

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors and Nisqually Tribal Council
Joint Work Session
Tuesday, June 2, 2020 at 6:00 PM
Remote Meeting

In compliance with Governor Inslee's Proclamation 20-28, the School Board meeting will be held remotely, not in-person

I. ROUTINE ITEMS

Estimated Time
for Each Area
6:00 p.m.

- A. Call to Order
- B. Roll Call and Introduction of NTPS Board Members
- C. Pledge of Allegiance
- D. Reading of Land Acknowledgement

I/D/A

II. PURPOSE

6:02 p.m.

- A. Introductions of Tribal Members
- B. Nisqually Tribal Council Sharing
- C. North Thurston Public Schools Sharing
 - a. Official Federal Title Grant I
 - b. Official Federal Title Grant IV
 - c. Official Federal Title Grant VI
 - d. Official Federal Title Grant III

-Kate Frazier/Vicky Lamoreaux I/D

III. CLOSING REMARKS

IV. ADJOURNMENT

Next Meeting: November 10, 2020 at 6:00 PM
Hosted by Nisqually Tribal Council

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors and Nisqually Tribal Council
Joint Work Session
Tuesday, June 2, 2020 – 6:00 PM
Remote Attendance

I. ROUTINE ITEMS

A. Call to Order

NTPS Board President Hartley welcomed the North Thurston School Board Members, Nisqually Tribe Members, and staff to the Joint Work Session.

B. Roll Call

School Board Members present: Mel Hartley, Gretchen Maliska, Dave Newkirk, Chuck Namit, and Graeme Sackrison

Nisqually Tribe Members present: Willie Frank Jr., David Iyall, and Bill Kallappa

Others present: Dr. Debra Clemens, Courtney Schrieve, Vicky Lamoreaux, Troy Oliver, Kate Frazier, Mike Smith, Jerad Koepp, Carmen Barriga, and Jenny Boeholt

C. Pledge of Allegiance

President Hartley led the Pledge of Allegiance.

D. Reading of Land Acknowledgement

President Hartley read the Land Acknowledgement.

II. PURPOSE

A. Introduction of Tribal Members

Panelists representing the Nisqually Tribe introduced themselves.

B. Nisqually Tribal Council Sharing

Willie Frank Jr., David Iyall, and Bill Kallappa shared what the tribe has been doing to support students and families during the COVID-19 crisis. Members also discussed the framework of collaboration that had been established with NTPS and shared examples of its value to students.

C. North Thurston Public Schools Sharing

a. Official Federal Title Grant I

Mike Smith shared highlights of an article published in an AWSP Magazine titled, "The First Steps Forward", that featured the collaboration between the Nisqually Tribe and North Thurston Public Schools and the efforts made to provide Native students with an equitable education. Jerad Koepp shared examples of the Native Student Program during remote learning. Vicky Lamoreaux provided information regarding the Federally Funded Title I program. She provided information on eligibility and how the funds are used to support students.

b. Official Federal Title Grant IV

Vicky Lamoreaux shared information about the State's Learning Assistance Funding (LAP)

c. **Official Federal Title Grant VI**

Jerad Koepp provided information on the Title VI Native Student Programs and provided examples of what that grant funds.

d. **Official Federal Title Grant III**

Kate Frazier shared information regarding Title III including how students are identified and examples of student supports available to support native student literacy.

III. **CLOSING REMARKS**

Panelists shared closing remarks.

IV. **ADJOURNMENT**

The meeting adjourned at 7:06 p.m.

Respectfully submitted:

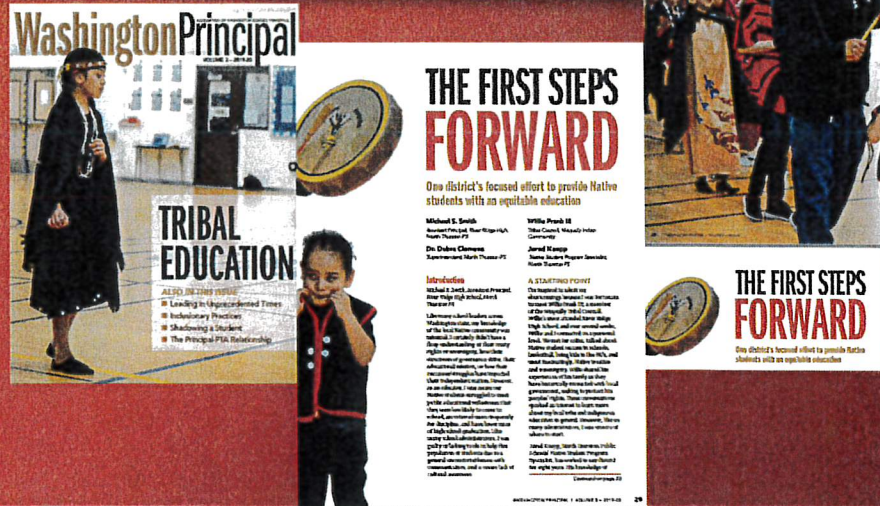

Secretary of the Board


President

North Thurston School District Highlights

AWSP
Article

-Mike Smith

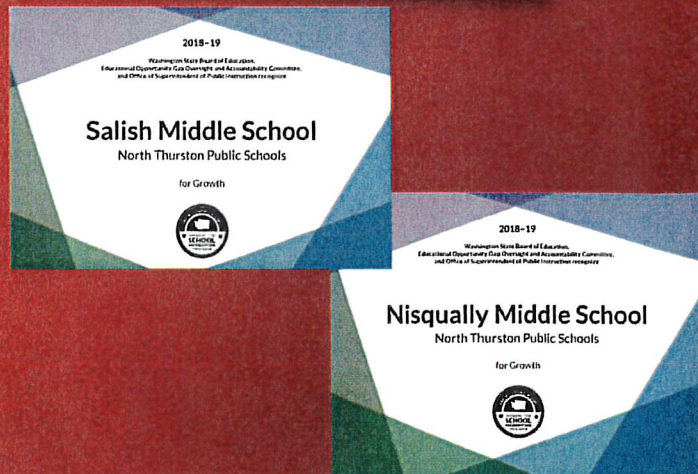


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Native Student Programs

Jerad Koepp

What does our
Native Student
Program look like
during remote
learning?



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Title I A: Improving Academic Achievement of the Disadvantaged

- Provides funding for school districts with high numbers of children from low-income families to ensure that all children meet challenging state academic standards.
- Target schools with more than 44% poverty.
 - Chambers Prairie Elementary
 - Lacey Elementary
 - Lydia Hawk Elementary
 - Pleasant Glade Elementary
 - Mountain View Elementary
 - Seven Oaks Elementary

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Title I A: How are Funds Used

- Staffing
 - District- Level Content Experts
 - 2 ELA
 - 3 Math
 - 5 Behavior/Mental Health
 - Building-Level Interventionists
 - 2-3 Certificated Staff
 - 5-8 Classified Staff
- Services
 - Instructional Support
 - ELA
 - Math
 - Behavior
 - Partner Support
 - Summer School
 - Before or after School programming

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Learning Assistance Funding (LAP)

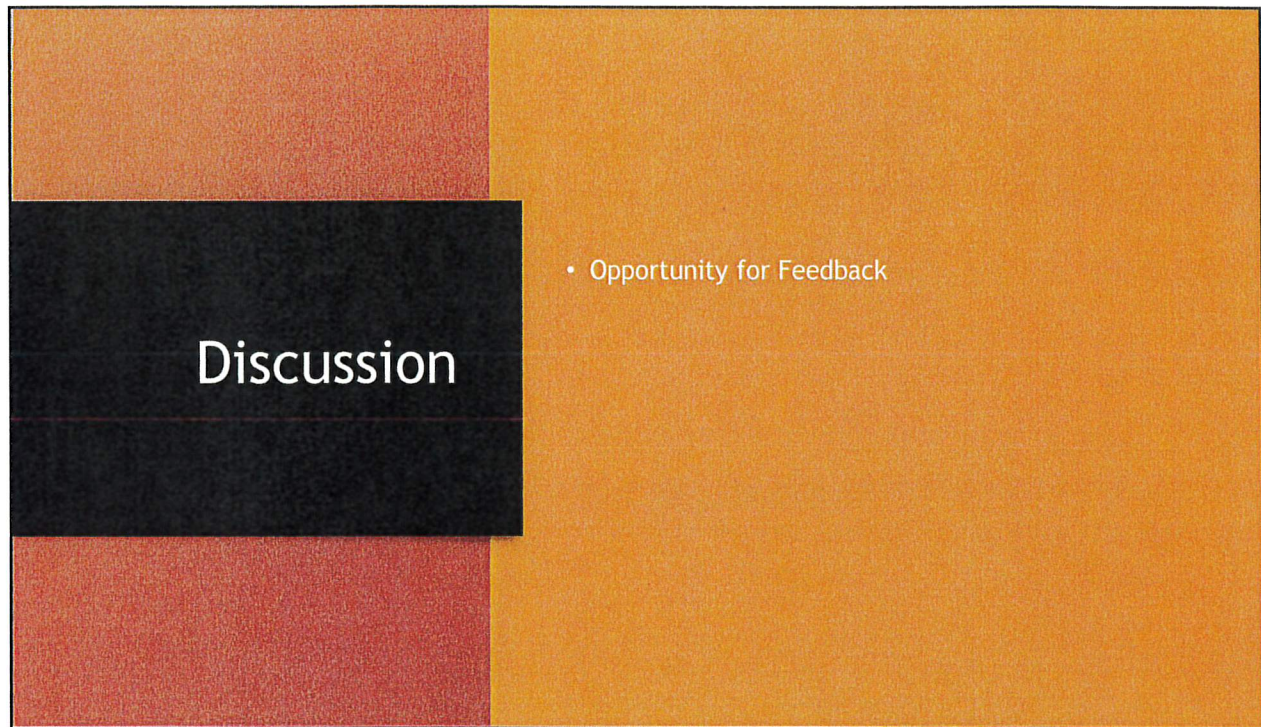
- State Funding
- Provides supplementary support for Title and non-Title schools K-12
- Services
 - Instructional Support
 - ELA
 - Math
 - Behavior
 - Partner Support
 - Summer School
 - Before or after School programming

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Title IV: Student Support and Academic Enrichment

- Newly Authorized.
- Improve students' academic achievement by providing all students access to a well-rounded education.
- Services
 - Digital Literacy
 - School Conditions
 - Enrichment Activities
 - Field Trips
 - Fine Arts
 - Music

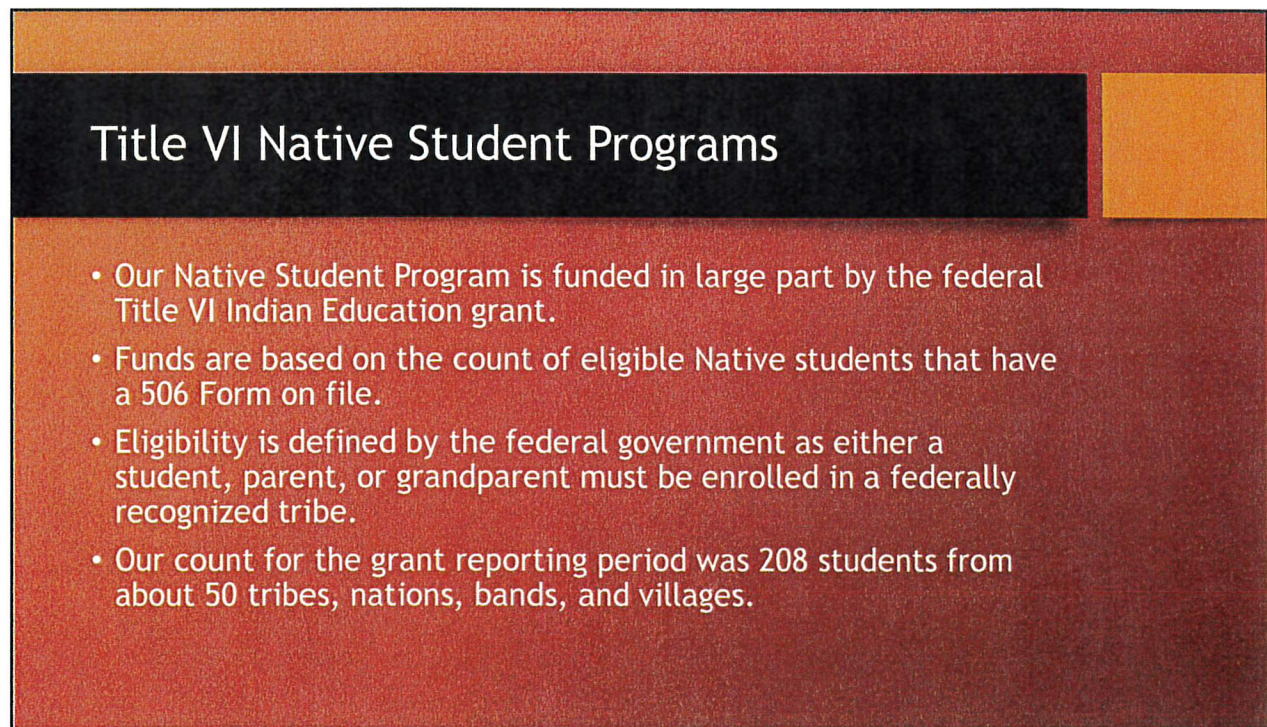
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Discussion

- Opportunity for Feedback

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Title VI Native Student Programs

- Our Native Student Program is funded in large part by the federal Title VI Indian Education grant.
- Funds are based on the count of eligible Native students that have a 506 Form on file.
- Eligibility is defined by the federal government as either a student, parent, or grandparent must be enrolled in a federally recognized tribe.
- Our count for the grant reporting period was 208 students from about 50 tribes, nations, bands, and villages.

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Budget

2.4.9 Budget Summary

Allocated Funds: \$55,986		Total Admin %: 0.0%		Budgeted Funds: \$55,986		Unbudgeted Funds: \$0					
		Total Admin Funds: \$0									
		Waiver Applied For:									
Budget Category		Status						Category Subtotal		% of Overall Allocation	
Supplemental Information		Finished						\$0		0.0%	
Personnel		Finished						\$46,325		82.6%	
Travel		Finished						\$500		1.4%	
Equipment		Finished						\$0		0.0%	
Supplies		Finished						\$7,321		14.1%	
Contractual		Finished						\$200		0.4%	
Other		Finished						\$0		0.0%	
Indirect Costs		Finished						\$840		1.5%	
Budget Total								\$66,986		100%	

- This year's grant award is \$55,986
- Last year's grant award was \$53,298
- This year we have an increase of \$2,688
- The increased funds were put towards additional student supplies

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Programming

- Native Student Programs has an office at River Ridge HS that also houses our Title III Native American Para-educator.
- Office at Evergreen Forest Elementary
- Programs at RRHS, SSHS, NMS, and NTHS
- Staff and student support as needed district wide
- Lead and facilitate professional development in Native education and culture
- Provide school supplies and supports Native literature
- Develops, trains, and supports our Native Studies program at RRHS
- District tribal liaison
- Much more...

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Title III - Native Students

What is Title III Native American?

Title III Native American provides eligible, academically at-risk Native American/Alaskan Native students supplementary literacy and language development support services

Who can be eligible?

All **self-identified** Native American students whose first language is English and is at academic risk may be assessed for Title III Native American services.

- Coordinating services
- Literacy support is provided during academic support meetings with students, through distributing age-appropriate Native American books and Lexia services
- College field trips (MS/HS)

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Title III

What services are available?

Direct services are provided directly to or for a Native student and/or his/her family. Indirect services can include instructional training and resources for schools and teachers with Title III Native American students to better support literacy for those students

Student support may include:

- Academic support
- Cultural projects
- School supplies

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Title III

Family support may include:

- Family nights
- Coordination of services
- Native American books for home literacy
- Additional online literacy support programs
- Cultural activities

Staff support may include professional development for:

- Addressing the unique academic and cultural needs of Native American students
- Building relationships with Native students and families
- Increase Native student and family involvement in school
- Individual staff support is provided through the District as requested to better serve the learning needs of Native American students in the classroom or building

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Discussion

- Opportunity for Feedback

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**School District
Affirmation of Consultation with Nisqually Tribe**

Date of Initial Consultation	
Name of District	North Thurston Public Schools
Native American Tribe	Nisqually Tribe

Participation in ESSA Federal Programs (Check all that apply):

- ☒ Title I, Part A ☒ Title III, Part A
☒ Title IV, Part A ☒ Title IV, Part B

***Note:** this template only covers ESSA Federal Programs.

The goal of the consultation process is agreement between the district and Native American Tribes. District officials must take into consideration the tribe's views for how to serve students and the design of the program. Consultation includes meetings with tribal officials before the district makes any decisions that affect the opportunities available to native students. If the district disagrees with the views of tribal officials on any topic subject to consultation, the district must provide in writing to such officials, the reasons why they disagree. The final decision rests with the district.

Discuss the following topics during the initial and ongoing consultation:

- ✓ Identification of children's needs.
- ✓ What services will be offered. Services including materials and equipment must be secular, neutral, and non- ideological.
- ✓ How, where, and by whom the services will be provided.
- ✓ How services are academically assessed and how the results of the assessment will be used to improve those services.
- ✓ Whether services shall be provided by the school district directly or through a separate government agency, consortium, or entity, or through a third-party contractor.
- ✓ Transfer of funds from one federal program to another.

Tribal Official Affirmation

- ☐ District explained [the complaint process and procedures](#).

Check one:

- ☐ Timely and meaningful consultation occurred and an equitable program of services was designed during the consultation process.
- ☐ Consultation was not timely and meaningful.

***If consultation was not timely and meaningful, provide a brief explanation on a separate page.**