

SCHOOL BOARD TRAINING: BOARD ROLES AND RESPONSIBILITIES

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Topics Covered

- **Board Functions and Responsibilities**
- **The School Board's Primary Roles**
- **Specific Board Functions**
 - **The School Board's Role in Grant Compliance**
 - **The School Board's Role in Personnel Matters and Student Matters**
 - **Effective Hearing Processes**
 - **Special Education Unique Requirements and Compliance**
 - **Curriculum Development**
- **Developing and Implementing Policies and Procedures**

Welcome and Introductions

Today's Training Session Ground Rules

- Be present and mindful.
 - Take courage - this is intended to be a safe space.
 - Please feel free to ask questions at any time or to share your experiences.
 - Phones on silent. Please take a break to look at phones or step out to take calls.
 - Lead with respect - listen while others are talking; respect everyone's privacy.
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Ice Breakers

Introduce yourself:

- Name
- If you could add an additional holiday to the calendar, what would it be and when?
- One thing you want to learn today

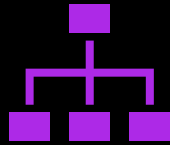
School Board Functions and Responsibilities

- The role of the Board is defined by the governing documents including the School Constitution or Charter and By-laws. The Tribal Council by resolution, adopts a Tribal Ordinance creating the Tribal School and its Charter or Constitution.
- For Tribal School Boards, the role is to exercise powers delegated to the Board by the Tribal Council in the Charter or Constitution of the School.
- The Charter or Constitution delegates certain powers to the Board and the School, informing them how to use those powers.
- The Tribal Council has the authority to amend the School's governing Charter/Constitution anytime.

Board Functions



Planning – setting goals and objectives and deciding how to achieve them



Organizing – assigning work, allocating resources, coordinating activities



Leading – directing efforts and arousing enthusiasm to achieve goals



Controlling – measuring performance, identifying deficiencies, taking corrective action

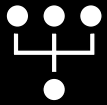
The School Board's Primary Roles

- **Planning** –Be aware of the organization's operating environment.
 - Generally observe progress of departments or progress in completing work plans and goals. Are things getting done? Set out in Policies what reports from which departments the board wants each month.
 - Adopting Strategic Plans or Work Plans and receive reports on progress. Example: BIE issues an On-Site or Desk Audit Report with noncompliance issues = the board should approve the School's response and plan to correct the findings and receive periodic reports on progress on that plan.
- **Organizing** – assigning work, allocating resources, coordinating activities
 - Maintain an appropriate board structure
 - Make sure there is an agenda for each meeting and Minutes are regularly kept. (More on this in the Session: Effective Time Management and Rules of Order)
 - Elect officers at scheduled meeting
 - Review By-Laws, Organizational Chart and Policies annually
 - Appoint committees for important matters that regularly require a lot of attention. Examples: Planning/Development; Finance; Assignments to National Organization/Reports
 - Adopting and Maintaining Policies that fit the Organization and Implementing Those Policies

The School Board's Primary Roles

- **Leading** –directing efforts and creating enthusiasm to achieve goals
 - Hire and retain competent senior management –Superintendents, Principals, Business Managers
 - Meet with and report to the parents, the community, the Tribe, and Oversight Organizations (BIE, DOE).
 - Recognize achievements of staff – cheerlead and support
- **Controlling** – measuring performance, identifying deficiencies, taking corrective action
 - Adopt and Amend Policies
 - Monitor operations – reviewing department reports and addressing operational concerns like facilities conditions.
 - Oversee performance –review performance – student achievement, attendance, compliance with financial requirements.
 - Manage Conflict – The Board's role is to hear appeals if the policies include a role for the Board in appeals. It is NOT to address personnel, public, or student complaints before the administration addresses those issues. If the Administration knows of the issue but is not addressing it in accordance with Policy, the Board's role is to enforce the policy and the Administrator's obligations to address the issue.

Controlling: Monitoring and Overseeing Performance



Require Regular reports from Managers: Reporting Should include Monthly Reporting from Finance, Personnel, Superintendent/ Principal, and for larger organizations also each sub-department.



Hire an Independent Financial Auditor and meet with the Auditor to Review the annual audit.



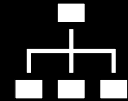
The Board Approves and submits grant applications and funding applications to agencies and performance reports as well. Make sure you read and provide input on draft reports before they are submitted and that they reflect the goals set.



Adopt Policies and Amend Policies when they aren't working for the School
Review Internal Organizational Goals regularly. If you set up a work plan, require updates on that work plan monthly.



Make sure any business tabled or not decided on is brought back for a report at the next Board meeting.



Meet with those you serve on a regular basis – this prevents a lot of unnecessary conflicts.

Specific Board Functions - Grant Compliance

- The School Board should approve a budget at the beginning of the year.
- A financial report should be provided to the Board monthly. ANY expenditures in excess of the approved budget must be approved with a budget modification showing what will change in the budget must be approved by the Board. The amount spent should be consistent with the time period the School is in generally. For example, on January 1st, the school should be 50% or less expended on salaries.
- Financial reports should show the Board what items are being funded by which sources of funds. If a position is funded by more than one funding source, the School should be tracking on timesheets or work logs time actually spent working under which fund. It is bad practice to simply guesstimate how much time and bill it. For example, billing 50% of the principal time to admin and 50% to SIG. Time should be tracked and allocated by pay period.
- The School Board should ensure that the School is following procurement policies and competitively bid contracts and purchases except in authorized circumstances such as emergency or for micro purchases under \$10,000 and for textbooks and curriculum materials. The School Board should approve all hiring of staff and all contracts for more than the amount specified in the School's policies.
- The School Board should review reports provided to granting agencies, and must approve any budget modifications as well as changes in the program provided under the grant.

Requirements for the Administration of Federal Funding



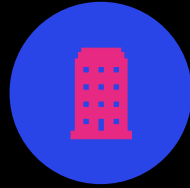
CONTRACT AND COMPLIANCE REQUIREMENTS MUST BE FULFILLED.



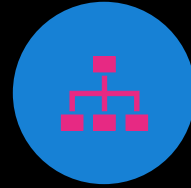
GRANT AND CONTRACT FUNDS MUST BE EXPENDED APPROPRIATELY.



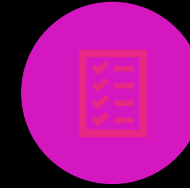
ACCOUNTING RECORDS MUST BE MAINTAINED.



ASSETS MUST BE SAFEGUARDED.



INTERNAL CONTROL SYSTEMS MUST BE ADEQUATE.



INTERNAL POLICIES AND PROCEDURES MUST BE DEVELOPED AND IMPLEMENTED.



COSTS MUST BE ALLOCATED TO THE CORRECT PROGRAM BASED UPON A COST ALLOCATION PLAN IN CASES WHERE COSTS ARE SHARED BY PROGRAMS.



GRANTEES MUST HAVE AN ANNUAL AUDIT.

The Role of the Board in Personnel Matters

- **To adopt effective policies to manage personnel issues**
- **To hear appeals if the School Policies include a role for the Board in hearing appeals**
- **To supervise the Chief Administrator as an employee**
- **The Board's Role is defined by your policies**

The Role of the Board in Personnel Matters cont'd.

- Effective Boards spend the majority of time in a Board meeting on policies and student outcomes – not personnel matters.
- **THE BOARD'S ROLE IN PERSONNEL MATTERS IS LIMITED BY SCHOOL POLICIES.**
- Typically, Board roles include only:
 - Hiring
 - Supervising only the Chief Administrator
 - Hearing appeals of personnel decisions (sometimes)
 - Hearing personnel grievance appeals of actions taken by the Chief Administrator.
- **Boards should:**
 - Not hear complaints from personnel directly. Refer them to their Supervisor and your School policies.
 - Refer personnel to your personnel grievance processes.
 - If the Board has a role hearing appeals of personnel decisions, it is a conflict for an individual Board member to hear a complainant out.
- **Boards should consider the use of an outside body or individual to decide grievances. That would preserve more Board time to focus on performance and policy matters.**

Policies on Discipline - Examples

The Board has the exclusive right to the management and administrative control of the School.

The Board endorses a policy of progressive discipline. However, the Board reserves the right to immediately move to more serious discipline than warranted by this policy of progressive discipline if the Board determines that such discipline is warranted.

The Superintendent may terminate employment immediately in cases involving serious misconduct which includes, but is not limited to, any act resulting in serious damage to school personnel, students, or property, or action(s) by an employee which impact(s) the financial integrity or community reputation of the School.

Every employee may be subject to immediate suspension by the Superintendent and immediate dismissal by the Board.

In no circumstance shall any individual Board member hear or respond to an individual personnel, student, or parent/guardian grievance. Board members will direct personnel, students or their parent/guardian to use the School Grievance policies.

The School Board shall have the authority to hire and discharge personnel of the *School in accordance with School prescribed policies and procedures.*

At all times the Superintendent is supervised by the School Board. The Superintendent is responsible for personnel discipline. The School Board shall only hear appeals of personnel discipline decisions in accordance with the personnel grievance policies.

A Progressive Discipline Model v. At Will Model

Under progressive discipline approach - employees are provided with notice of deficiencies and an opportunity to improve. The progressive discipline procedures may be applied to an employee who is experiencing a series of problems involving job performance and/or behavior. HOWEVER – the Board has reserved the right, through the enactment of these policies “to immediately go to more serious discipline than warranted by the progressive disciplinary procedures if the Board determines such discipline is warranted.

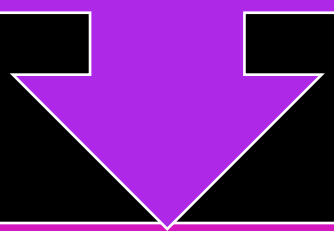
All employees are at will and may be terminated with or without cause at any time with or without advance notice.

Serious Misconduct

- **Sample language:** In cases involving serious misconduct which includes, but is not limited to, any act resulting in serious damage to school personnel, students, or property, or action(s) by an employee which impact(s) the financial integrity or community reputation of the School.
- Have a policy that authorizes the Chief Administrator to at least suspend, if not terminate, for serious misconduct until the next Board meeting.
- Have a policy that authorizes suspension pending investigation of allegations of serious misconduct and during child abuse or neglect investigations.
- Policies should spell out the investigation processes used.

PERSONNEL AND STUDENT HEARINGS – BASIC RIGHTS

In appeal hearings,
personnel and Students are
Entitled to Due Process.



What is Due Process?

**NOTICE OF THE
ACTION TAKEN, AND**

**OPPORTUNITY TO BE
HEARD**

THE HEARING PROCESS



- When you deliberate to make a decision, it should be just the Board or just the Board and legal counsel - no one else should be present while you deliberate.
- **WHAT SHOULD THE BOARD BE LOOKING AT IN A HEARING – WHAT DO YOU BASE YOUR DECISION ON?**
 - The Hearing Record and testimony.
 - NOT Gossip in the community or what you heard outside the hearing.
 - Not based on whom you like or do not like.

Have a time limit on how long the Board has to issue a decision and issue a decision in writing.

Personnel Grievance Appeal Hearings

EXAMPLE

- If an employee is dissatisfied with the decision of the supervising Principal on a Formal Grievance properly filed, or the Formal Grievance is an appeal of a contract suspension or termination, or the Formal Grievance is against the supervising Principal, the grieving employee may appeal to the School Board.
- **NOTE:** This is the **FIRST** time that the Board becomes involved in the discipline process.
- The grieving employee can request the Board to make a decision without a hearing and based solely on the Formal Grievance and any supporting documentation filed by the employee and the response of the School that were filed in writing within 5 days of the date the formal grievance was filed.
- Unless a decision based on the record is requested, the School Board will conduct a hearing.
- File a request for hearing within 5 days of Principal decision with School Administrative Assistant.
- Hearing to be held within 30 days of filing, unless Board determines good cause not to. Requests for continuance in writing and at the discretion of the Board.

Grievance Appeal Hearings cont'd.

POLICIES SHOULD BE DESIGNED TO PROVIDE A FAIR HEARING WHERE THE EMPLOYEE IS GIVEN AN OPPORTUNITY TO BE HEARD.

- Provide an Employee with the right to request copies of documents to be used at the hearing in advance of the hearing.
 - Require the filing of a written appeal and the filing of documents to be presented to the Grievance Board in advance of the hearing, so the School also knows what will be presented and has an opportunity to prepare.
 - Provide guidance on how hearings will be conducted- will the Board use a hearing officer to regulate the hearing? Who regulates the hearing?
 - What is the order of hearing the grievance – does the School or the employee go first?
 - Provide the Right to question witnesses who testify.
 - Provide a Right to representation of choice and at own expense.
 - The School Board Presiding Officer may take any actions necessary to protect any minor under the age of 18, including denial of any request to require a minor child to appear as a witness. For minor children, an Affidavit may be filed in lieu of appearance as a witness.
 - Empower the Presiding Hearing Officer to control the proceedings – including the authority to make all decisions regarding the appearance of witnesses at hearing, including but not limited when to limit testimony of irrelevant or duplicative evidence or witnesses and to take any actions necessary to protect any minor under the age of 18, including denial of any request to require a minor child to appear as a witness
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Student Rights

When any student is facing disciplinary action for an alleged violation of school regulations or policies they are entitled to due process.

The right to notice of the charges or allegations against them AND a Every student is entitled to due process in every instance of disciplinary action for alleged violation of school regulations.

NOTICE: Provide written notice of why the expulsion hearing is being held and enough time before hearing to prepare (at least 5 days):

- What did the student do? What policies apply (discipline policy and expulsion policy)?
- Notify the Parent/Guardian if the student is under 18.

Provide a process for the student and parent/guardian to ask to see the documents and evidence that will be presented at the hearing and provide notice of this process.

Provide a meaningful opportunity for the student and/or parent to respond and be heard.

BASIC DUE PROCESS RIGHTS – Student Hearings

- Provide the right to question all witnesses
- The right to be present for all testimony provided to the Board – the Board should not discuss the case with staff after the hearing, except for the limited circumstance of discussing what conditions might apply to a case where expulsion is not going to be ordered.
- Provide the procedures in advance – what is the order of the hearing.
- Student has rights to:
 - Be represented by legal counsel or an advocate
 - Not testify at hearing – sometimes these incidents involve criminal charges. Boards should not require students to ask questions if they choose not to.

Student Hearings – Best Practices

DO:

Listen for solutions. Listen for whether there are ways to address the problem without expelling the student.

Make sure the hearing is respectful and yelling is not permitted.

Ask the School representative and the parent/guardian what they are recommending to the Board and for any solutions. Examples: Allow back in if they meet conditions like counseling, no further incidents.

Do not:

Provide statements of witnesses but not have the witnesses present for the student/parent/guardian to question.

Prevent a parent/guardian from asking questions of witnesses.

Rely on hearsay or opinions about a family in the hearing or to influence your decision. A student isn't responsible for the conduct of their family members.

When you deliberate: Deliberate without others present. Does the evidence show the student violated the policies cited?

Does the evidence show the expulsion is necessary to protect health and safety of other students?

Other Rights of Parents and Students to Grieve School Policies or Decisions

- Schools must have policies on:
- Filing complaints in cases of
 - Sex Discrimination – Title IX
 - Discrimination on the Basis of Disability (ADA, IDEA)
 - Unequal treatment on the basis of a protected class (sex, sexual orientation, race, national origin, disability)
 - Denial of services available to homeless students (McKinney-Vento)
- Should have policies on complaints generally about:
 - Unequal application of policies
 - Behavior of personnel toward students
 - Policies and requesting change in policy
 - Any decision relating to a student (enrollment, discipline, transportation services, etc.)

Special Issues with Student Expulsion Hearings

Students on an IEP cannot be expelled unless a manifestation determination has been made before the hearing.

Some Tribal Education Codes limit when a student can be expelled – know those limits.

When a parent/guardian cannot attend – consider holding it remotely or providing assistance to the hearing. Or grant a continuance.

Conflicts of Interest – do not participate if you have a conflict.

Do not make it or take it personal if a parent/guardian is upset.

Examples of Special Conditions on not Expelling a Student

A Behavior Plan

No further violations of school rules

Mandatory student counseling

Mandatory family counseling

Mandatory psychological evaluation to assess threat level

Mandatory completion by the student of alcohol or drug counseling, rehabilitation programming or assessment

Participation in programs designed to help students with communication, anger management, addressing unresolved trauma.

Family participation with the student in programs voluntarily.

Sample Student/Parent Complaint Process

Steps to Follow:

1. The Superintendent will investigate the written complaint and render a decision, within two weeks, after receipt of the complaint.
2. The Superintendent will notify the complainant of the decision in writing.
3. The complainant will be allowed one week to respond to the decision before it becomes final.
4. The complainant will either accept or disagree with the decision and will provide such acknowledgement in writing, addressed to the Superintendent.
5. If the issue is not resolved with the Superintendent, the complaint will be forwarded to the Board of Education for further review. The parent or guardian or unaccompanied youth shall be provided with a written explanation of the Board's decision, including the rights of the parent, guardian, or youth to appeal the decision.

Special Education Laws and Regulations

- **Individuals with Disabilities Education Improvement Act (IDEA 2004)**
34 C.F.R. Chapter III, Parts 300 and 303 (IDEA Federal Regulations)
- **Section 504 of the Rehabilitation Act of 1973 (Section 504) - 29 U.S.C. § 794 (Section 504)**
Section 504 Regulations - 29 U.S.C. § 794 (Section 504)
- **School Policies**
- **If there is a conflict between School Policies and federal and/or tribal law then federal or tribal law must be followed.**

IDEA (2004)

The Individuals with Disabilities Education Act (IDEA) requires free appropriate public education (FAPE) to be available to all children residing in the State.

- IDEA protects the rights of children with disabilities to a FAPE and supplements Bureau of Indian Education (BIE) administered funding and state and local funding to pay for some of the additional or excess costs of educating children with disabilities
- IDEA is administered through the Office of Special Education Programs (OSE) in the Office of Special Education and Rehabilitative Services (OSERS) in the Department of Education (ED).

History of the IDEA

- Congress enacted the Education for All Handicapped Children Act (Public Law 94-142), also known as the EHA, in 1975 to require governments and public schools to protect the rights of, meet the individual needs of, and improve the results for infants, toddlers, children, and youth with disabilities and their families. This law's name changed to the Individuals with Disabilities Education Act, or IDEA, in a 1990 reauthorization. The law was last reauthorized in 2004.
- The EHA was a response to Congressional concern for two groups of children: the more than 1 million children with disabilities excluded entirely from the education system, and the children with disabilities who had only limited access to the education system and were therefore denied an appropriate education. Children with disabilities with limited access only to education systems comprised more than half of all children with disabilities who were living in the U.S. at that time.
- Before EHA/IDEA, many children were denied access to education and opportunities to learn. In 1970, U.S. schools educated only one in five children with disabilities, and many states had laws excluding certain students, including children who were deaf, blind, emotionally disturbed, or had an intellectual disability.

<https://sites.ed.gov/idea/IDEA-History>



The Positive Impact of the IDEA

- In 2022-23, more than 66% of children with disabilities were in general education classrooms 80% or more of their school day (IDEA Part B Child Count and Educational Environments Collection), and early intervention services were provided to more than 441,000 infants and toddlers with disabilities and their families (IDEA Part C Child Count and Settings).
- Because of the IDEA, more children receive education in their neighborhood schools, rather than in separate schools and institutions, and there are improvements in the rate of high school graduation, post-secondary school enrollment, and post-school employment for youth with disabilities.
- Data from NCES shows that students with some disabilities graduate high school at higher rates than all high school students. In 2021-2022, the overall high school graduation rate was about 74%. About 72% of autistic students and 80% of students with a specific learning disability graduated with a regular diploma.
- According to NCES, 20.5% of undergraduates and 10.7% of graduate students reported having a disability in 2019-2020. <https://www.bestcolleges.com/research/students-with-disabilities-higher-education-statistics/>
- The IDEA has made it possible for students with disabilities to graduate high school, and to succeed in higher education, improving their employability, quality of life, and contributions to the community.

IDEA Part B

- Authorizes federal funding to States and the BIE for the education of children with disabilities and requires, as a condition for receiving federal funds that the State/BIE provide an assurance that it has policies and procedures in effect to ensure that FAPE is made available to all eligible children with disabilities residing in the jurisdiction served (3-21 years old under law or age ranges identified in School policy).
- Part B also outlines and requires the use of procedural safeguards pertaining to the identification, evaluation, and placement of students in special education services that are intended to protect the rights of parents and children with disabilities.
 - These procedures include parental rights to resolve disputes through a mediation process, and to present and resolve complaints through a due process complaint procedure and through State/BIE complaint procedures.

IDEA Part C

- Part C of the IDEA authorizes a grant program to aid each state/BIE in implementing a system of early intervention services for infants and toddlers with disabilities and their families.
- In order to participate in the Part C, Grants to Infants and Families program, each state/BIE must meet the requirements contained in the current IDEA statute and regulations, which include, but are not limited to:
 - assuring that every eligible child and family will have early intervention services available to them;
 - designating a lead agency to administer and supervise the Part C program and appointing an Interagency Coordinating Council (ICC) that includes parents of infants and toddlers with disabilities, early intervention service providers, and employees of relevant state agencies to advise and assist the lead agency; and
 - specifying the policies and procedures that will be implemented to ensure the required components of the comprehensive statewide early intervention system are enacted.

Purposes of IDEA

- (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (B) to ensure that the rights of children with disabilities and parents of such children are protected; and
- (C) to assist states, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities

Meaning of Special Education in IDEA

- Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability
- Specially designed instruction means:
 - Adapting, as appropriate to the needs of an eligible child through content, method and methodology, and/or delivery of instruction to--
address the unique needs of the child because of the child's disability AND
to ensure access of the child to general curriculum, so that the child can meet the educational standards within the jurisdiction in which the child resides.

13 IDEA Categories

If a child qualifies for special education services they may be determined eligible in one of the following areas:

Intellectual Disability (ID; 40)	Other Health Impairment (OHI; 46)
Hearing Impairment/Deaf (HHD; 41)	Specific Learning Disability (SLD; 47)
Speech/Language (SP; 42)	Deaf-Blind (DB; 48)
Visual Impaired (VI; 43)	Multiple Disability (MD; 49)
Emotional Disturbance (ED; 44)	Autism (Autism; 50)
Orthopedic Impairment (OI; 45)	Traumatic Brain Injury (TBI; 51) Developmental Delay (DD; 52)



Least Restrictive Environment Requirements

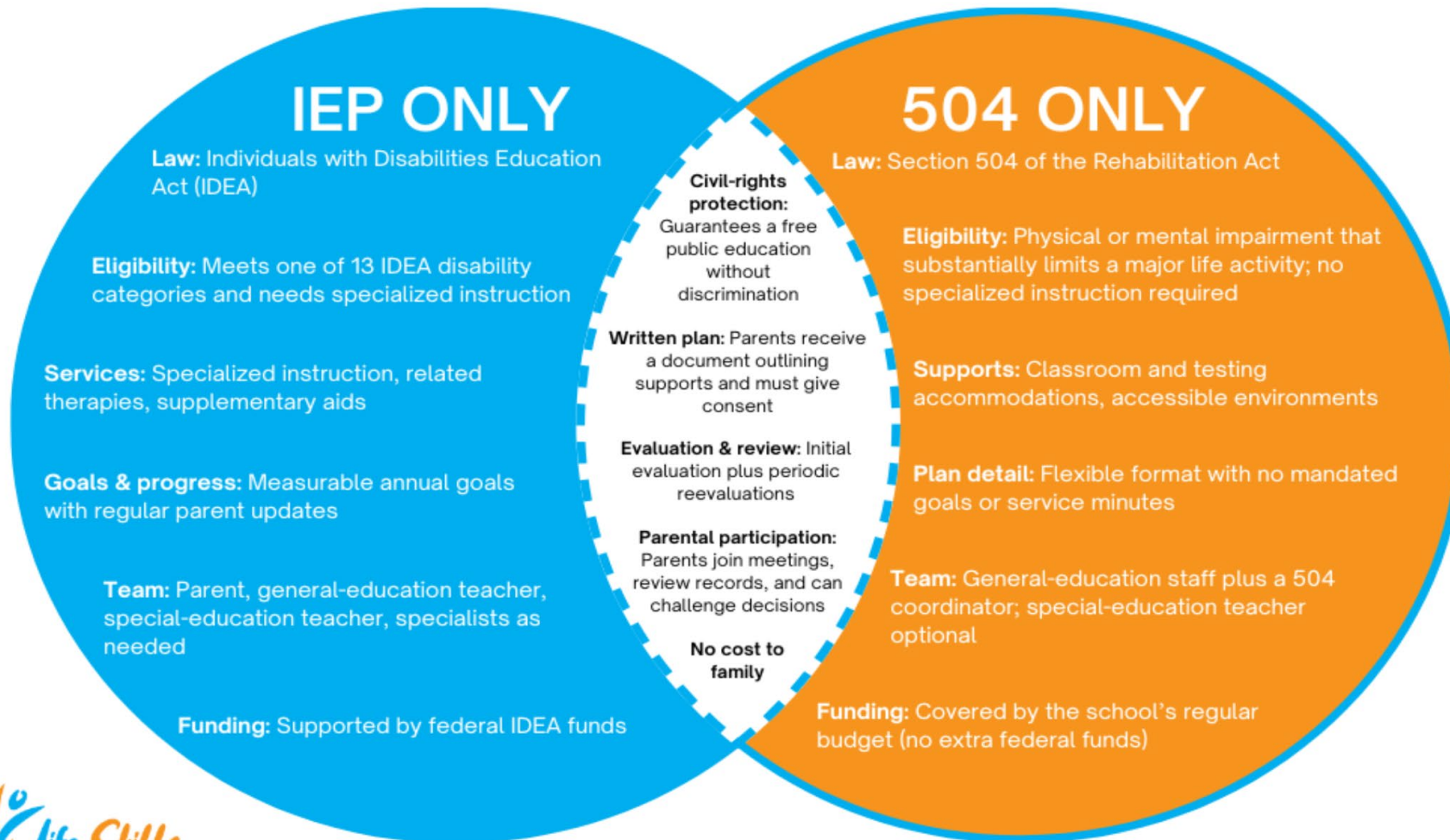
- To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- This requirement ensures separate special education classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs **ONLY** if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- Ensures children with disabilities are not isolated or segregated from other students – to meet this requirement, it is not enough to have the student located in the classroom physically. Students in the General Education classroom must be integrated into the instruction and included in classroom activities to the greatest extent possible.

Section 504 of the Rehabilitation Act of 1973

- Protects qualified individuals from discrimination based on their disability. Within the education context, it protects students from discrimination based on their disability status.
- Under Section 504, a school must grant reasonable accommodations when necessary to afford students with disabilities “meaningful access” to education programs.
- Section 504 is enforced by the Education Department's Office for Civil Rights (OCR).
- Unlike IDEA, Section 504 is not a grant program and does not provide funding to schools.

Key Differences Between IEPs And 504 Plans

IEP vs 504



Keys to Success for Students with Disabilities

- Early Identification of Disabilities by active referral and engagement of General Education staff in identifying students with disabilities.
- General Education staff full engagement in designing IEPs and ensuring curriculum modifications are in place to support full participation in the classroom by students with disabilities.
- General Education teachers are the lead staff for classroom instruction for students with disabilities. This makes learning about the student, engaging in development and implementation of their IEP, and collaborating with the SPED Case Manager and where present, paraprofessionals assigned to support the student, frequently essential.

Special Education Students and Discipline

If a student qualifies for special education services on an Individualized Education Plan (IEP), they are still subject to school discipline policies, but any expulsion or suspension for more than 10 days in total or cumulatively requires an additional process called a **MANIFESTATION DETERMINATION**.

Who is Involved?

- The Special Education Director, the parent, and relevant members of the School IEP Team (as determined by the parent and the Special Education Department) are involved in conducting the review. Their purpose is to determine:
- (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP. . .

What if the Behavior is a Manifestation of the Disability or the result of the school not providing services under the IEP?

- With a few exceptions, the School will not expel the student and is required to provide a behavioral assessment and appropriate services to address the behaviors **UNLESS** the parent agrees to a change in placement.
- **THE SCHOOL BOARD SHOULD:** Ask. If a student expulsion hearing is scheduled make sure the Student is not on an IEP or if they are on an IEP, confirm the manifestation determination was held and it was determined the behavior was not a manifestation of the disability or was an exception allowed by law.

Curriculum Development – What is Curriculum?

- Subjects and lessons (like math, science, history)
 - *School Boards should approve the classes offered – make sure for high school you meet the requirements of the Bureau of Indian Education and the requirements of the accreditation agency for students to graduate.*
 - *Language and Culture Curriculum is required for Tribal Schools*
- Skills and values (like problem-solving, teamwork, respect)
 - *Is the School integrating School Values and Objectives into its curriculum?*
- Learning outcomes (what students should achieve)

The School Board should be aware of what the outcomes of learning are for each class.
- Assessment standards (how success will be measured)

What tests will be administered to measure success?

Do those tests capture what the students are learning?

If students are not meeting standard – ask why? Is it that the curriculum isn't effective with the students, and if so why?

Is the issue teacher ineffectiveness? Why are our students succeeding or not succeeding?

What Can the School Board do to Ensure Effective Curriculum for Student Success?

ASK – what evidence shows the curriculum recommended is effective with our students BEFORE you approve curriculum changes

REVIEW – Data on student achievement – are our students achieving the learning outcomes expected?

ANALYZE– What are the barriers to student achievement

- *Attendance*
- *Teacher Skills*
- *The Course Content isn't understood*
- *Are our students at or above grade level for reading and math? If not, how do we improve*

ACT

- *Dedicate resources to overcoming the barriers*
- *Amend Policies to achieve results*
- *Support teacher professional development to improve teaching*
- *Dedicate resources to parent involvement in education*

Development of school policies and curriculum development

Importance of Policy Development:

- Policies govern the actions of the school board and school employees.
- Provide the framework or guardrails for school activities and ensure school actions comply with Tribal, Federal and in some cases state law.
- Control the operation of schools, including system organization, school site location, school finance, equipment purchase, staffing, attendance, curriculum development, extracurricular activities, and other functions that are essential to the day-to-day operation of schools.
- Guide day-to-day operation including attendance, student discipline, and emergency procedures.
- Determine goals and policies by identifying the educational needs of the community.



The Importance of Policies

Policies help ensure that everyone is treated fairly and the same. (Unless they are entitled to be treated different)

They provide guidance on responsibilities of students, employees and the public

They protect students' rights.

The Importance of Policies cont'd.

Help to create an effective environment for learning.

Policies make sure that everyone is on the same page and that everyone knows what all the rules and expectations are ahead of time.

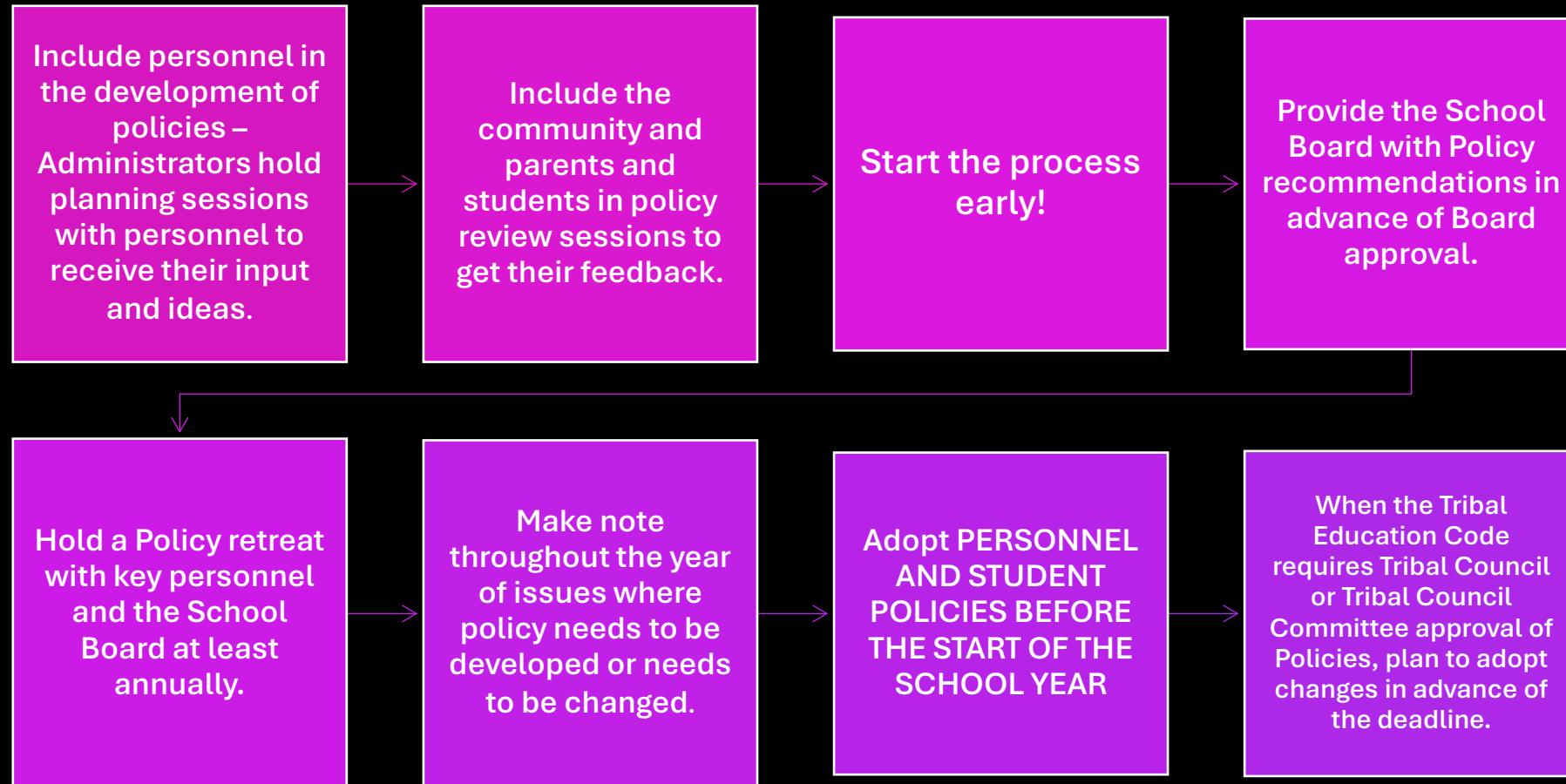
Tribal and Federal law require that you have them.

If you are in a situation where State laws apply they most likely will require schools to have certain policies.

Sometimes grant funding sources require certain policies.

Policies and procedures help keep students safe.

Best Practices for Policy Development – Shared Ownership and Responsibility



Once Policy Changes are Adopted – Share Them – Be Transparent

1

Schedule Time
with Personnel to
Orient them to the
Policy Changes

2

Make Policies
publicly
available.

3

If the policies
affect parents or
students, give
notice to parents
and students.

4

Provide the Tribal
Education
Department with a
copy of all Policies
and Policy
amendments.

Questions?

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