



Dr. Daisy Thompson
DIRECTOR

Albuquerque Public Schools (APS)
Impact Aid (Title VII) Public Hearing Minutes
Alice and Bruce King Educational Complex
Wednesday, January 8, 2020

The Impact Aid Public Hearing was conducted on Wednesday, January 8, 2020. A total of 14 people comprised of district staff, administrators, and four Tribal representatives attended. Prior notices were sent out on December 19, 2019, to eleven Tribal officials who are impacted by the Impact Aid Application Source Checks. The 11 Tribal officials were contacted by email, telephone, and mailed a letter. The 11 Tribal communities include: The Pueblos of Acoma, Cochiti, Isleta, Jemez, Laguna, Sandia, San Felipe, Santa Ana, Santo Domingo/Kewa, and Zia, and the community of Tohajiilee. Notification letters were also mailed to parents of students on the Source Checks from each community on the same date.

2021 IMPACT AID APPLICATION

The Impact Aid Public Hearing began with the Student Information System Administrator, Jude N. Garcia. He reviewed a handout of information on Impact Aid with the participants. He explained the process for identification of eligible students to be included in the Impact Aid Application. He explained the categories for eligibility that include: students residing on Indian Land or Federal property; students who have parents who work on Federal property; and students who have parents serving in the U.S. military service. Mr. Garcia shared that APS and most New Mexico school districts use the 40-day count reporting date for Impact Aid purposes. Source Checks are then compiled to be shared with tribal officials for verification of student's residence as each student's address reflect an address on Tribal lands. Source Checks lists students' and parents' names, usually in a table format, who fit under one of the above categories. Currently, the 11 Tribal communities listed above have students who fit under *Category C: Resides on Indian Lands*.

DISCUSSION:

Question: Are Special Education students included in these Source Checks?

Answer: Yes. Some Tribal communities may receive two tables, one table for general education students, and one for special education students. Also, the information on the Source Checks may not include all students that should be included. These discrepancies may be caused by incorrect address information reported during registration.

Question: Could all students of a Pueblo be listed and the Tribal Officials would verify "Yes" or "No"?

Answer: That can be done as long as there is a Memorandum of Agreement (MOA) in place.

Question: How much funds does each student generate?

Answer: Approximately \$6,700 per student, however, only 4.06% is actually received. The more students identified and verified, the more funding is received.

Comment: There is what is called “Indian Set Aside” funds which the Federal government deems non-categorical, so school districts can choose how to spend those funds.

Suggestion: The Impact Aid Public Hearing needs to be held annually in the fall to give Tribal leadership/ Tribal Education Departments a chance to review and certify before the Impact Aid Application is due in January.

INDIAN POLICIES AND PROCEDURES:

The Director of the APS Indian Education Department, Dr. Daisy Thompson, presented the Indian Policies and Procedures (IPP).

IH9: Indian Education Board Policy

- APS Board of Education recognizes the importance of Native American students to maintain their traditions and values while obtaining educational skills.
- APS Board of Education desires to ensure educational opportunities for all students, including Native American students.
- APS Board of Education shall foster cooperation and maintain an open line of communication with tribal communities within district boundaries.

Indian Policies and Procedures (IPP)

- Consultation with tribal officials and parents regarding education; Impact Aid application, evaluations and program plans;
- Annual IPP review with Tribal Officials and parents of claimed students residing on eligible lands;
- Recommended or suggested modification of education programs to attain equal participation for appropriate progress.

Attestations

- APS attests that it has an established IPP as required in Section 7004 of the Impact Aid Law for any children claimed who reside on eligible Indian lands.
- The IPPs have been disseminated to the tribes and parents residing on eligible Indian lands.
- The current IPP will be attached to the FY2021 Impact Aid Application.
- APS attests that it will provide a copy of the written responses in an Executive Summary to comments, concerns and recommendations received from Tribal leaders and parents of Native American children.

IPP Policy 1: Procedure 1

- APS will disseminate relevant applications, evaluations, program plans and information related to the LEA's education programs and activities with sufficient advance notice to allow tribes and parents of Native American children the opportunity to review and make recommendations.

Procedures 1

- IPC monthly meetings and IEC quarterly meetings;
- Annual Public Hearing on Impact Aid Application and the IPP;
- Tribal leader's summits, public hearings and others.

IPP Policy 2: Procedure 2

- APS will provide opportunity for tribal leaders and parents of Native American children to provide views on the district's educational programs and activities, including recommending how the district may help the children realize the benefits of the educational programs and activities.

Procedures 2

- Opportunities will be provided to parents and tribes to submit comments and recommendations;
- Consideration for preferred modes of communication including meeting time and locations;
- An annual *Needs Assessment Survey* is conducted annually.

IPP Policy 3: Procedure 3

- APS will annually assess the extent to which Native American children participate on an equal basis with non-Native Americans in the district's education programs and activities.

Procedures 3

- Monitor Native American student participation in academic and co-curricular activities annually during TESR preparation;
- Review school data to assess the extent of Native American participation on equal basis in the district's programs;
- Share assessments of; funding, student participation, academic achievements and other related data;
- Encourage expression of views through direct communication with district through multiple venues; email, letters, phone calls, school and district department staff;
- Provide annual reports to tribal officials and parents through multiple venues.

IPP Policy 4: Procedure 4

- APS will modify the IPP as needed, based upon results of any assessment or input described in this document.

Procedures 4

- The IPP will be reviewed and revised annually as needed;
- IPP will be approved by the Board of Education annually;
- IPP will be shared with the parents of Native American children and tribal officials upon attainment of approval;
- Community input will be reviewed and responded to in a timely manner;

- Modifications to the IPP will be reviewed by the Board of Education;
- Parents, tribal officials and general public will be notified of any changes to the IPP.

IPP Policy 5: Procedures 5

- APS will respond at least annually in writing to comments and recommendations made by tribes or parents of Native American children and disseminate the responses to the Tribal Education Departments, Tribal Officials and parents of Native American children prior to the submission of the IPP by the LEA.

Procedures 5

- Same as above.

IPP Policy 6:

- The APS district will annually provide a copy of the current Indian Policies and Procedures to the 23 New Mexico tribes via mail, email, web posting and Parent Messenger.

DISCUSSION:

Comment: One of the tribal participants did not feel comfortable signing the IPP; In fact, the general consensus was that it should be a Tribal Official who would sign the IPP.

Suggestion: There was a suggestion to send the draft IPP to the Tribal communities before the Public Hearing each year to give the communities a chance to review and make recommendations at the annual Public Hearing.

Question: Are all the New Mexico Pueblos included in this Impact Aid application?

Answer: No. The Pueblos included are within a 50-mile radius of Albuquerque.

Comment from the Tohajiilee community: Several students appear to have been left off the Source Check listing. The community leader knew the families of the students listed on the source Check. She did not see the siblings listed but only one student was listed when there should be additional children listed from the same family.

Comment: APS is aware students are missing from the Impact Aid Application.

Comment: If a list of all students from a specific Tribal community could be sent, then those actually living in the Tribal community can be verified, and those that do not live in that Tribal community, would be crossed out.

The Public Hearing concluded with the following suggestions for next year:

1. Meet and coordinate with the impacted tribal communities beginning early in the fall of 2020, so by the time the 2022 Impact Aid Application rolls around, the IPP will have been reviewed and discussed by each impacted community's tribal officials and parents.
2. Coordinate with tribal officials who sign off on the Source Checks to ensure appropriate designation of eligible students to include in the application.
3. Individualize the signature page of appropriate impacted tribal official for each impacted community.