

North Kitsap School District #400
Joint Tribal Meeting with North Kitsap School District Board of Directors
April 16, 2015
Suquamish House of Awakened Culture
7235 NE Parkway
Suquamish, WA 98392

Minutes

Beth Worthington, President
Cindy Webster-Martinson, Vice President/Legislative Representative
Scott Henden, Director
Bruce Christen, Director

1. Call to Order 5:00 p.m.
2. Pledge of Allegiance
3. Welcome and Opening Remarks
 - **The Honorable Leonard Forsman, Tribal Chair, Suquamish Tribe**
Leonard Forsman introduced the Suquamish Tribal Council, welcomed attendees and gave an opening remark.
 - **The Honorable Jeromy Sullivan, Tribal Chair, Port Gamble S'Klallam Tribe**
Jeromy Sullivan introduced the Port Gamble S'Klallam Tribal Council, welcomed attendees and gave an opening remark.
 - **Beth Worthington, President, North Kitsap School District Board of Directors**
Beth Worthington introduced the North Kitsap School Board, welcomed attendees and gave an opening remark.
 - **Patty Page, Superintendent, North Kitsap School District**
Patty Page thanked the Suquamish Tribe for hosting the meeting, introduced Terry Edwards, Interim Director for the Native American Education Program and the Alternative Education Program, and gave an opening remark.

The meeting will recess for approximately thirty minutes and will reconvene immediately following dinner.

4. District Policy Review
 - **Impact Aid (6100, 6100P)**
Policy 6100: Federal impact funds are provided to the district as a supplement to taxes and other revenue sources. State appropriated funds and local taxes contribute to the development and implementation of a basic education program for all students enrolled in the district. The district give assurance that tribes and parents of Indian children will be afforded the opportunity to make recommendations regarding the needs of their children and will be involved in planning and development of the basic education program including those education programs and services to be provided with Public Law 81-874 funds. Indian students will have the equal opportunity to participate in the district's program with other students.
Procedure 6100P: In the interest of providing appropriate education services for children residing on Indian lands, meeting the requirements of the extra entitlement based on the number of students residing on Indian lands, and ensuring that an ongoing dialogue concerning both issues relevant to Impact Aid requirements and the effectiveness of the District's general education program in meeting with specific needs of Indian children occurs following the established procedures.
 - **Native American Program (2192)**
For the purpose of Title VII, the district will establish and maintain an Intertribal Parent Education Committee with representatives who are parents/guardians of Native American youth. For the purpose of Impact Aid, the district will also establish and maintain committees with representatives from the Port Gamble S'Klallam Tribe and the Suquamish Tribe.

5. NAEP 2015-16 Organization and Staffing

Director of Learning Support (0.1 FTE), Secretarial Support (0.3 FTE), Associate Director Teaching and Learning (0.5 FTE), NAEP Education Specialist (1.0 FTE), and NAEP School Liaisons (4 FTE).

*** Correction to meeting minutes.
One table recommended adding a coordinator position on the organizational plan.

6. District NAEP Profile

- The NAEP objectives include: increasing Native student attendance at school, reduce the achievement gap between Native students and the district average as measured by state standardized assessments, and increase the graduation rate for Native American Students.
- The budget for 2015-16 includes \$90,000 from Title VII, and \$210,303 from the NKSD General Fund. In
- 2015 Native American students comprise approximately 7% of district enrollment, and 12% of the district's Special Education population.
- Native students are underrepresented in the district Gifted (3%), and the high School Advanced Placement and Tech Prep programs (less than 2%).

7. Port Gamble S'Klallam Recommendations for 2015-16

The Port Gamble S'Klallam Recommendations are attached to the meeting minutes.

8. Suquamish Recommendations for 2015-16

The Suquamish Recommendations for 2015-2016 are attached to the meeting minutes.

9. ITPEC Recommendations for 2015-16

The ITPEC Recommendations for 2015-2016 are attached to the meeting minutes.

10. Public Comments

None

11. Adjournment

The meeting adjourned at 9:20 p.m.

The meeting minutes are approved as written by:

Secretary to the Board



Board President

PORT GAMBLE S'KLALLAM TRIBE RECOMMENDATIONS
APRIL 16TH, 2015 SUQUAMISH

Recommendation I

Include discipline data in NAEP Profile Report.

Recommendation II

Personal conflicts with teachers prevent our children from succeeding in school. Teachers need to be available to assist our children when they have issues with their studies. An example is one teacher is telling her students they only get to hear how to conduct a math lesson once and once only. We need Teachers to know that this type of teaching is ethically wrong and a social injustice. (In some cases these issues are with Special Education teachers).

Recommendation III

Encourage NKSD administrators, teachers and support staff to attend Native American Education conferences.

Recommendation IV

Move Kingston High School Native American Liaison's office to a different location because crisis intervention and education support cannot happen in its current location.

Recommendation V

Minimize punitive measures and perhaps include restorative justice practice model. Need alternatives to suspensions with more family engagements for discipline is disproportionate. Suspending students doesn't fix the bad behaviors it only puts kids at greater risks.

Recommendation VI

Bullying needs to be addressed more earnestly in NKSD, including transportation.

Recommendation VII

Add Healing of the Canoe Curriculum into NKSD curriculum.

Council Approved:



SUQUAMISH TRIBE

DEPARTMENT OF EDUCATION

2014-15 Impact Aid Recommendations:

Appropriate interventions based on testing information, teacher input, parent input and classroom assessments. Provide information detailing reading and math progress/scores by grade level and for each tribe.

Incorporate the STI curriculum grades k-12 and include WA State history with a focus on the two local tribes as a high school social studies requirement.

Communication with parents, tribal academic interventionists and other appropriate staff about struggling students in reading and math grades k-8 and high school students falling behind in credits.

Provide copies of documents to the appropriate tribal designee.

Communicate with parents about individual students and the level of intervention, such as Title Services, Special Education, LAP.

Staff the school with the appropriate level of teachers and para pros to create small groups to maximize teaching/learning.

Monitor attendance closely and inform parents and tribal staff if and when absences and/or tardiness are affecting student achievement.

Establish protocol for meeting requirements of Policy 6100 and 6100P.

District staff/administration to report to tribal councils quarterly about progress of students.

Provide annually an easy to understand financial report about the amount of Impact Aid and Title 7 funds allocated to the district.

Provide additional levels of intervention in reading/math in before or after school programs grades k-12. Evaluation/Accountability?

Inter-Tribal Parent Education Committee 2015 Recommendations

- I. Cultural Sensitivity Training- We would like all NK staff including administrators to attend a cultural sensitivity training.
- II. Sovereignty Training – Have all North Kitsap Staff including teacher, principals and administrators trained.
- III. Include Inter-Tribal Parent Education Meeting dates in the district calendar; also include a copy of Inter-Tribal Parent Education meeting schedule for all parents/guardians of Native American Education Program students at the beginning of each year.
- IV. Include more Native American activities into the schools.
- V. Do something in November to honor Native American Month.
- VI. Include a member of Inter-Tribal Parent Education Committee in the hiring process of any Native American Education Program staff.