

Thank You For Joining Us!

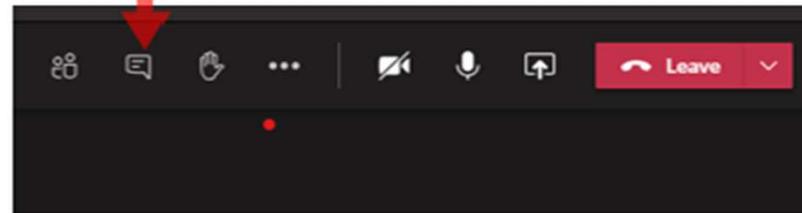
**The Native American Parent
Advisory Committee Meeting
Will Begin
Shortly~**

Housekeeping

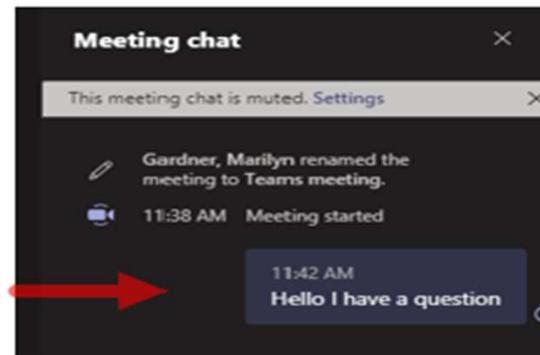
We will be muting everyone- decrease noise.

We do want to hear from you.

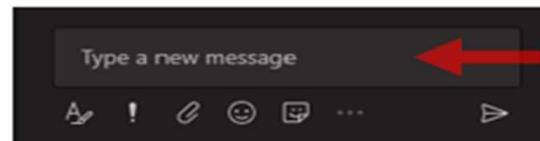
-Click On Chat Icon



-See Conversation

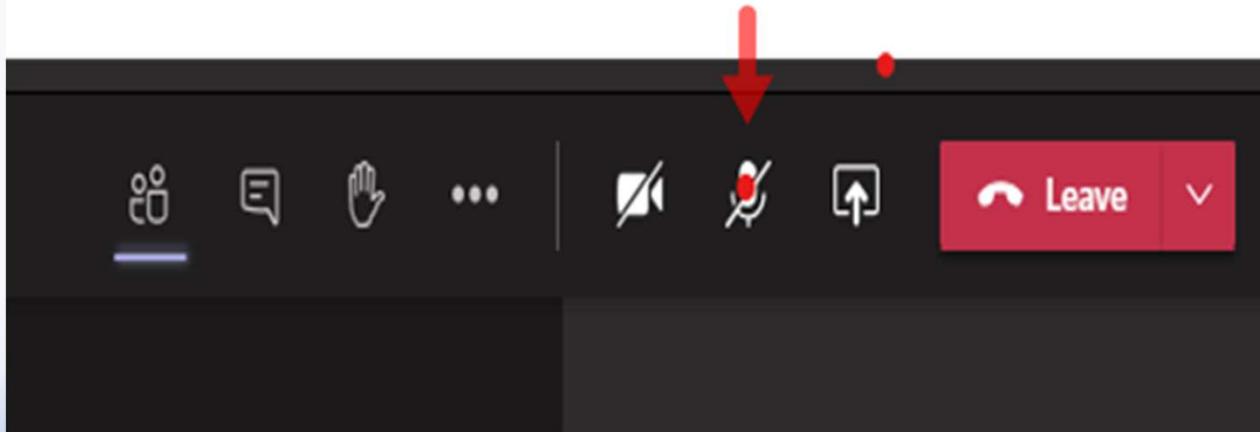


-Ask a Question



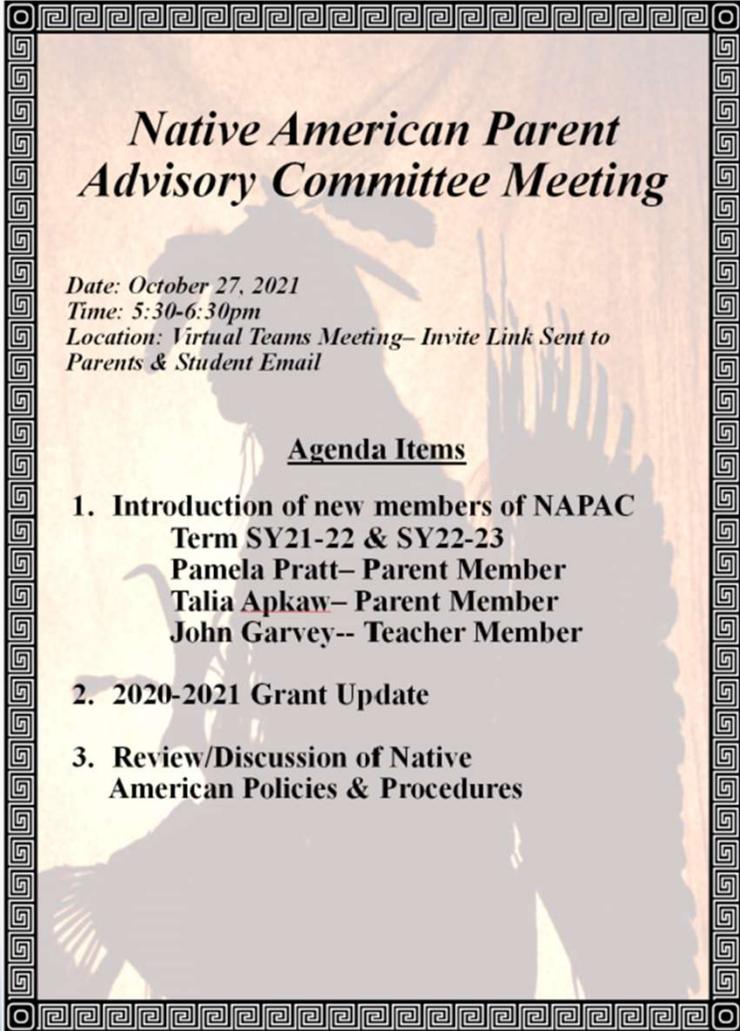
Housekeeping

- You can also “unmute” yourself to ask a question
- Simply click here





President Call to Order- Yolanda
NAPAC Roll Call- Tina

The poster features a central image of a Native American figure in silhouette, wearing a feathered headdress, set against a warm, golden-brown background. The entire content is framed by a decorative black border with a repeating geometric pattern.

Native American Parent Advisory Committee Meeting

Date: October 27, 2021

Time: 5:30-6:30pm

*Location: Virtual Teams Meeting– Invite Link Sent to
Parents & Student Email*

Agenda Items

- 1. Introduction of new members of NAPAC
Term SY21-22 & SY22-23
Pamela Pratt– Parent Member
Talía Apkaw– Parent Member
John Garvey-- Teacher Member**
- 2. 2020-2021 Grant Update**
- 3. Review/Discussion of Native
American Policies & Procedures**

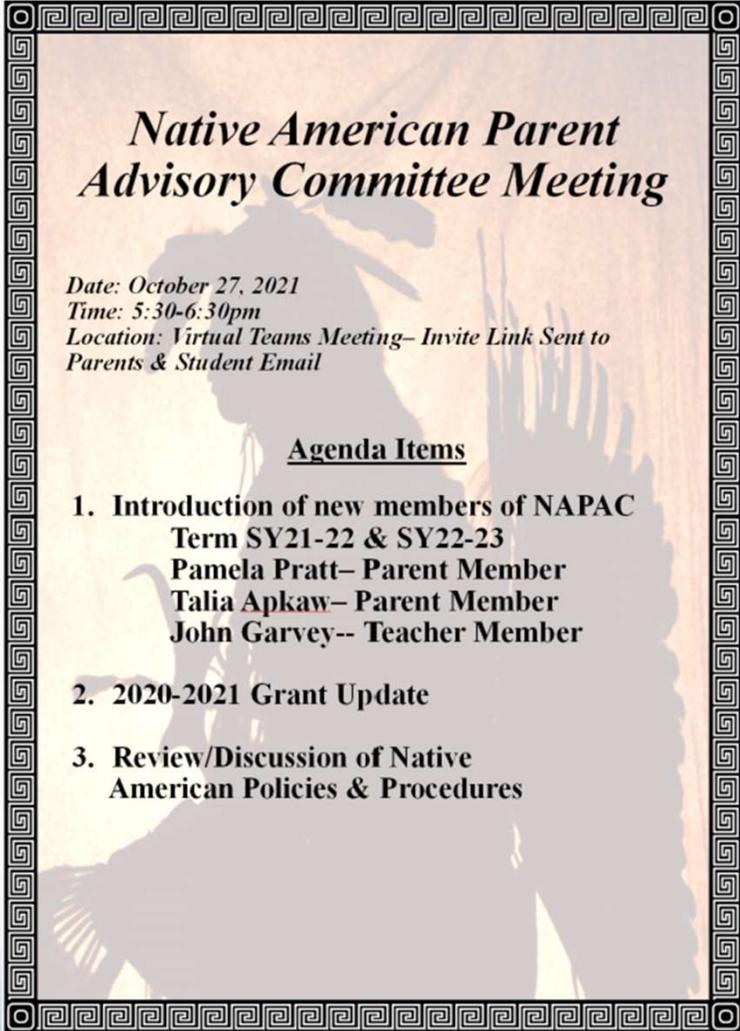
- 
- Motion to Accept Meeting Agenda
 - Second the Motion
 - Roll Call Vote

Welcome New 21-22 NAPAC Members

Nominations were accepted from 9-13-21 through 9-17-21

Candidate voting ran from 9-27-21 through 10-2-21

SY21-22 NAPAC Committee		
Member Name	2 Yr. Term Started	Position
Yolanda Garcia	20-21	Chair
Rogene Enos	20-21	Parent Member
Maria Pena	20-21	Parent Member
Cruz Martinez	20-21	Student Member
Talia Apkaw	21-22	Parent Member
Pamela Pratt	21-22	Parent Member
John Garvey	21-22	Teacher Member

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Close Out of SY20-21

Proposed Expenditures for Title VI 20-21	Type	Cost Category	Budget Estimate	Spent
Project Director	Program Cost	Personnel	\$0.00	\$0.00
Project Director	Fringe	Personnel	\$0.00	\$0.00
Other: Tutors	Program Cost	Personnel	\$6,500.00	\$0.00
Other: Tutors	Fringe	Personnel	\$1,300.00	\$0.00
Cultural Resource Spec.	Program Cost	Personnel	\$15,500.00	\$19,175.86
Cultural Resource Spec.	Fringe	Personnel	\$6,700.00	\$4,793.96
Out of District (Busing)	Program Cost	Travel	\$4,000.00	\$0.00
Direct Instructional Delivery (Edenuity)	Program Cost	Supplies	\$12,000.00	\$12,391.80
Student Consumables	Program Cost	Supplies	\$11,000.00	\$886.16
Direct Instructional Delivery (Student fees for PASS, CTE, Credit Recovery, Summer school etc...)	Program Cost	Other	\$16,500.00	\$25,756.76
Student Activities Related to Services (student travel to colleges, NA Conf., pow wow staffing)	Program Cost	Other	\$12,000.00	\$0.00
Professional Development- Advocate	Program Cost	Other	\$1,122.00	\$0.00

\$86,622.00 \$63,004.54



SY21-22 Title VI Grant Update

Proposed Expenditures for Title VI 21-22	Amount Budgeted	Spent to Date
Education Liaison Salary .50 FTE	\$18,500.00	\$1,526.80
Education Liaison Benefits	\$7,500.00	\$945.00
Professional Development (Staff)- Payment for facilitators	\$1,000.00	\$0.00
Student Classroom/School Supplies	\$1,000.00	\$0.00
Student Fees (Course Fees, AP Testing, ACT/SAT Testing, Freshmen PE Uniforms, Cap/Gown, Summer School Tuition, PASS Fees, Entrance fees ect...)	\$30,000.00	\$80.00
Payment to services being provided in relation to Pow Wow/Cultural Events	\$3,200.00	\$0.00
Classroom Supplies- Purchase of culturally relevant materials- implementation for use in district curriculum.	\$10,600.00	\$0.00
Fees for payment of facilitators for In-School Cultural Activities	\$2,500.00	\$0.00
Registration/Recruitment Outreach- Overtime	\$600.00	\$0.00
Registration Outreach Benefits	\$116.03	\$0.00
Student Travel-College Visits etc...	\$3,000.00	\$0.00
Program Management Supplies	\$250.00	\$0.00
In-State Conference Registration	\$500.00	\$0.00
In-State Conference Travel	\$400.00	\$0.00
Indirect Cost Rate 7.82%	\$6,715.97	\$0.00
Total	\$85,882.00	\$2,551.80

Title VI Grant Update

Goal: Increase evidence of Native American culture represented in school curriculum and school culture.

Strategy: Develop units of study within district content areas.

Meeting with content area teachers in Professional Learning Communities.

- *Met with Art Teachers 10/20/21- currently working on curriculum proposal

- *CTE Culinary Teachers, English Teachers & Social Studies meeting set for 10/28/21

- *Will need to work as a team to develop curriculum proposals

SY21-22 Tribes Represented

13% of our Student Population

Ak Chin
Alaskan Eskimo
Apache
Cherokee
Chippewa
Choctaw
Gila River Indian Community
Hopi
Muscogee Creek
Navajo
Pascua Yaqui
Pueblo of Zuni
Salt River- Pima
Shoshone Paiute
Sioux
Tohono O'Odham
White Mountain Apache
Yupik of Alaska

Student University Campus Visitations

*Still working on trying to schedule these for students- after Christmas

*Student will need permission from their teachers to be out of class

*College campuses are not yet open to tours due to COVID



- Seeking a Native American Education Liaison

<https://cguhsd.tedk12.com/hire/index.aspx>

Username Password [Sign In](#) [Hire Home](#) | [Internal](#) | [Admin](#) | [Help](#)

**INSPIRING
EXCELLENCE**
CASA GRANDE
UNION HIGH SCHOOL DISTRICT

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Native American Educational Liaison - 10 Month

Job Description

POSITION: Native American Educational Liaison

LOCATION: District Wide – As Assigned

REPORTS TO: Director of Federal Programs

JOB GOAL:

- To assist the Director of Federal Programs in the implementation of educational support services for Native American students and their families.

QUALIFICATIONS:

Qualifications to perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required to be successful:

- Knowledge of social, educational and economic issues involving Native Americans
- Ability to communicate with Native American students and families
- Experience with the administration of federally funded educational/training programs
- Must have own transportation
- Must have an Arizona driver's license
- Must have basic skills using Microsoft Excel software
- Knowledge and experience with Native American languages, education and culture (preferred)
- Instructional experience in working with students (preferred)
- Experience working with student data information systems (preferred)
- Minimum of an Associates Degree or higher (preferred)

Skills:

- Problem Solving - Identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in individual and group problem solving situations.
- Customer Service - Manages difficult or emotional customer situations; responds promptly to customer needs; responds to requests for service and assistance; meets commitments.
- Teamwork - Balances team and individual responsibilities; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team environment; puts success of team above own interests; able to build morale and group commitments to goals and objectives; supports everyone's efforts to succeed.

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Applications will be accepted
**Tuesday, August 17, 2021 12:00 AM -
Tuesday, November 30, 2021 11:59 PM**
(Mountain Standard Time)

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Tell a Friend

Do you know someone who should apply for this job? Send this job posting to him or her! We'll send an email and include the job details and a link to this posting.

Recipient's Name

Recipient's Email



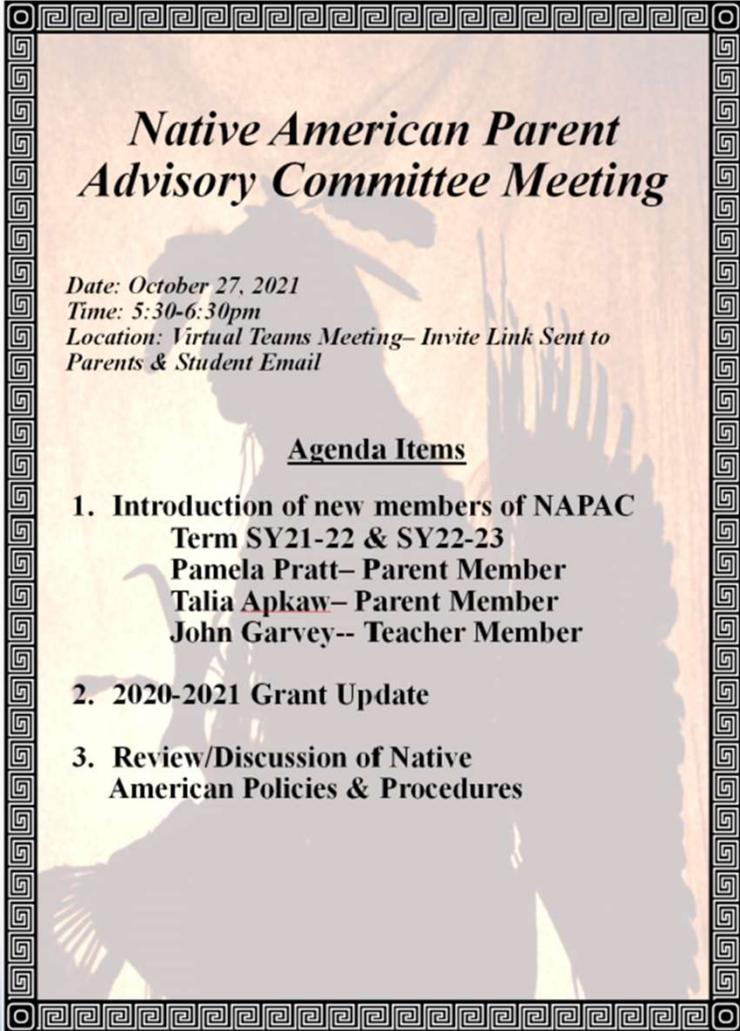
ESSER III Project

Wi-Fi Services- School Bus Connectivity

- The district has already purchased the Wi-Fi hot-spots for the 16 longest bus rides and will fund connectivity charges for three years.
- Students have their own devices and will be able to work on their schoolwork and/or receive tutoring services while traveling to and from school.
- Many students who live remotely do not have reliable access to the Internet at home.

Mobile Tutoring Paraprofessionals

- The district will be placing highly qualified tutors on the six longest bus routes home (3 at each school site).
- The buses will be Wi-Fi enabled and the tutors will be working in conjunction with the school Interventionist and student's classroom teachers to identify students needed assistance and arrange tutoring in a targeted manner.

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Annual Review of Native American Policies & Procedures

Requirement that NAPAC review the preferences for the NA Policies & Procedures to provide input.

- Policy 1:** CGUHSD will ***disseminate*** relevant applications, evaluations, program plans, and information related to education programs/activities with ***sufficient notice*** to allow tribes and parents of Native American children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]
- Procedures:** CGUHSD will disseminate information and seek timely input regarding its educational programming (including, but not limited to): Title I, Part A, Title I, Part C, Title II, Part A, Title III, Part A, Title IV Title VI, Part A, Subpart 1, Title VII-Impact Aid programs.
- Grant applications, evaluations and program planning will be made available to parents of Native American children, Tribal Officials and the Parent Advisory Committee. A summary will be prepared and disseminated by email seven (7) days in advance of all meetings to afford all interested parties the opportunity to review the documents and provide input at the meeting. All meetings will be open to the public and publicly advertised on the CGUHSD websites and will be sent to the Tribal Council/Education Center for posting to inform interested parties.
- Parents of Native American students, tribal officials, the Native American Parent Advisory Committee, and any other interested parties may participate to strengthen the educational programs and services that support Native American students within the district.
- Minutes from the Native American Parent Advisory Committee meetings will be posted on the CGUHSD websites to make them available for community review and allow for ongoing dissemination of information.

•**Policy 2:** The CGUHSD will offer opportunities for local tribes and parents of Native American children to ***provide input*** on educational programs/activities, including recommendations on the needs of their children so that they may realize the benefits of the educational programs/activities. [34CFR222.94(a)(2)]

- (i) Notify tribes and the parents of Native American children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Native American views, if necessary, to ensure the maximum participation of tribes and parents of Native American children.

•**Procedures:** The CGUHSD will host three meetings a year to provide parents of Native American children an opportunity to provide input and ask questions regarding the District's educational programs and activities. A public hearing is scheduled mid-year which is specifically devoted to addressing questions regarding federal programs. Meeting agendas will be publicly posted, and these events will be open to the public allowing for Tribal officials, as well as parents of Native American children to submit comments and recommendations for consideration.

•At each of the monthly school board meetings, a section of time is set aside for communications from the public, which is another opportunity for comments and suggestions regarding programming for Native American students.

•The CGUHSD will consult with the tribe at the first scheduled meeting of the year to determine the tribes' preferred method(s) of communication (example: mail, email, phone, text, webinars). The CGUHSD will, to the extent possible, accommodate tribal preferences for the preferred method of communication related to the dissemination of information, meeting dates/times to maximize participation from Tribal officials, as well as parents of Native American children.

•Information will be included in student handbooks/enrollment packets regarding opportunities to provide feedback.

•Native American students and their parents will be offered the opportunity to provide input annually through the implementation of a digital survey.

• District representatives will have ongoing contact with representatives from local tribal communities to discuss relevant educational programming goals.



•**Policy 3:** The CGUHSD will annually assess the extent to which Native American children participate on an equal basis with non-Native American children in the District's educational programs/activities. [34CFR222.94(a)(3)]

- (i) Share relevant information related to Native American children's participation in CGUHSD's educational programs/activities with tribes and parents of Native American children; and
- (ii) Allow tribes and parents of Native American children the opportunity and time to review and comment on whether Native American children participate on an equal basis with non-Native American children.

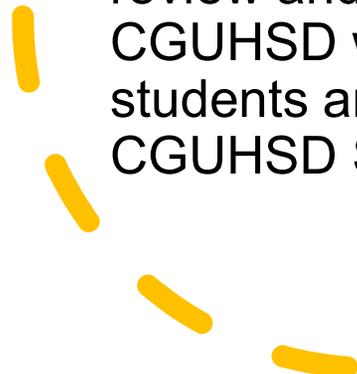
•**Procedures:** The CGUHSD will analyze participation rates of Native American children compared to other children in all aspects of educational programs/activities on an annual basis. The analysis will compare the participation rates of Native American children to non-Native American children to identify gaps and inform program planning. The analysis will be presented at a scheduled meeting to be shared with parents of Native American students, tribal officials and the community to garner feedback, inform educational planning prepare for the Title VI grant submission. A summary of this information will first be distributed to parents of Native American students, tribal officials and interested parties seven (7) days in advance of the meeting. The information will also be shared with the CGUHSD Superintendent and school staff to better inform their planning/instructional practices to address gaps and improve support Native American students. Meeting minutes will also be posted on the CGUHSD website for public viewing within seven (7) days post meeting.





•**Policy 4:** The CGUHSD will modify the NAPP if necessary, based upon the results of any assessment or input described in this document.
[34CRF222.94(a)(4)]

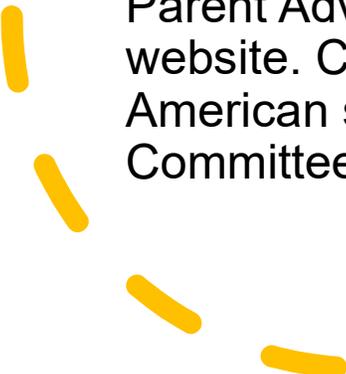
•**Procedures:** During the first meeting of the Native American Parent Advisory Committee, the NAPP will be reviewed and revised if necessary. A copy of the NAPP will be distributed seven (7) days in advance to the meeting to provide adequate time for the members to review the document. The NAPP will then be submitted to the CGUHSD School Board for their review and approval. The approved document will be posted on the CGUHSD website, as well as being sent to parents of Native American students and tribal officials within seven (7) days of adoption by the CGUHSD School Board.





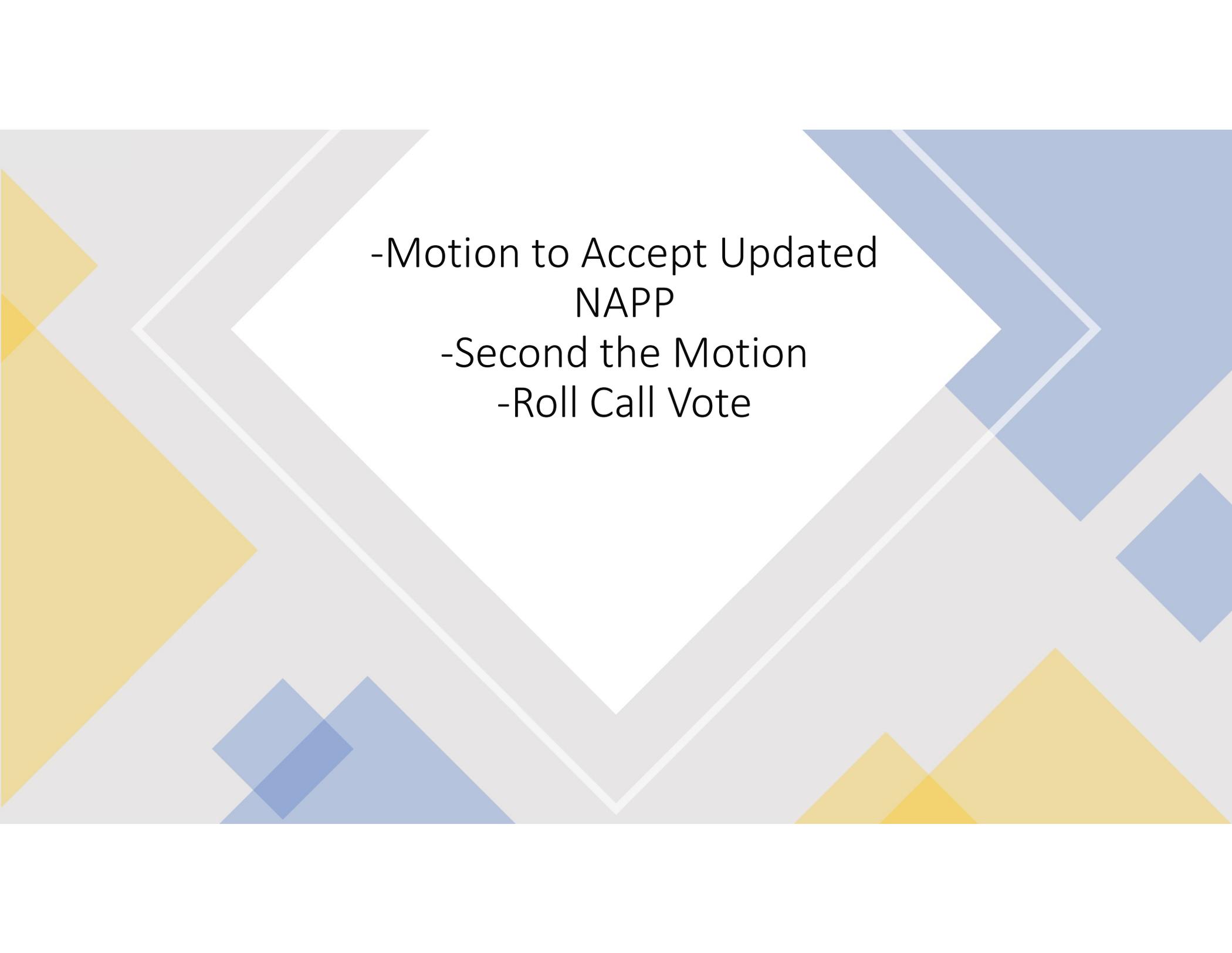
•**Policy 5:** The CGUHSD will respond at least annually (in writing) to comments and recommendations made by tribes or parents of Native American children and disseminate the responses to the tribe and parents of Native American children prior to the submission of the NAPP by CGUHSD. [34CRF222.94(a)(5)]

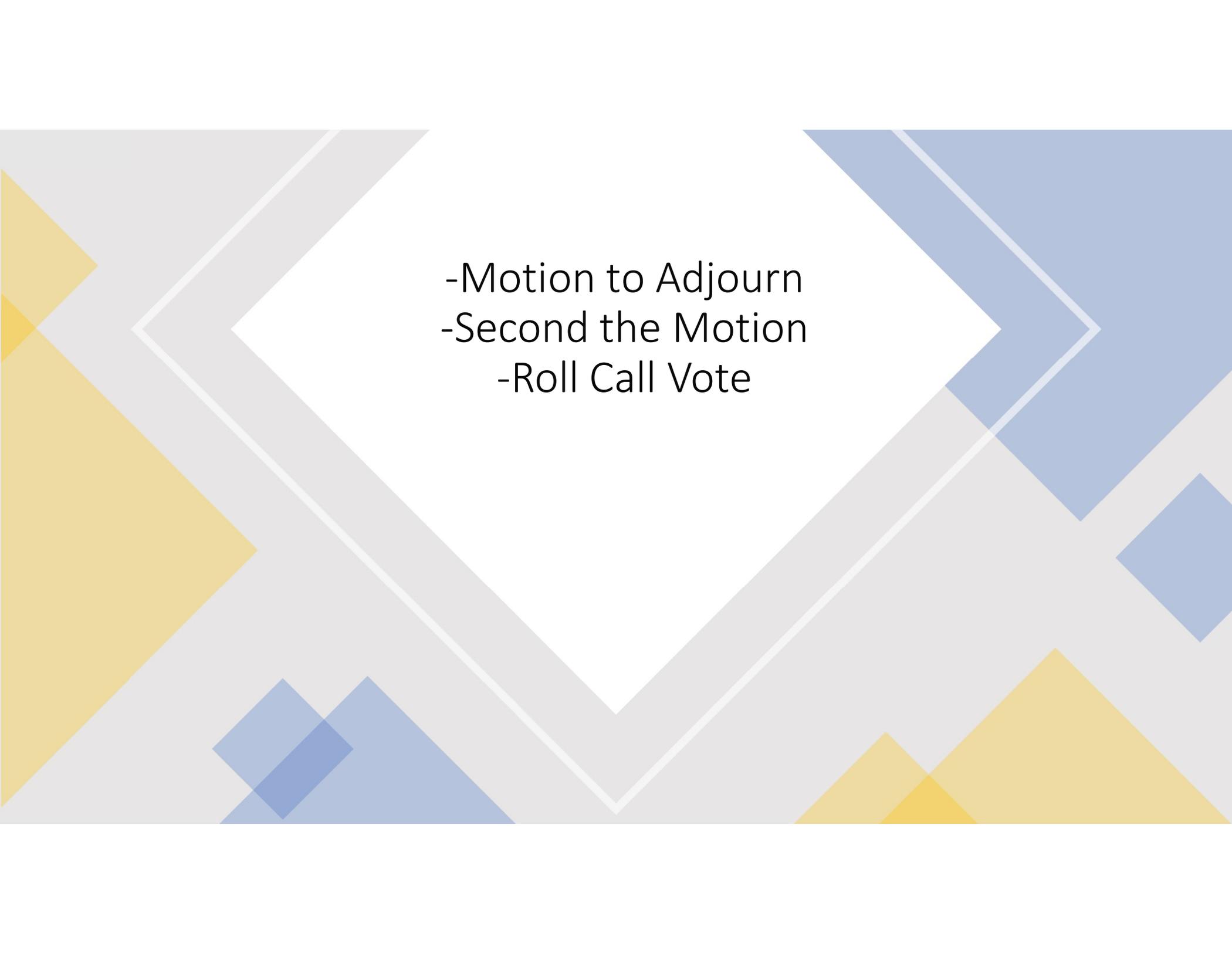
•**Procedures:** All comments/recommendations made by the Native American Parent Advisory Committee, parents of Native American students or tribal officials will receive a written response within thirty (30) calendar days of receipt. The CGUHSD will share all comments/recommendations provided at the scheduled public meetings throughout the school year and will document in Native American Parent Advisory Committee meeting minutes which are posted on the district website. Copies of the meeting minutes will be distributed to parents of Native American students, tribal officials, and the Native American Parent Advisory Committee within seven (7) days post meeting.



•**Policy 6:** The CGUHSD will provide a copy of the Native American Policies & Procedures annually to the affected tribe or tribes. [34CRF222.94(a)(6)]

•**Procedures:** The CGUHSD will annually provide a copy of the current NAPP to local tribal representatives by email no later than January each year. This information will also be made available on the CGUHSD website.

- 
- Motion to Accept Updated NAPP
 - Second the Motion
 - Roll Call Vote

- 
- Motion to Adjourn
 - Second the Motion
 - Roll Call Vote