

EXECUTIVE SUMMARY**Title:** Annual Report: State Advisory Council on Indian Education**Type of Executive Summary:**

Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-210
 SBE Policy #EEO-B-001
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Ms. Priscilla J. Maynor (Director, Office of the Deputy State Superintendent) and Dr. Louise Maynor (Chair, State Advisory Council on Indian Education)

Description:

In 1988, the State Board of Education (SBE) adopted an Indian education policy to provide a process for identifying issues pertaining to the education of American Indian students in grades K-12. In the same year, the General Assembly passed House Bill 2560, which established a fifteen member State Advisory Council on Indian Education to serve as the mechanism for advocating on behalf of American Indian students. Membership consists of American Indian parents and educators, legislative members from the N.C. Senate and House of Representatives, representatives from the UNC Board of Governors, the North Carolina Commission of Indian Affairs and the Office of the State Superintendent of Public Instruction.

The Council serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. More specifically, the Council is charged with the following duties:

- to advise the SBE on effective educational practices for American Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among American Indian students;
- to advise the SBE and the Department of Public Instruction on ways to improve coordination and communication for the benefit of American Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations and to conferees at the annual North Carolina Indian Unity Conference; and
- to advise the SBE on any other aspect of American Indian education when requested by the State Board, educators, parents, students, business leaders and other constituents.

The State Advisory Council on Indian Education recognizes that the connection between parents, the tribal community and schools is vital to improving American Indian student achievement. This year's Annual Report focuses on gaining a better understanding of factors that contribute to improved engagement between schools, students, parents and communities including a look at the role of the state in facilitating improved communication and coordination with Title VII Indian education programs.

With the demands of a global economy and the 21st Century, American Indian students must be prepared to meet life with both a firm grounding in their culture, language and traditions and an excellent academic education. Research consistently shows that Native students who retain strong cultural and traditional ties to their tribes attain greater academic achievement than those who do not; therefore, it is imperative for American Indian students to receive both cultural and academic education. This is an urgent priority for American Indian communities who are concerned about the future of their youth and the preservation of their tribal language, culture and identity.

Resources:

N/A

Input Process:

Local superintendents and coordinators for Title VII Indian Education Programs, central office administrators, principals, teachers, counselors, students in Graham County Schools, tribal leaders and education administrators for the Eastern Band of Cherokee Indians, parents and other community members and faculty of the Cherokee Center, Western Carolina University.

Stakeholders:

American Indian students and parents, local education agencies and schools, college and university system and tribal organizations

Timeline For Action:

This item is presented for information at the June State Board meeting.

Recommendations:

N/A

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Priscilla J. Maynor, 919-807-3408

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Effective and Efficient Operations

Category: Advisory Committees

Policy ID Number: EEO-B-001

Policy Title: Policy regarding Indian Education Council appointments and responsibilities

Current Policy Date: 02/04/1988

Other Historical Information:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

STATE BOARD POLICY STATEMENT ON INDIAN EDUCATION

The State Board of Education adopts the following statements as official policy for Indian education in the public schools of North Carolina:

1. **Establish a State Council**

The State Board of Education will seek legislative authority to establish a State Advisory Council on Indian Education. The Council should be comprised of fifteen (15) members (eight Indian parents of students enrolled in public schools, two Indian representatives from higher education, two Indian educators in the public schools, one Indian member of the North Carolina Commission of Indian Affairs and two legislators, one each from the House and Senate.) Council members should be chosen from the memberships of North Carolina Indian tribes and Indian organizations, specifically, the Eastern Band of the Cherokee, Lumbee, Coharie, Waccamaw-Sioun, Haliwa, Saponi, Meherrin, and Person County Indians, the Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association and any other Indian tribes gaining state recognition in the future. The Board of Governors of the UNC System should appoint the representatives from higher education. The State Board of Education will appoint the following members from a list submitted by the North Carolina Commission of Indian Affairs: a representative from its membership, eight Indian parents of students enrolled in the public schools and two Indian educators from the public schools. The chairperson should be elected by the membership of the Council.

The State Board of Education will request funds from the General Assembly to support the Council activities. The Council will prepare an annual report to the State Board of Education and the General Assembly.

It shall be the duty of the State Advisory Council to:

- A. Advise the State Board of Education on ways of more effectively meeting the needs of Indian students.
- B. Advocate for meaningful programs to attack the low achievement and concurrent high

attrition rates among American Indian students.

- C. Prepare an annual report on the state of Indian education to be presented to the State Board of Education and to Indian tribal organizations at the statewide Indian Unity Conference.
- D. Work closely with the Division of Indian Education in the Department of Public Instruction to increase coordination and communication among and between programs.

2. Programs for Indian Education

The State Board of Education through the State Department of Public Instruction will perform the following:

- A. Conduct on an annual basis an indepth analysis of the performance of Indian student on the annual testing program, on the competency test, on promotion tests in grades 3, 6 and 8 and on other performance measures available to the Department.
- B. Consult with Indian organizations regarding funding for special Indian projects.
- C. Encourage local schools systems to better utilize data and information regarding the needs of Indian students enrolled in the public schools.
- D. Make continued effort to expand and strengthen the Division of Indian Education in the Department of Public Instruction.

3. Curriculum Sensitivity

The State Board of Education reaffirms its commitment to improving American Indian education by:

- A. Encouraging the Department of Public Instruction to conduct periodic reviews of curriculum materials and develop materials for teachers.
- B. Developing appropriate Indian Education Curriculum materials for use by classroom teachers.
- C. Conducting periodic review of the Standard Course of Study and the Teacher Handbook for inclusion of additional information, if necessary, regarding the history and culture of Indians.

4. Indian Involvement in Public Education

The State Board of Education will:

- A. Encourage local boards of education to select Indians to participate on committees and councils appointed by local boards of education.
- B. Encourage local boards of education to employ Indians in positions for which they have the training and experiences.
- C. Encourage the Textbook Commission to recommend textbooks that recognize the history and contributions of Indians.
- D. Select and appoint Indians to boards and committees over which the State Board of Education has appointment authority.