School District, & Central Union Elementary School District

Agenda for October 16, 2018

1. **Call to Order**
 - a. Time
 - b. Roll-Call (Sign-In sheet)
 - c. Establish a Quorum of Members
Members: 3 Parents of Indian Students
 1 Alternate Parent (Non-Voting Participant)
 2 Indian Students (1 Middle School & 1 High School)
 1 Site Administrator
 1 School Employee/Teacher
 1 Director of the SRR Education Department
 1 Employee of the SRR Education Department
 1 District Representative (Non-Voting Participant)

2. **Additions, Deletions, and Approval of Agenda**
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)

3. **Approval of the Minutes from the Previous IEC Meeting**
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)

4. **Introductions of Guests**

5. **Guest Reports or Communications**

6. **Indian Policy and Procedures**
 - a. **Central Union Indian Policy and Procedure**
Review, discuss, and vote.
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)

a. **LUHS Indian Ed Policy and Procedure**
Review, discuss, and vote.
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)

7. **Update on Indian Education Committee/Council Name**
 - a. From Indian Education Committee to Indian Education Council

8. **Elections of Members Continued from the September IEC Meeting for 2018/19**
 - a. Nominate, Acceptance of Nomination, and Vote
(each nomination needs to be approved individually)
 1. Parent Member
 2. Parent Alternate Member (non-voting participant)(A motion was made by _____ and seconded by _____.) (All approve, Motion by saying "I".)

 - b. Elect Chairman, Vice- Chairman, & Secretary
(A motion was made by _____ and seconded by _____.) (All approve, Motion by saying "I")

9. **Student Activities Data Plan for Continued Improvement**
 - a. Central's Plan Presented
 - b. Stratford's Plan Presented

10. **Uniform Complaint Procedure**
 - a. Review the Process - Mrs. Davis

11. **Bylaws**
 - a. Review, discuss, and vote.
(A motion was made by _____ and seconded by _____.)

(All approve. Motion by saying "I".)

12. **Johnson-O-Malley (JOM) Funding**
Business and Reporting (Budget To Be Provided)
 - a. CUESD - Indian Education Policy and Procedures -Discussion and Voting
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
 - b. Report given by CUESD Representative
 - c. Budget - Review, discuss, and approval as needed

13. **Title VI Funding**
Business and Reporting (Budget to Be Provided)
 - a. Report given by Lemoore High School District Representative
 - b. Review, discuss, and approve as needed

14. **Education Committee Reports (Current Month & One More)**
 - a. Santa Rosa Rancheria (SRR)
 - b. Lemoore Union High School District (LHS & Jamison)
 - c. Central Union Elementary School District (Central & Stratford)

15. **Parent/Public Input**

16. **Adjournment**
(Motion was made by _____ to adjourn the meeting at _____ pm.)
(All approve. Motion by saying "I".)

Revised: 09-18

Joint Indian Education Committee
Santa Rosa Rancheria,
Lemoore Union High School District, & Central Union Elementary School District
Minutes for September 18, 2018

1. Call to Order

- Meeting was called to order at 12:31pm
- The following individuals were in attendance: *Danny Llamas, Erin Ferreira, Isidro Varela, Rebecca Lopez, Nancy Davis, John Raven, Genevieve LeMaster, Elisabeth Pulido, Dolores Silva, Pete Alanis, Christina Cadena, Luis Diaz, Lizette Cabrea, Elizabeth Lozano, Valerie Botelho, Victor Rosa, Michelle King, Laura Haney, Donzia Morales, Viola Chavez, JoAnn Guerra, Christina Gonzales, Yodhin Alanis, Nataly Llamas, Ashley Sierra, Faye Jeff, Dena Morris, Richard Parra, Melissa Garza*
- Establish a Quorum of Members
Members: 3 Parents Indian Students
 2 Indian Students (1 Middle School & 1 High School)
 1 Site Administrator
 1 School Employee/Teacher
 2 Tribal Employees of the SRR Education Department
 1 District Representative (Non-Voting Participant)

2. Additions, Deletions, and Approval of Agenda

A motion was made by Rebeca Lopez to approve the agenda and seconded by Erin Ferreira. All approved and the motion carried.

3. Approval of the Minutes from the Previous IEC Meeting

A motion was made by Donzia Morales to approve the May 2018 minutes and seconded by Rebecca Lopez. All approved and the motion carried.

4. Introductions of Guests

N/A

5. Guest Reports or Communications

N/A

6. Elections of Members and for 2018/19 & Election of Officers

- Danny nominated Donzia Morales as a parent of an Indian student and she accepted. A motion was made by Genevieve LeMaster to approve Donzia and seconded by Erin Ferreira. All approved and the motion carried.
- Danny nominated Isidro Varela as a parent of an Indian student and he accepted. A motion was made by Luis Dias to approve Isidro and seconded by Erin Ferreira. All approved and the motion carried.
- The third parent will be approved at the October 2018 meeting.
- Christina Gonzales nominated Yodin Alanis as the middle school Indian student and he accepted. A motion was made by Erin Ferreira to approve Yodhin and seconded by Delores Silva. All approved and the motion carried.
- Danny Llamas nominated Faye Jeff as the high school Indian student and she accepted. A motion was made by Erin Ferreira to approve Faye and seconded by Nancy Davis. All approved and the motion carried.
- Nancy Davis nominated Victor Rosa as the Site Administrator and he accepted. A motion was made by Genevieve LeMaster to approve Victor and seconded by Melissa Garza. All approved and the motion carried.
- Nancy Davis nominated Erin Ferreira as the School Employee/Teacher and she accepted. A motion was made by Genevieve LeMaster to approve Erin and seconded by Melissa Garza. All approved and the motion carried.

- Nancy Davis nominated Danny Llamas as the Director of the SRR Education Department and he accepted. A motion was made by Erin Ferreira to approve Danny and seconded by Christina Gonzales. All approved and the motion carried.
- Danny Llamas nominated Luis Diaz as the Employee of the SRR Education Department and he accepted. A motion was made by Rebecca Lopez to approve Luis and seconded by Genevieve LeMaster. All approved and the motion carried.
- Nancy Davis nominated John Raven as the CUESD Representative and he accepted. A motion was made by Christina Gonzales to approve John and seconded by Erin Ferreira. All approved and the motion carried.

7. **Indian Education Policies & Procedures**

- Elizabeth Lozano reviewed the Indian Policy and Procedure (IPP) with the council. It was explained that the IPP will be posted on the District's, Stratford's and Central's website along with sending a copy to the tribe and home to the parents of children residing on eligible Indian lands. Parents may submit written questions and input that they may have regarding the policy. The District will respond in writing to any questions and input in writing and will post on the District's and School's website.
- At the October meeting, the questions and input received regarding the policy as well as the District's responses will be discussed. If the council proposes and changes the IPP, it will be reviewed and shared at the November Board meeting when it is up for approval.
- Dr. Rosa from Lemoore Union High School District informed the council that LUHSD's policy is very similar to Central Union and they will also be sending and posting their IPP.
- It was noted that the IEC wanted the IPP to reflect for consistency **“One (1) Alternate parent of Indian Children ”** to serve as a representative on the IEC, in the absence of the elected member which aligns with the IEC Bylaws

8. **Student Activities Data**

- Elizabeth Lozano discussed the monitoring of the participation of school activities of Native Americans students, that reside on native lands. The policy outlines the need to have a true representation of students in the offered activities as related to the population representation at the school site. She discussed that schools should focus on a few programs and raise their percentages to meet the goals. A plan for Central and Stratford will be discussed at the October meeting as to how to make continued improvement.
- Victor Rosa stated that Michelle King has been identifying more programs in Aeries which will be used to track sport and club participation. Lemoore High wants to make sure all student groups have access to all clubs, events, and activities.

9. **Yearly MOU's Presented- Central School and SRR Education & Recreation Department**

Nancy Davis reviewed the yearly MOU between Central School and SRR Education Department and SRR Recreation Department. The Education Department MOU includes how Central and Stratford keeps the Education Department notified of educational meetings, behavior, and social emotional support or incidents. She also reiterated that the Recreation Department's job is to provide assistance with coaching and the teachers will be there to manage student behavior. Danny Llamas made a motion to approve both of the MOU's and seconded by Donzia Morales. All approved motion carried

10. **Johnson-O-Malley (JOM) Funding Business and Reporting**

- Elizabeth Lozano discussed the carryover monies that from previous years. The Council was informed that those amounts indicated on the budget will be spent on addressing the cost of the Native American previous Youth Conferences. The current allocation for 18/19 school year is \$6139.00. The 2018-19 budget was approved in May 2018. The council discussed and reviewed the approved budget's appropriations for staff development conferences, presenters for literacy night, books, school supplies, and college visits.

11. **Title VI Funding**

Business and Reporting (Budget to Be Provided)

Allotted \$56,164.00 approved in May 2018- Part 1 has been completed and Part 2 will open the end of September. Dr. Rosa and Mrs. Davis will complete that process.

12. **Education Committee Reports (Current Month & One More)**

Santa Rosa Rancheria (SRR)

- 19 students Native American conference at Fresno State
- Walk of Pride 900 participates
- Two staff members will be attending Outdoor Education with Central's 8th graders
- Monday, Oct. 29th Golf Tournament
- Program will continue Mon-Thurs 4-6pm
- Still Transporting students and Saturday School
- GED class are available from 10-12pm
- December youth event coming soon

Lemoore Union High School District (LHS & Jamison)

- Saturday School dates available
- Tutoring Schedule
- Native American club will begin on September 19th and they will meet during their lunch hour
- Oct. 27th- ACT test will be given to students whom are attending college
- Sept. 18th Parent Night- discussing college applications, scholarships, etc
- Impact aide surveys have been distributed
- Jamison- community service opportunities are available

Central Union Elementary School District (Central & Stratford)

- Stratford Attendance Awareness month- Saturday school this Saturday
- Annual constitution day parade
- October Great American shake out
- Red Ribbon week
- Halloween

14. **Parent/Public Input**

Donzia Morales discussed bridging the gap between education and home. She suggested that kids receive a bigger impact when peers come back from college to talk about their lives to younger peers. Viola Chavez met with Donzia Morales to discuss her daughters possibly of coming back from college to talk with younger peers. Tashoni Morales is currently serving as an ambassador for, "We Are Native and her campaign is based on giving back to the community and sharing her experiences to encourage Native American youth. Her goal is to provide her community with resources and information about suicide prevention, being in healthy relationship, finances, what it takes to be a college student, etc. They are planning for the conference to be around Dec. 14-16th.

15. **Adjournment**

Erin Ferreira made a motion to adjourn the meeting at 1:38 pm and seconded by Luis Diaz. All approved and the motion carried.

Respectfully submitted by,

Erin Ferreira

Next IEC Meeting:

October 16, 2018 - 12:30pm @ SRR Education Department

**CENTRAL UNION SCHOOL DISTRICT
Board Policy**

**Students
Indian Policies and Procedures**

It is the intent of the Central Union Elementary School District that all students of school age in the District have equal access to all programs, services and activities offered. To this end, the Central Union Elementary School District will consult with local tribal officials and parents of Indian children to ensure that the planning and development of the Indian Policies and Procedures (IPPs), ensure that Indian Children have equal access to general education programs, and activities.

These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

The Central Union Elementary School District attests that it has established IPPs as required in Section 7004 of the Impact Aid law for any children who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures are attached to the current fiscal year Impact Aid application.

The Central Union Elementary School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children as outlined in the IPP consultation process and disseminated these responses consistent with the process of communication as addressed in the IPP prior to the submission of the current fiscal year Impact Aid application.

The Tachi-Yokut Tribal leadership has established the Santa Rosa Rancheria (SRR) Indian Education Department as the Tribe's designee and liaison for communication and connection with the Central Union Elementary School District. The administrator of the SRR Education Department acts on behalf of and is responsible to the Tribal council and officials for education related matters.

The following policies and procedures are implemented to reflect the current practice of communication with the Tachi-Yokut Tribe.

1. The Central Union Elementary School District will disseminate relevant applications, evaluations, program plans and information related to the education

program and activities with sufficient advance notice to allow the Tachi-Yokut Tribe and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)].

- a. The Central Union Elementary School District will disseminate information and seek timely input regarding the following programs on its educational programs in which Indian children participate (including, but not limited to, as appropriate): Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; Title V, Part B subpart 2; Title VI, Part A, subpart 1; Title VII-Impact Aid programs; Johnson O'Malley programming.
- b. The Central Union Elementary School District will discuss relevant applications, evaluations, and program planning during scheduled meetings of the Indian Education Council (IEC). The IEC, which is open to all members of the community, is comprised of nine (9) standing/voting council members, and one (1) nonvoting District representative.
 - i. Three (3) at large seats for parents of Indian Children
 - ii. Two (2) Indian students
 - iii. One (1) school site administrator
 - iv. One (1) school employee/teacher
 - v. Two (2) tribal employees of the SRR Education Department
 - vi. One (1) District representative (nonvoting participant)
- c. Agendas for the IEC meetings are posted at the Central Union Elementary School Site, the Lemoore High School District Office, and the SRR Education Department. These notices are posted 72 hours in advance. In addition, the IEC notice of meetings are posted on school websites, and a global phone message is sent to all parents of Indian students in advance of the IEC meeting.
- d. A summary of the relevant information will be made available to parents of Indian children, Tribal officials, and the IEC. The summary will be posted on the school website, an automated phone messaging system will be delivered to the respective groups listed above, and a full package of the material and other documents will be provided to the SRR Education Department via their preferred method of communication. The summary of relevant information will be prepared and disseminated one week in advance of IEC Meetings held in September and October.
- e. Parents of Indian children, tribal officials, IEC and any other interested persons can review assessment data and services regarding participation

of Indian students on an equal basis in the district in order to help develop or modify educational programs.

- f. Minutes from the IEC meetings will be posted on the District's website for all community members, parents of Indian children, and Tribal officials to review. This will allow for ongoing dissemination of information.
2. The Central Union Elementary School District will provide an opportunity for the Tachi-Yokut Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. To that end, the Central Union Elementary School District will, taking the tribe's preferred method of communication into consideration, notify the tribe and the parents of Indian children of the opportunity to provide input on the educational program and activities as well as the Indian Policies and Procedures. If the Central Union Elementary School does not receive appropriate levels of participation in the consultation process, the school district, in consultation with the SRR Education Department, modify the method of communication or time and location of meetings to maximize participation in the consultation process. [34CFR222.94(a)(2)]
- a. The IEC of Central Union Elementary School District will meet a minimum of seven (7) times (Sept, Oct, Nov, February, March, April, May) during the school calendar year for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. Additional meetings will be scheduled as needed in order to review data and comments for consideration of educational programs and activities.
 - b. The meeting agendas are posted and all meetings are open to the public, to afford tribal officials, representatives of the IEC who are appointed to carry out the desires of the Tribal Officials in educational affairs, as well as parents of Indian children, the opportunity to give comments and recommendations for consideration relative to educational programs and activities.
 - c. The District Superintendent or designee, will participate as a non-voting member of the IEC. This District representation provides for discussion and communication regarding educational program offerings to students, as well as allows for dialogue between the District and the IEC representative body.

- d. Monthly, during regularly scheduled school board meetings, District reports and information are provided from District Administration to the School Board. During these regular agenda items, the District Superintendent or designee, may advise the Board in a public forum regarding District educational programs and activities for Indian students as appropriate.
 - e. In addition, at each of the monthly school board meetings, a section of time is set aside for public comments. This is a time in which members of the public can bring forth comments and suggestions regarding programming for all students.
 - f. The SRR Education Department officials maintain regular contact with parents of Indian children. This is accomplished through SRR tribal employees who are assigned as liaisons to monitor and work with Indian students. The SRR Education Department Liaisons oversee all tribal students and provide parents of Indian students with weekly updates on student's grades, attendance, school behavior and social needs. Each SRR Liaison is closely associated with the Indian student and family. The SRR Liaison attends all meetings scheduled for the Indian student in which educational program decisions may be made. Through this regular contact, the SRR Liaison serves as a conduit for gathering suggestions, preferred methods of communication as well as ways to maximize participation from parents of Indian children. This information is shared with the SRR Education Department Officials and translated into discussion items, which are shared during regularly IEC meetings. Through this intricate system of support for the Indian student, the SRR Education Department operates a model program for other tribes. Input from these connections will also be utilized as a method of gathering input from parents of Indian children and incorporated into policy changes as appropriate. (See Exhibit 5136).
 - g. Information will be included in student handbooks/enrollment packets regarding opportunities to provide input to the District.
 - h. If the consultation meetings generate low levels of participation from the tribe or the parents of Indian children, the Central Union Elementary School District will consult with the SRR Education Department to seek input on how the school district can modify the method of communication and timing of meeting to increase participation in the consultation process.
3. The Central Union Elementary School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)], share relevant

information related to Indian children's participation in the District's education programs and activities; and allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

The Central Union Elementary School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- a. Throughout the school year, the Central Union Elementary School District will monitor Indian student participation in all academic and co-curricular activities. The IEC will review the comprehensive analysis of the yearlong data during the April meeting with the intent to provide the opportunity for consultation and/or recommendation on program participation and modification.
- b. School district officials will review school data to assess the extent of Indian children's participation in the District's educational programs on an equal basis. This information will be regularly presented following each trimester of the Central Union School Year (November, March, and May).
- c. The Central Union Elementary School District will share its assessment of Indian student participation; related academic achievements and other relevant data during regular meetings of the IEC and with the SRR Education Department. Comments and/or suggestions brought forth from these conversations will become part of the Council's approved minutes. The assessment and related information will be disseminated to the tribe and the parents of Indian children by (mail, email sent home with students, etc.) at least one week in advance of any meeting to discuss the assessment.
- d. Participation rates of students in educational and co-curricular activities is collected annually for all students, inclusion of percentage rates of Indian students will be added to this report to review the equality of Indian children's participation with other children
- e. Copies of annual reports will be provided to the SRR Education Department for distribution among tribal officials, and will be included in the school websites.
- f. Parents of Indian children or tribal officials may comment on the results at scheduled IEC meetings, during the public comment section of any regularly scheduled school board meetings, or directly to the school district (by phone, email, writing, etc.).

- g. In addition, parents of Indian children and tribal officials may comment in the spring semester through the District's annual Local Control Accountability Plan (LCAP) parent survey. The LCAP parent survey is used to develop District short and long term goals associated with District educational plans.
 - h. If it is determined that there are gaps in Indian participation in the educational program or activities, the Central Union Elementary School Board with consultation from the IEC and SRR Education Department will recommend modifications to the education program in such a way as to improve Indian participation.
4. The Central Union Elementary School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CRF222.94(a)(4)]
- a. During the Fall (September) meeting of the IEC, the IPPs will be reviewed and revised as necessary.
 - b. The IEC shall serve as the group to review the meaningfulness of Indian input, to review the extent of opportunity for Indian input and to review the District's response to Indian commentary. The IEC will review the effectiveness of the District's methods of gathering the input of Indian parents and Tribal members; calculate the number of Indian suggestions, which were actually implemented; permit Indian parents and Tribal officials to suggest more effective ways of communicating their views.
 - c. If necessary, the IEC shall make recommendations to the Board to modify the District's IPPs.
 - d. Once this has occurred, the IPPs will be forwarded to the Central Union Elementary School Board for review and consideration of adoption during a regularly scheduled Board Meeting (no later than November).
 - e. If necessary, the IEC may suggest revisions at other times of the year as appropriate.
 - f. Notification of any updates which are acted upon and approved by the Central Union School Board will be sent to Impact Aid Program, the SRR Education Department for distribution among tribal officials and parents of Indian children within 30 days of enactment.

- g. Following any review or modification of the IPPs, the Central Union School District shall disseminate a full copy of the IPPs to the SRR Education Department by (email, mail, etc.) and a summary of the changes to the parents of Indian children by (add method of dissemination), In addition, the Central Union Elementary School District will post updates on the District website.
5. The Central Union Elementary School District will respond at least annually in writing to any comments and recommendations made by the Tachi-Yokut tribe or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]
- a. The Central Union Elementary School District will at least annually respond in writing to comments and recommendations made by the IEC, tribal officials, or parents of Indian children. In the event community responses, the District will disseminate the reply to the SRR Education Department prior to the submission of the annual Impact Aid application. As the acting Liaison between the Central Union School District, and the Tachi-Yokut Tribe, the SRR Education Department will submit the District responses to the tribal officials. Additionally, the District will post the District responses on the school website and will send notification of this posting to all parents via the Districts automated telephone notification system.
6. The Central Union Elementary School District will annually provide a copy of the IPPs to the affected Tachi-Yokut tribe by posting on the District website, providing a copy to the SRR Education Department for distribution to the tribal offices prior to the submission of the annual Impact Aid application. , and through inclusion in the District's annual notice packets which are distributed to all parents at the beginning of each school year. [34CR F222.94 (a)(6)]

Reference: Public Law No: 114-95 (Every Student Succeeds Act of 2015)

Policy
Adopted: May 9, 1988
Revised: July 18, 1988
Amended: May 10, 2004
Reviewed: August 11, 2008
Reviewed: August 10, 2009
Reviewed: September 13, 2010
Reviewed: November 14, 2011
Reviewed: November 19, 2012

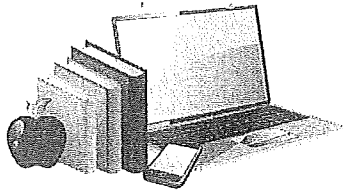
Central Union School District
Lemoore, California 93245

Reviewed: October 21, 2013
Reviewed: November 17, 2014
Reviewed: November 16, 2015
Amended: November 14, 2016
Revised: November 13, 2017

Rec. 9-28-18

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Dale Davidson
Casey Fisher
Jeffrey Gilcrease
Ceil Howe, III

September 24, 2018

Dear Parent or Guardian of a Native American Student,

The Central Union School District is responsible for providing your children with an exceptional elementary school education. The Central Union School District is required by the Federal Government to have an Indian Education Policies and Procedures (IPP) in place. The IPP plays an important role. The policy ensures there is communication and input regarding the education of our Native American students between the families and the Central Union School District.

We are asking that you review the enclosed draft of the IPP and provide the District with your input. If you have ideas, thoughts, questions, or concerns, the Central Union School District would appreciate you taking the time to communicate that information to us in writing. You may write the information on this form and have the form returned to the Central or Stratford office, or you are welcome to email your comments, concerns, or questions to jraven@central.k12.ca.us by **September 28, 2018**. The IPP will be approved by the CUESD Board at their November Board meeting.

This information can be found on the district webpage at <http://www.central.k12.ca.us>

MY IDEAS, THOUGHTS, QUESTIONS, or CONCERNS

Name (Optional) _____ Date _____

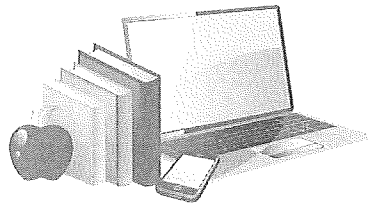
Parents Involvement, Reading Grant for Kids, Have a Gym built for the kids. Music grant for the kids.

Please use the back of this form if needed.

All information submitted will be addressed and discussed at the Indian Education Council. Meetings are held 7 times per school year at the SRR Indian Education Center.

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members
Dale Davidson
Casey Fisher
Jeffrey Gilcrease
Ceil Howe, III

**District Reply to Written Comments and Recommendations made by the IEC, tribal officials, or
parents of Indian children living on the Santa Rosa Rancheria
October 9, 2018**

Central Union School District's vision is to "Empower every student to reach their highest potential" every day. In providing an exceptional educational environment, the District adopts policies and procedures which guide these practices. The policies and procedures are consistent with model policy adopted from the California School Boards Association, and tailored to the unique needs of the District.

As required in Section 7004 of the Impact Aid law the Central Union Elementary School District has established Indian Policies and Procedures (IPP) for any children who reside on eligible Indian lands. The IPP plays an important role to provide avenues of communication and input between the District, Tribe, and parents of children living on the Santa Rosa Rancheria.

During the Fall (September) meeting of the Indian Education Council (IEC), the Indian Policies and Procedures were reviewed. The District disseminated the IPP to the tribe and parents of the children living on the Santa Rosa Rancheria on September 24, 2018. The District asked that Indian parents and Tribal members review the IPP's and provide the District with any relevant input related to the policy.

As stated in Board Policy 5136 the Central Union Elementary School District will at least annually respond in writing to comments and recommendations made by the IEC, tribal officials, or parents of Indian children. When community responses are received, the District will disseminate the reply to the SRR Education Department. As the acting Liaison between the Central Union School District, and the Tachi-Yokut Tribe, the SRR Education Department will submit the District responses to the tribal officials. Additionally, the District will post the District responses on the school website and will send notification of this posting to all parents via the Districts automated telephone notification system.

Below are the ideas thoughts, questions and or concerns received during the Annual Window of receiving information from the Tribe, and parents of children living on the Santa Rosa Rancheria.

**IDEAS, THOUGHTS, QUESTIONS OR CONCERNS
Fall 2018**

Information Received from Parents

" Parent's Involvement, Reading Grant for Kids, Have a Gym built for the Kids. Music Grant for the Kids."

Response to Information Received

" Parent's Involvement" - Parent from Central School

The Central Union School District encourages and invites parents and community members to be involved in their children's education and school activities. As outlined by the Central Union School board policy, the District recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. As a District, we encourage parents/guardians and other members of the community to share their time, knowledge, and abilities with students. We take pride in establishing a well thought out approach and training to involve our parents/community. In every student handbook, the school site describes the process to obtain volunteer status. The student/parent handbook also lists and provides information to parents on involvement and community engagement opportunities.

Annually at each school's Welcome Back session, the District offers volunteer training for all parents and community members on the various ways of involvement. In addition, as needed, the District and Site will provide additional volunteer training reviews so that all who desire to give back to the school have the opportunity to do so. As of October 1, 2018, the District trained 238 parents to volunteer in our schools. A total number of volunteers are listed by school site below.

Akers	112 (14% of the parent population)
Neutra	70 (13% of the parent population)
Central	29 (11% of the parent population)
Stratford	27 (9% of the parent population)

Each school site has a School-wide Parent Involvement plan that is part of their school site plan. This plan is reviewed by each school site's School Site Council. If Parent Involvement is a concern at a particular school site, the District encourages parents to inform the principal so they can work with the School Site Council at their school site to improve Parent Involvement opportunities for their campus.

“Reading Grant for Kids” - Parent from Central School

Central School with District Support applied for and was awarded the American Indian Early Childhood Education Program (AIECE) Grant in July 2017. This is a three-year grant, from the California Department of Education. The AIECE grant began in July 2017 and will conclude in June 2020.

The AIECE grant provides an additional 90 minutes of weekly academic support and instruction. This is twice the scheduled hours of reading and math instruction, and the target to small groups of Native American students in Grades K-4 who test at Level 2 or Level 3 in curricular areas of successful reading and math. The goal of the project is to improve fundamental math, and reading skills by one grade level in 10% of students served every year of the three-year project, leading to a three-year goal of 80% of participating students reading at grade level.

“Have a Gym built for the Kids.” - Parent from Central School

The Central Union Elementary School District completed a Facilities Master Plan in 2017 which provide guidance for the District. This plan guides the District and defines the facility needs clearly, prioritizes the projects to be done on a site by site basis, and maximizes the use of Local, State and Federal funding to use the taxpayer’s money in the best possible way.

In developing the Master Plan, input was gathered from staff, parents and community members in a survey format. This allowed for site assessments of each of the District’s schools, in the development of the facility plan. The final plan helped determine costs of all identified needs and potential funding sources.

Within the master plan, a gymnasium for Central Union School was identified. A gym is considered new construction, as opposed to modernization. Central Union School District has limited bonding capacity for this manner of capital investment. For this type of site improvement, the District must rely upon State

funding eligibility. The District will continue to evaluate facility needs as specified within the adopted master plan..

“ Music Grant for the Kids” -Parent from Central School

Each month the Assistant Superintendent of Educational Services forwards to each principal a list of available grants that a school site may apply for at the current time. Also, the Superintendent, Assistant Superintendent, and District Grant manager support the school site in the application process. The District is actively searching for grants that will provide funding to enhance fine arts at the school sites.

Information Received from Indian Ed Council

The following addition is requested in order to align with the current operating policies and procedures of the Indian Ed Council (IEC) for the purpose of representation. The IEC Bylaws describe the allowance for **“One (1) Alternate parent of Indian Children ”** to serve as a representative on the IEC, in the absence of the elected member.

For consistency with the IEC Bylaws, it is recommended to modify the language in the Central Union School District Indian Policies and Procedures to include a clarifying statement in Board Policy 5136: Section 1.b: Item vi which stipulates the procedures for allowing an alternate to represent the parents on the IEC.

Under the IEC bylaws, Section 11: Alternates, the following is referenced;

Alternates may be elected annually when the voting members of the IEC are elected. Alternates may vote in the absence of a voting member according to the restrictions of Section 8. The number of votes received during the annual election will determine first alternate, second alternate, etc. An alternate may become a voting member upon the termination of a voting member.

Revision recommendation to the IPPs of Central Union School District are as follows:

The Central Union Elementary School District will discuss relevant applications, evaluations, and program planning during scheduled meetings of the Indian Education Council (IEC). The IEC, which is open to all members of the community, is comprised of nine (9) standing/voting council members, and one (1) nonvoting District representative.

- i. Three (3) voting members in at large seats and one (1) alternate for parents of Indian Children
 - a. The alternate will serve in the capacity of the regular member in case of absence or termination of IEC voting member
- ii. Two (2) Indian students
- iii. One (1) school site administrator
- iv. One (1) school employee/teacher
- v. Two (2) tribal employees of the SRR Education Department
- vi. One (1) District representative (nonvoting participant)

Central School Native American Focus (Student Activities, Events & Awards)

Reward Programs

- **Trimester Academic Awards**
 - Math Wizard
 - GPA Increase (Trimester 2 and 3 ONLY)
 - Honor Roll
 - Principal List
 - Silver and Gold
 - Math Progress for Tutoring (Mr. Furtado)
 - Title VI Native American Grant 3rd-8th
 - Reading Progress (AIECE w/Mrs. Duty)
 - Native American Reading Grant Grades K-4th
 - CJSF (Trimester 1 and 2 ONLY)
 - Academic Improvement Award
 - Focus on Native American Recipients
 - Selected by Admin

- **Character Counts**
 - Character Counts (TWO per Trimester; One Native American Recipient)
 - Student of the Month
 - Blue Ticket, Caught Being Good Raffle
 - Chamber Luncheon Recipient
 - Selected by 8th grade teachers (Native American Focus)

- **Attendance**
 - Perfect Attendance
 - Outstanding Attendance (97.5% or more)
 - Attendance Improvement Award
 - Selected by AP Gonzales
 - Native American Focus

Sports Activities

- Recruitment of Native American players from Daniel Olveda

Leadership Programs and Activities

- Dude Be Nice
 - Recruitment of Native American students by Brooke Pond
- Native Cultural Brokers-AP Gonzales

Honor Roll Trip/Special Trips

- Include 6th-8th grade Math Improvement recipients
- Include Most Improved Recipients (Academic Improvement for 6th-8th, but NOT making Honor Roll)
 - Selected by AP Gonzales

Academic Enrichment

- **Student Portfolio**
 - Chosen by teachers (50% of participants will be Native American students)
- **Kinder Program**
 - All students present the day of the event
- **8th Grade Graduation**
 - All 8th grade students meeting guidelines to transition to 9th grade

Stratford Elementary School

Improvement Plan for Native American Participation 2018-2019

In recent past years, Stratford Elementary School did not consistently recognize students for academics, behavior, and attendance. This year, we are implementing school-wide trimester awards. Native American student participation will be actively sought in all areas.

Reward Programs

- **Trimester Academic Awards**
 - "A" and "B" Honor Roll (4th-8th grades)
 - Principal's List (4th-8th grades)
 - GPA Increase (Trimester 2 and 3 ONLY, 4th-8th grades)
 - Academic Improvement Awards for ELA and Math (all students)
 - Silver and Gold Presidential Awards (Trimester 3, all students)
 - CJSF (Trimester 1 and 2 ONLY, 4th-8th grades)

- **Trimester Behavior Awards**
 - Character Counts (all students)
 - Student of the Month (all students)
 - Caught Being Kind tickets (all students)
 - Chamber Luncheon Recipient (8th grade only)

- **Trimester Attendance Awards**
 - Perfect Attendance
 - Outstanding Attendance (98% or higher)
 - Most Improved Attendance

Sports Activities

- **Fall Sports- Football and Volleyball**
 - Active recruitment of Native American athletes by Athletic Director

- **Winter Sports- Basketball**
 - Active recruitment of Native American athletes by Athletic Director

- **Spring Sports- Track**
 - Active recruitment of Native American athletes by Athletic Director

Academic Enrichment

- **Student Portfolio Presentations**
 - Intentional selection of Native American students by school admin and teaching staff

- **Kindergarten Promotion**
 - All students present the day of the event

- **8th Grade Graduation**
 - All 8th grade students meeting guidelines to transition to 9th grade

**CENTRAL UNION SCHOOL DISTRICT
Administrative Regulation**

**Uniform Complaint Procedures
Community Relations**

Except as the Governing Board may otherwise specifically provide in other Board policies, these uniform complaint procedures (UCP) shall be used only to investigate and resolve only the complaints specified in BP 1312.3 complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 – Nondiscrimination in Employment)

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

(cf. 5145.6 - Parental Notifications) Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Mrs. Elizabeth Williams-Lozano
Assistant Superintendent, Educational Services and Human Resources

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The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against or implicating a compliance officer may be filed with the Superintendent or designee.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those involving alleged unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

AR 1312.3 (3)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 49013; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the

complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).

4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation or alleging unlawful discrimination (such as discriminatory, harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension., harassment, intimidation, or bullying.
 - d. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
 - e. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
 - f. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
 - g. The complainant has a right to appeal the district's decision to the CDE

by filing a written appeal within 15 calendar days of receiving the district's decision.

- h. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- i. Copies of the district's UCP are available free of charge.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed

anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant or alleged victim of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.
6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using

mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory, harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To investigate a complaint alleging retaliation or unlawful

AR 1312.3 (8)

discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Final Written Decision

AR 1312.3 (9)

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

AR 1312.3 (10)

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The relationship between the alleged victim(s) and offender(s)
 - d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as

AR 1312.3 (11)

discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

AR 1312.3 (13)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Administrative Regulation
Approved: March 9, 1992

Central Union School District
Lemoore, California 93245

Revised: May 24, 2004
June 12, 2006
August 11, 2008
July 9, 2012

AR 1312.3 (14)

May 13, 2013
February 15, 2015
August 8, 2016

**CENTRAL UNION SCHOOL DISTRICT
Board Policy**

**Uniform Complaint Procedures
Community Relations**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic

BP 1312.3 (2)

information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)
(cf. 3320 - Claims and Actions Against the District)

4. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

5. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

6. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

7. Any complaint alleging district noncompliance with the physical

BP 1312.3 (3)

education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

8. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
9. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

BP 1312.3 (4)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:
EDUCATION CODE

200-262.4 Prohibition of discrimination
222 Reasonable accommodations; lactating students
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49069.5 Rights of parents
49490-49590 Child nutrition programs
51210 Courses of study grades 1-6
51223 Physical education, elementary schools
51225.1-51225.2 Foster youth and homeless children; course credits; graduation requirements
51228.1-51228.3 Course periods without educational content
52060-52077 Local control and accountability plan, especially
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
52800-52870 School-based program coordination
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972
6301-6577 Title I basic programs
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs
12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Policy

Adopted: March 9, 1992

Revised: May 10, 2004

December 13, 2004

June 12, 2006

August 11, 2008

April 20, 2009

July 9, 2012

May 13, 2013

January 9, 2015

August 8, 2016

Central Union School District

Lemoore, California 93245

Bylaws
District Indian Education Advisory Committee (IEC)
Santa Rosa Rancheria/Lemoore Union High School District/Central
Union Elementary School

ARTICLE I

Name

The name of this organization shall be the Santa Rosa Rancheria/Lemoore Union High School District/Central Union Elementary School District Indian Education Advisory Committee (IEC)

ARTICLE II

Objective

The objective of the IEC shall be to assist the Santa Rosa Rancheria (SRR)/Lemoore Union High School District (LUHSD)/Central Union Elementary School District (CUESD) to bring about cooperation and coordination of community and other resources, such as, the Johnson O'Malley and Title VI Federal funding, which may be of value to the SRR, LUHSD, and CUESD Native American students in regards to student achievement and other projects. In achieving this purpose, the IEC shall accomplish these tasks:

1. To help plan, develop and implement an educational plan for our Native American students
2. To determine organizational structures to accomplish its tasks which would include adoption of bylaws that meet *California Education Code* requirements
3. To establish communication processes with the governing boards of LUHSD and CUESD, local schools within the two districts. SRR, and the local community
4. To establish processes for evaluation.

ARTICLE III

Membership

1. The IEC shall be composed of three **(3) parents of Native American students** who have at least one child at LUHSD or CUESD, plus **(1) Alternate Parent member** one **(1) Site administrator** from LUHSD or CUESD, **one (1) teacher** from LUHSD or CUESD, **two (2) LUHSD students** (one middle school & one high school) one **(1) Director of the SRR Education Department (1) Employee of the SRR Education Department, (1) CUESD District Representative (Non-Voting Participant)**
2. Those members identified as parents of the school must not employ members of the community.

3. Native American parents and the Director of the SRR Education Department shall comprise the majority of persons representing the committee.

ARTICLE IV

Officers

Section 1: Officers

The officers of the IEC shall be a chairperson, vice-chairperson, secretary and such other officers, as the IEC may deem desirable.

Section 2: Election and Term of Office

The officers of the IEC shall be elected for a (1) year term. Officers may be elected again the following year. The election will be held during the first regular meeting of each school year.

Section 3: Removal

Any officer elected by the IEC may be removed by a two-thirds vote of all members of the IEC whenever, in the judgment of the IEC, the best interests of the IEC would be served.

Section 4: Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or any other reason, may be filled by the IEC for the unexpired portion of the term. Parents vote to replace parents, teachers vote to replace teachers, etc.

Section 5: Chairperson

The chairperson shall preside at all meetings of the IEC and may sign all letters, reports and other communications of the IEC. In addition, he/she shall perform all duties incident to the office of chairperson and such other duties as may be prescribed by the IEC.

Section 6: Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his/her absence. He/she shall also perform such other duties as from time to time may be assigned to him/her by the chairperson or by the IEC.

Section 7: Secretary

The secretary shall keep all minutes of the meetings, both regular and special, and shall promptly transmit them to each member of the IEC and to such other persons the IEC may direct. He/she shall see that all notices are duly given in accordance with the provisions of these by-laws. He/she shall keep a register of the address and phone number of each member of the IEC and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned by the chairperson or the IEC.

Section 8: Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted for a vote to the IEC. Proxy voting and absentee ballots shall not be permitted. Unofficial members and alternate members shall not be allowed to vote except in such cases as when an alternate is declared a voting member for a meeting in which a regular voting member is

absent. Alternates can only vote for members of like category (i.e. a teacher for a teacher, a parent for a parent).

Section 9: Termination of Membership

A member shall no longer hold membership should he/she cease to be a resident of the area served by LUHSD and/or CUESD or if he/she terminates his/her relationship with the group for which he/she was selected to represent. Membership will automatically terminate when a member is absent for a period of four consecutive months. The IEC, by affirmative vote of two-thirds of all the members, may suspend or expel a member.

Section 10: Transfer of Membership

Membership on the IEC is not transferable or assignable.

Section 11: Alternates

Alternates may be elected annually when the voting members of the IEC are elected. Alternates may vote in the absence of a voting member according to the restrictions of Section 8. The number of votes received during the annual election will determine first alternate, second alternate, etc. An alternate may become a voting member upon the termination of a voting member.

Section 12: Resignation

Any member may resign by filing a written resignation with the secretary or chairperson.

Section 13: Vacancy

Any vacancy of a member, shall be filled for the remainder of the unexpired term by a member of the same subgroup (i.e. teacher, parent, administrator).

ARTICLE V

Committees

Section 1: Standing and Special Committees

The IEC may establish and abolish such standing or special committees, as it may desire. Each member of a standing or special committee shall be a member of the IEC. No standing or special committee may exercise the authority of the IEC.

Section 2: Membership

Unless otherwise determined by the IEC in its decision to establish a committee, the chairperson of the IEC shall appoint members of a committee.

Section 3: Term of Office

Each member of a committee shall continue as such for the term of his/her appointment and until his/her successor is appointed, unless the committee shall be terminated or abolished or unless such member shall cease to qualify as a member.

Section 4: Rules

Each committee may adopt rules for its own governance not inconsistent with these by-laws.

Section 5: Quorum

A majority of the committee shall constitute a quorum and an act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6: Vacancies

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI

Meetings of the IEC

Section 1: Regular Meetings

The IEC meetings shall be held as needed, generally the committee will meet monthly during the school year (September- May) on the **third Tuesday** of the month. The month of September shall be utilized for the election of the members of the IEC.

Section 2: Special Meetings

Special meetings may be called by the chairperson or by a majority of the IEC.

Section 3: Place of Meetings

The IEC shall hold its regular meetings in a facility provided by the SRR Education Department.

Section 4: Notice of Meetings

Regular and special meetings shall be noticed. All notices shall be in writing and shall state the day, hour, and location of the meeting.

Section 5: Decisions of the IEC

All decisions of the IEC shall be made only after an affirmative vote of a majority of its members in attendance when a quorum is present.

Section 6: Conduct of Meetings

All regular and special meetings of the IEC shall be conducted in accordance with *Robert's Rules of Order* or in accordance with an appropriate adaptation thereof.

Section 7: Meetings Open to School Representatives, SRR, and Parents of Indian Students.

All regular and special meetings of the IEC and of its standing or special committees shall be open at all times to representatives from LUHSD, CUESD, and SRR.

Section 8: Quorum

A majority of the members of the IEC shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the IEC.

ARTICLE VII

Amendments

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the IEC and with the help of the SRR, LUHSD and/or CUESD, provided that the amendment is to carry out the objectives of the IEC as herein expressed. Any amendments must conform to the laws and regulations of the State of California.

Approved: November 14, 2017

The Native American student assessment data is to be presented during the first semester of each school year. This meeting must be posted in the local newspaper.

The flyer and the agenda are to be posted 72 hours prior to each meeting.

Santa Rosa Rancheira
JOM Monthly Budget Update
FISCAL YEAR 2018-2019

October 16th, 2018

DESCRIPTION	Carry Over	ALLOCATION	BUDGET		
			TENTATIVE	REVISION (+/-)	FINAL
PERSONNEL- <i>Paid by Tribal Council</i>			\$ -	\$ -	\$ -
Fringe Benefits - <i>Paid by Tribal Council</i>			\$ -		
SUBTOTAL			\$ -	\$ -	\$ -
CONTRACTUAL					\$ -
Conference			\$ 3,000.00		\$ 3,000.00
Presenter			\$ 1,639.00		\$ 1,639.00
SUBTOTAL			\$ 4,639.00	\$ -	\$ 4,639.00
EQUIPMENT					\$ -
SCHOOL SUPPLIES			\$ 500.00		\$ 500.00
SUBTOTAL			\$ 500.00	\$ -	\$ 500.00
INCENTIVE					\$ -
COLLEGE VISITS			\$ 1,000.00		\$ 1,000.00
SUBTOTAL			\$ 1,000.00	\$ -	\$ 1,000.00
INDIRECT COST					\$ -
District Administration				\$ -	\$ -
Sequestration				\$ -	\$ -
SUBTOTAL			\$ -	\$ -	\$ -
TOTAL			\$ 6,139.00		\$ 6,139.00
			\$ 6,139.00		

John Raven
Director of Curriculum and Instruction

Danny Llamas
Director- SR Rancheria Ed. Center

Title VI

Approved Budget for 2018/19 School Year - Approval Date: May 23, 2018

Personnel: (\$30,250)

LUHSD Summer School (18/19) (Certificate)	\$5,000 + Benefits	\$500
LUHSD Summer School (18/19) (Certificate)	\$5,000 + Benefits	\$500
LUHSD Afterschool at SRR Ed. Math (18/19) (Certificated)	\$6,000 + Benefits	\$600
LUHSD Afterschool at SRR Ed. ELA (18/19) (Certificated)	\$5,000 + Benefits	\$500
Central Summer School (18/19) (Certificated)	\$4,000 + Benefits	\$400
LUHSD or Central School Counselor Support at the SRR Ed. Dept (18/19)	\$2,500 + Benefits	\$250

Supplies: (\$6,206)

Jamison High – Lang. Arts/Math Supplemental Materials		\$500
SRR Ed. Dept – School Materials (Student Binders)		\$2,000
Native Cultural Supplies for Activities and Crafts		\$500
Career Day Supplies		\$706
Student Homework Kits		\$1,000
Student Book Handout (Grade Level Books)		\$1,500

Other: (\$16,900)

CUESD Consultant Assistance Math (Furtado)		\$15,600
Career Day Inspirational Speaker		\$1,300

Indirect Cost: (\$2,808)

LUHSD 5%		\$2,808
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Blue = Addition to the 2018/19 Budget

Red = Allocation utilized for this funding cycle

TOTAL GRANT FOR 2018-2019 SCHOOL YEAR: \$56,164

October 2018

September 2018							October 2018							November 2018						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
							1	2	3	4	5	6	7	8	9	10	11	12	13	14
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31											

- US Holidays
- Central Staff Birthdays
- Found in Apps
- Student Activities

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4	5	6	7
Indigenous Peoples' Day Columbus Day	8 Student Fundraiser	9 Student Fundraiser	10 Student Fundraiser	11 Student Fundraiser	12 Student Fundraiser	13
15	16	17	18	19	20	21
	12:05 PM 10:15am 4th-5th Student Sampling MTSS Social Emotional Survey (C/O 6 or 77) 1:20 PM 1:20pm 6th-8th MTSS Student Sample Social Emotional Survey w/Counselor Rm 5 or 77	12:00 PM 12:00pm Lembofe Chamber Luncheon w/8th Grade student - Tachi Pineda 2:00 PM 2:00pm 6th-8th Football & Volleyball Games w/Kings Christian at Central?	10:19 AM 10:19am K-8th Mock Crisis Drill (Drop and Cover) Great American Shake Out	8:00 AM 8th Grade Outdoor Education w/ Pineda, Shimmom, & Florez Admin AP Conzales 1:20 PM 1:20pm 6th-8th Football & Volleyball Teams @ Akers	2:30 PM 1:20pm 6th-8th Volleyball w/Stratford @Central	
22	23	24	25	26	27	28
		Halloween 1:20 PM 1:30pm K-5th Halloween Parties	9:00 AM 9:00am 2nd-5th/And Mrs. Barber's 6th Red Ribbon Interactive Presentation by Behavioral Health MUR & Football Field	1:20 PM 1:20pm Sports Bye Week		
29	30	31				

November 2018

- US Holidays
- Central Staff
- Birthdays
- Found in Apps
- Student Activities

October 2018

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2018

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2018

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	5 Election Day	6 Diwali 8:30 AM 8:30am K-2nd TI Outstanding Student Attendance Reward Day in MU 10:00 AM 10:00am 3rd-5th TI Outstanding Student Attendance Reward Day in MU 12:00 PM 12:00pm Lemoyne Chamber Luncheon w/8th Grade student - Techi Palace	7 8:15 AM 8:15am Student & Staff School Picture Day 9:30 AM 10:30am Preschool Picture Day in MUR 12:30 PM 12:30pm Preschool Pictures in the MUR	8 8:30 AM 8:30am Student Portfolio Day - District Attending Rm. 1 1:00 PM 1:00pm K-5th NED Show (Never Give Up - Encourage Others - Do Your Best) in MU Mrs. Ferreira overseeing	9 1:20 PM 1:20pm 6th-8th Volleyball @MAQ 10:10 AM 10:10am 6th-8th TI Outstanding Student Attendance Reward Day in MU	10 Daylight Saving Time End Veterans Day
12 Veterans Day (observed)	13	14	15	16	17	18
19	20	21 Thanksgiving	22	23	24	25
26	27	28	29	30		

Stratford Elementary School - October Update

National Bullying Prevention Month

Students are being encouraged to perform random acts of kindness on campus. Students caught being kind are recognized daily during morning announcements and rewarded with prizes.

School Events

- October 1 Pajama Movie Day- Attendance Reward for earning 98.7% schoolwide attendance during the month of September
- October 3-5 Outdoor Education Trip to Yosemite (8th grade)
- October 6 Saturday School
- October 10 Football (B) & Volleyball (ABC) @Stratford vs. Akers
- October 17 Bus Evacuation Drills
- October 18 Great American Shakeout
- October 19 Volleyball (AB) @Central
- October 20 Saturday School
- October 26 Volleyball (AB) @Stratford vs. Kings Christian
- Oct 29-Nov 2 Red Ribbon Week Daily Dress-up Days & Activities
- October 30 Pumpkin Patch and Hay Maze
- October 31 Halloween Dress-up Day

Upcoming in November:

- November 2 Football & Volleyball @Parkview
- November 3 Saturday School
- November 6 Fun Works Rally and Dance
- November 7 Volleyball Tournament @LHS
- November 8 End of Trimester 1
- November 9 Trimester Perfect Attendance Activity
- November 15 Trimester Awards Assemblies
- Nov 19-23 Thanksgiving Break
- Nov 27-30 Parent Conferences