

EXECUTIVE SUMMARY

Title: Revision of Policy Regarding the State Advisory Council on Indian Education and Indian Education Programs

Type of Executive Summary:

Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute #115C-210; Article 13A
- SBE Policy #EEO-B-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. J. B. Buxton (Deputy State Superintendent), Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Ms. Priscilla J. Maynor (Office of the Deputy State Superintendent)

Description:

The General Assembly in 1988 passed legislation that established a fifteen-member State Advisory Council on Indian Education. The purpose of this Council is to advise the State Board of Education on ways to meet more effectively the educational needs of Indian students; to advocate meaningful programs to reduce and eventually eliminate low achievement and concurrent high attrition rates among Indian students; to prepare and present an annual report on the status of Indian education to the State Board of Education and to the various Indian tribal organizations at the statewide Indian Unity Conference; to work closely with the Department of Public Instruction to improve coordination and communication between and among programs; and to advise the State Board of Education on any other aspect of Indian education when requested by the State Board.

Membership of the Council is broadly representative of North Carolina Indian tribes, organizations and associations, specifically Coharie, the Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi, Sappony, Waccamaw-Siouan, the Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, and any other Indian tribe gaining State recognition in the future.

This revised policy is an update to State Board policy, EEO-B-001, approved on February 4, 1988. Revisions reflect membership and responsibilities of the State Advisory Council on Indian Education and the role of the North Carolina Department of Public Instruction in supporting local school districts and Title VII Indian education programs.

Resources:

State appropriations

Input Process:

State Advisory Council on Indian Education membership, Title VII Indian education coordinators and select local superintendents, American Indian parents and tribal community representatives, staff at the North Carolina Commission of Indian Affairs, staff of the UNC American Indian Center, and staff in Curriculum, Instruction and Technology and Comprehensive School Support divisions of the Department of Public Instruction.

Stakeholders:

Members of the State Advisory Council on Indian Education, NC Commission of Indian Affairs, Title VII Indian education coordinators, American Indian students attending public schools, parents, tribal communities, public school administrators and teachers.

Timeline For Action:

Presented for action in October 2008

Recommendations:

The State Board is asked to approve the revised policy pertaining to the State Advisory Council on Indian Education and Indian Education Programs.

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: Joy Dry, 807-3409

**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 the State Advisory Council on Indian Education and Indian Education Programs

Current Policy Date: 02/04/1988

Other Historical Information: Legislation enacted in collaboration with the N.C. Commission of Indian Affairs to increase and maximize education opportunities for American Indian students in North Carolina.

Statutory Reference: General Statute #115C-210

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.~~

STATE ADVISORY COUNCIL ON INDIAN EDUCATION

The State Advisory Council on Indian Education is established as an Advisory Council to the State Board of Education. In collaboration with the N.C. Commission of Indian Affairs, the General Assembly created the Advisory Council to increase and maximize education opportunities for American Indian students in North Carolina. The Council's establishment is set forth in North Carolina General Statutes (Section 115C-210).

I. Membership

The Council shall consist of 15 members, as follows:

1. Two legislative members (one senator appointed by the President Pro Tempore of the Senate and one representative appointed by the Speaker of the House);
2. Two American Indian members from higher education to be appointed by the Board of Governors of the University system;
3. One American Indian member from the North Carolina Commission on Indian Affairs to be appointed by that Commission;
4. Eight American Indian parents of students enrolled in public schools and two American Indian educators from public elementary/secondary schools to be appointed

by the State Board of Education from a list submitted by the North Carolina Commission on Indian Affairs;

5. Indian members of the Council shall be broadly representative of North Carolina American Indian tribes, organizations and associations, specifically the Coharie, Eastern Band of Cherokee, Haliwa Saponi, Lumbee, Meherrin, Occaneechi Band of the Saponi Nation, Sappony, Waccamaw-Siouan, Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, Triangle Native American Society and any other Indian tribe gaining State recognition in the future.

II. Term of office

The Legislative members, the higher education members, and the member from the North Carolina Commission on Indian Affairs shall serve for an unspecified term at the pleasure of their respective appointing authorities. The terms for public school educators and the Indian parents appointed shall be for a period of two years and no member shall serve for more than two consecutive full terms.

The Department of Public Instruction will maintain and provide an annual report addressing the status of Council membership and expiration of terms to the Executive Director of the N.C. Commission of Indian Affairs prior to November 30th. The N.C. Commission of Indian Affairs will submit, upon request annually, a list of American Indian public school educators and parents for membership consideration.

III. Organization, meetings, and compensation

- A. The Council shall elect a chairperson from its membership.
- B. The Council shall meet in space provided by the Department of Public Instruction in accordance to a meeting schedule determined by the membership. The Council shall meet at least three, but no more than four times each year. The Council may meet for emergency meetings called by the chairperson. The Department of Public Instruction shall provide necessary staff support and supplies to enable the Council to carry out its duties in an effective manner.
- C. Council members shall serve without pay, but shall receive travel allowances, lodging, subsistence and per diem as provided by G.S. 138-5.

IV. Responsibilities of the Council

- A. Advise the State Board of Education of effective practices and ways to more effectively meet the educational needs of American Indian students;
- B. Explore and advocate for meaningful programs that raise academic achievement, increase graduation rates and decrease the high dropout rates among American Indian students;

- C. Prepare an annual report on a fiscal year basis on the status of American Indian education. The annual report will be presented to the State Board of Education and provided to legislative leadership, tribal organizations and associations, and to conferees at the annual statewide Indian Unity Conference;
- D. Work closely with agency leadership in the Department of Public Instruction to improve coordination and communication between and among programs; and,
- E. Advise the State Board of Education on any other aspect of American Indian education when requested by the State Board to do so.

SUPPORTING LOCAL DISTRICTS AND INDIAN EDUCATION PROGRAMS

I. Indian Education Liaison

An Indian Education Liaison will be designated by the Deputy State Superintendent in consultation with the State Superintendent. The individual shall have demonstrated knowledge and experience in working with American Indian populations and Indian education programs. The Indian Education Liaison will serve in a leadership capacity in working with State Board of Education and agency leadership to improve coordination, communication and support to local school districts and Indian education programs; and will serve as the primary contact on issues pertaining to Indian education for schools and districts, American Indian parents, tribes, tribal organizations and associations, federal and state government entities, education partners including the public and private institutions of higher education and community colleges and other stakeholders.

The Indian Education Liaison will be responsible for managing the work of the State Advisory Council on Indian Education and the comprehensive school and program support efforts of a cross-functional team within the Department of Public Instruction. The representation of the cross-functional team shall include, at a minimum, representation from Curriculum, Instruction and Technology, Accountability, Comprehensive School Support, Talent Management and Leadership Development, and Communications and Information.

II. 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 in-depth 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.~~

The State Board of Education in consultation with the State Advisory Council on Indian Education and through the Department of Public Instruction and partnerships with American Indian tribes, tribal organizations and associations will perform the following to support Indian education programs:

A. Conduct on an annual basis an in-depth analysis of the performance and proficiency of American Indian students on state assessments, high school graduation rates, dropout rates, and other state performance measures available to the Department of Public Instruction.

B. Encourage local school districts to better utilize data and information regarding the needs of American Indian students enrolled in the public schools.

C. Support continued participation of North Carolina in appropriate studies such as the National Indian Education Study (NIES).

D. Identify ways to increase graduation rates and reduce the persistently high dropout rates for American Indian students.

E. Make continued effort to expand and strengthen the capacity within the Department of Public Instruction to support local school districts and Indian education programs.

III. ~~Curriculum~~ Cultural Sensitivity

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

~~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.~~

A. Include, as part of periodic reviews of the Standard Course of Study, textbooks and other curricula resource materials, procedures that ensure the inclusion of information, when appropriate, regarding the history, culture and contributions of American Indians of North Carolina.

B. Encourage educators to educate themselves on the educational, curricular and psychological effects of using American Indian sport mascots and logos.

- C. Encourage all public school administrators and local boards of education to continue reviews of their policies and procedures toward the use of American Indian sport mascots, logos, symbols and other derogatory imagery in public schools.

IV. American 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.~~
-
- A. Work towards increasing the inclusion and/or representation from the American Indian community on various state and local level boards, committees and commissions and in the work of the State Board of Education and Department of Public Instruction, particularly in reviewing and/or developing education policy, curriculum and standards.
 - B. Facilitate outreach strategies and create partnerships with tribal organizations and associations, public and private institutions of higher education and community colleges, and other state agencies and organizations that provide resources, educational experiences and cultural opportunities for American Indian students.