

**INDIAN POLICIES AND PROCEDURES**

It is the intent of the San Pasqual Valley Unified School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. No teacher or program director is to exclude or limit participation in any district activity on the basis of race. To this end, the San Pasqual Valley Unified School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

**ATTESTATIONS**

The San Pasqual Valley Unified School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY 2019 Impact Aid application.

The San Pasqual Valley Unified School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2019 Impact Aid application.

**Indian Policies and Procedures**

**TRIBE’S PREFERRED METHOD OF COMMUNICATION: mail and publication**

The following Indian policies and procedures become effective upon school board approval.

**Policy 1:** The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]

**Procedure 1:**

1.1 The school district will disseminate the Impact Aid application, the equal participation evaluation and program plans to the tribal officials and a summary to the parents of Indian children with instructions on how to obtain full copies of the documents.

1.2 The aforementioned documentation will be disseminated via mail, handouts sent home with children and on social media (where appropriate) and in the district office.

1.3 The aforementioned documents will be sent out as soon as possible, but at a minimum of one week in advance of any meeting to discuss them.

**POLICY (2):** The San Pasqual Valley Unified School District will provide an opportunity for the tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)]

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

**Procedure 2:**

2.1 The District Indian Parent Committee (DIPAC) meets monthly for the purposes of soliciting input from the tribe and parents of Indian children on the content of the educational program and activities.

2.2 The San Pasqual Valley Unified School District's school board has open comment periods at every school board meeting where individuals may provide comments, concerns or recommendations.

2.3 Parents and tribal officials may also contact the school district directly to provide input on the content of the educational program and activities.

2.4 The tribe will be notified by mail and parents of Indian children will be notified of any and all meetings at which they can provide input on the content of the educational program and activities through notices sent home to parents, and on social media where appropriate at least one week in advance of any meeting related to the educational program.

2.5 To the extent possible, the school district will consider the tribe's preferred method of communication in all contact related to these IPPs and the consultation process.

2.6 If consultation meetings have a low participation rate, the school district will work with the tribe and the parents of Indian children to determine how to modify the consultation process in a way that improves participation.

**POLICY (3):** The San Pasqual Valley Unified School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]

- (i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and

(ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

**Procedure 3:**

3.1 The school district will mathematically calculate the rate of Indian children's participation with non Indian children for the entire academic program and co-curricular activities.

3.2 The school district will send the complete evaluation to the tribe by mail and a summary of the evaluation will be sent to the parents by notices sent home with student and on social media with information on how the parents may obtain a fully copy of the documents. These documents will be disseminated as soon as possible, but at least one week in advance of any meeting to discuss them.

3.3 The District Indian Parent Committee (DIPAC) meets monthly for the purposes of soliciting input from the tribe and parents of Indian children on equal participation. The DIPAC will hold a meeting at least annually specifically to discuss the assessment on equal participation.

3.4 The San Pasqual Valley Unified School District's school board has open comment periods at every school board meeting where individuals may provide comments, concerns or recommendations. Parents and tribal officials may also contact the school district directly to provide input on equal participation.

3.5 The equal participation evaluation will be sent out as soon as possible, but at a minimum of one week in advance of any meeting to discuss them.

**POLICY (4):** The San Pasqual Valley Unified School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.  
[34CRF222.94(a)(4)]

**Procedure 4:**

4.1 At the Fall meeting of the DIPAC, the DIPAC will review the IPPs and make recommendations for changes. At this meeting, the parents of Indian children and tribal officials may make any recommendations for changes to the IPPs.

4.2 The DIPAC, parents of Indian children and tribal officials may also make suggestions for changes at other times of the year at DIPAC meeting, school board meetings, or in direct communication with the school district.

4.3 The DIPAC evaluates all proposed changes to the IPPs. The DIPAC sends all recommended changes to the school board for consideration.

4.4 The school board decides if the IPPs will be revised to accommodate the changes.

4.5 All changes to the IPPs become effective upon adoption by the school board.

4.6 The tribe will be notified of any changes to the IPPs and a provided a new copy of the IPPs via mail.

Parents will be advised of changes and provided a summary of the changes by notices sent home with students and in the school newspaper with instructions on how to obtain a full copy of the IPPs.

**POLICY (5) :** The San Pasqual Valley Unified School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

**Procedure 5:**

5.1 The school district will respond to comments, questions and recommendations received related to the IPPs or educational program in writing.

5.2 The school district will respond the comments, questions and recommendations received related to the IPPs or educational program at least annually.

5.3 The written response to comments, questions and recommendations received related to the IPPs or educational program will be disseminated by mail to the tribe. Parents will be advised of the responses and provided a summary of the responses by notices sent home with students and in the school newspaper with instructions on how to obtain a full copy of a written response.

**POLICY (6):** The San Pasqual Valley Unified School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]

6.1 The school district will send the tribe a copy of the IPPs to the tribe before the school district submits its application to the Impact Aid Program on or before January 31st.

Regulation  
approved:  
reviewed

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT**  
Winterhaven, California

**IMPLEMENTATION INSTRUCTION FOR BOARD POLICY 1270 INDIAN POLICIES AND PROCEDURES IN ACCORDANCE WITH TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OR PL 114-95**

In order to fulfill the requirements of Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95, the Governing Board of the district has adopted Indian Policies and Procedures, known as BP 1270. This policy relates to the requirements in Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95 to ensure the equal basis participation of, and tribal and parental involvement in the education of, those students of the district who live on Indian lands and are claimed for payment under Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95. The following are implementing instructions for this policy and are effective immediately. The Memorandum of Understanding between the district and the Quechan Tribe, as it may be amended from time-to-time, is fully incorporated herein and shall be deemed to be a part of this policy.

1. Definitions

- a. Education Programs - All aspects of the education mission of the district that are part of the district's entire operating program, including, but not limited to, classroom instruction, extracurricular activities, formulation of the school budget, hiring of staff and professional development services, facilities, any services regularly or periodically provided by the district to students such as transportation and food services, and all special supplemental or categorical programs and services provided to students at the district.
- b. Equal Basis Participation Assessment - An assessment taking into account both qualitative and quantitative measures of the participation of Indian children in the district's education programs and activities as compared with that of non-Indian children served by the district. Qualitative measures shall include, but not be limited to, indices of student achievement and success at the district as reflected in various data and statistical information such as student tests and achievement scores, mastery of curriculum goals, grades and grade point averages, drop-out rates and numbers, and graduation numbers. Quantitative measures shall include but not be limited to, data indicating the number of students enrolled in the various programs, classes, activities, and services provided by the district, attendance, absentee, and disciplinary statistics.
- c. Evaluations of Education Programs - Information regarding the goals, objectives, and specific learning outcomes of district programs and the results of district assessment as to whether students are meeting such goals, objectives, and outcomes as indicated in supporting data, statistics, authentic assessment, or other results of any methodology employed by the district to

evaluate student achievement outcomes. Evaluations include a budgetary breakdown of general fund expenditures.

- d. Indian children - Children residing on Indian lands who are recognized by an Indian tribe as being affiliated with that tribe.
- e. Tribal Impact Aid Committee - Said committee shall be made up of members appointed by the Quechan Tribal Council on an annual basis.

## 2. Equal Basis Participation Assessment

- a. Indian children shall participate in school programs and activities on an equal basis with all other children who are served by the San Pasqual Schools. The district, on an annual basis, shall gather data which reflects the participation of Indian children on an equal basis with all children of the San Pasqual Schools. The data that shall be provided by the district, as well as time-lines for receipt of such data by the Quechan Tribe through the Tribal Impact Aid Committee shall be included in a Memorandum of Understanding between the district and the Quechan Tribe which is deemed a part of this policy and may be amended from time-to-time as provided in 8 below.
- b. In August and/or September of each year, appropriate district personnel shall meet with the Tribal Impact Aid Committee to review and analyze the data generated to date and to prepare a Joint Report which shall be presented to both the school board and the Quechan Tribal Council in October. Said Joint Report shall include an interpretive summary of the disaggregated data results and program evaluations as the information relates to the assessment of equal basis participation. The raw data and statistics shall be made a part of the Report. If the Committee and district personnel disagree as to the interpretation of the data, the Report shall so indicate.
- c. In January and/or February of each year, appropriate district personnel shall meet with the Tribal Impact Aid Committee to review and analyze the data generated to date, if any, for eventual inclusion in the October Joint Report on Equal Basis Participation Assessment.

## 3. Dissemination of Applications, Plans, Evaluations and Information

- a. In addition to and as a part of the data to be provided to the Quechan Tribe pursuant to the Memorandum of Understanding, the district shall deliver to the Quechan Tribal Office and the Tribal Impact Aid Committee, and shall make available to parents/guardians of Indian children the following:
  - (1) A copy of Board Policy 1270 and this Administrative Regulation;
  - (2) The Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95 application

and summary of application, as well as summaries of any other applications for special funds under federal or state programs;

- (3) All evaluations of educational programs;
  - (4) Any program plans to initiate or eliminate programs in school;
  - (5) Board agendas and information packets for all regular and special meetings;
  - (6) Minutes of all Board meetings;
  - (7) Annually, a calendar of all projected school Board meetings;
  - (8) A copy of the summarized annual budget will be provided to the Quechan Tribal Office and the Tribal Impact Aid Committee prior to the district's annual budget hearing held in June. The Quechan Tribe and the Tribal Impact Aid Committee shall receive a copy of the summarized annual budget at the same time as the Board received same. Following receipt but prior to the June budget hearing, the Assistant Superintendent shall hold a briefing session for the Tribal Impact Aid Committee and the general public on the proposed budget to explain how the budget is put together.
  - (9) A copy of the summarized annual budget revised to reflect actual amounts received will be provided to the Quechan Tribal Office and the Tribal Impact Aid Committee each November or as soon thereafter as it is compiled. The copy shall be provided to the Tribe as stated at the same time as the Board receives same.
  - (10) Copies of the School Accountability Report Card for each of the regular schools in the district. A summary of the Joint Report on Equal Basis Assessment generated from the data provided pursuant to the Memorandum of Understanding shall be incorporated as an item of the district's "School Accountability Report Card" for the elementary, middle and high school. The report cards, which are required to be published annually shall be posted at the usual and customary places in the community, posted on the information boards of each of the schools and district office and copies will be made available at each of the schools and district office.
- b. The district shall provide an in-service instruction to parents/guardians regarding the information contained in and the use of the alternative assessment portfolios. The in-service shall be conducted at the beginning of each school year.
- c. Each one of the schools in the district publishes information handbooks annually. The district shall publish a copy of this administrative regulation as well as detailed summaries of the Title VII of The Elementary and Secondary

Education Act as amended by the Every Student Succeeds Act or PL 114-95 application, program plans, and evaluations when they are available, in the district elementary, middle and high school handbooks noting that a copy of any original available document will be provided to any person upon request. The handbooks shall be designed with input from the School Site Councils and the Tribal Impact Aid Committee during the spring. These publications are given to each household in the school district, via the students, in September. The district shall mail copies of the information handbooks to the Quechan Tribal Office and to the Tribal Impact Aid Committee. The district shall work with the respective School Site Councils and the Impact Aid Committee to organize an in-service for parents/guardians to present and review the contents of the Handbooks at the beginning of each school year. Such in-service may be held in conjunction with the in-service for parents/guardians on student portfolios and assessment methods.

#### 4. Modification of the Education Program

a. If necessary, educational programs and activities shall be modified to ensure that Indian children participate on an equal basis with all other children in the district schools.

(1) If after preparing the October Joint Report, district personnel and the Tribal Impact Aid Committee agree that modification is necessary, they shall jointly prepare a list of recommendations for submission to the Board at a regular meeting. The Board shall respond to the recommendations at the regular meeting occurring two months after the presentation.

(2) If after preparing the October Joint Report, district personnel and the Tribal Impact Aid Committee do not agree that modification is necessary, or at any other time throughout the year, the Committee may unilaterally submit a list of recommendations to the Board for modification of the education program. The Board shall respond to the recommendations at the regular meeting occurring two months after the presentation.

#### 5. Opportunities to Present Views and Make Recommendations

Tribal officials and parents/guardians of Indian children shall be provided an opportunity to comment on (1) the participation of Indian children on an equal basis in school programs and activities and (2) the general educational program including evaluations of the education programs, the implementation or elimination of any aspect of the education programs, and the operation of the education program, and (3) the degree of effectiveness of input from the Indian community. Tribal officials and parents/guardians of Indian children shall be provided an opportunity to make recommendations on the needs of the Indian children and how the district may help those children realize the benefits of the district's education programs and activities. Subject to customary district limitations on comment and presentations, every effort

will be made to ensure that Tribal officials and parents/guardians of Indian children have adequate time and opportunity to review materials and express their views:

- a. The agenda for each of the monthly school Board meetings will include the item which states, inter alia, "Hear public...and parents/guardians of Indian children on equal participation in educational programs provided by the district. Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95."
- b. In February and October of each year, the Board shall schedule, as a part of two regular Board meetings, time on the agenda for the express purpose of permitting Tribal officials and parents/guardians of Indian children the opportunity to comment, present their views and make recommendations. The Joint Equal Basis Assessment Report shall be presented at the October meeting.
- c. The Board may set aside time on the agenda for comment and recommendation purposes at any additional regular Board meetings or it may schedule special Board meetings for such purposes as it deems necessary.
- d. An opportunity for input from Tribal officials and parents/guardians of Indian children will be afforded during the course of the annual budget hearing in June, at the public explanatory meeting held by the Assistant Superintendent prior to the Board's June budget hearing referred to in Paragraph 3a (7) above, and at any parent/guardian in-service instruction sessions held by the district.

#### 6. Consulting and Involvement in Planning and Development

Tribal officials and parents/guardians of Indian children are to be actively consulted and involved regularly in the planning and development of education programs assisted with funds provided under Title VII of Public Law The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95.

- a. This consultation and involvement shall be accomplished through the Tribal Impact Aid Committee, the Title IX Impact Aid Parent Committee, ad hoc committees, task forces, and discussions during regular Board meetings.
- b. In the event that the Board accepts modification recommendations which involve the planning and development of education programs, the district shall hold as many special meetings as needed with appropriate district personnel (may include administrators, teachers, staff) and tribal officials, the Tribal Impact Aid Committee, and parents/guardian of Indian children to design and implement the modifications. Tribal officials and/or the district may invite outside persons with special expertise to participate in the special planning and development meetings.

#### 7. Notification of Meetings

Notice of district meetings will be delivered to the Quechan Tribal Office and the Tribal Impact Aid Committee, and posted in accordance with law. Such notice shall be provided for the following:

- a. Regular and special Board meetings in conjunction with receipt of the information packets and agendas for such meetings;
  - b. The June budget hearing. Budget related meetings such as the June budget hearing, the special explanatory meeting prior to the June budget hearing, and the fall meeting when the revised actual budget is reviewed;
  - c. The September and January meetings to review data and prepare the October Joint Report;
  - d. Any special planning and development meetings arising out of paragraph 6 of this regulation;
  - e. Meetings to provide input on the design of the student handbooks for each school site;
  - f. In-service training for parents/guardians.
8. Review and Modification of Indian Policies and Procedures and MOU
- a. The district Board shall, no later than the December School Board meeting, review these Policies, Procedures and Administrative Regulations, which include the Memorandum of Understanding between the district and the Quechan Tribe, to ensure that (a) the Policies, Procedures and Administrative Regulations meet the minimum standards of Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95, and (b) the Policies and Procedures continue to provide for an adequate level of Indian Participation.
  - b. If it is found the Policies, Procedures and Administrative Regulations do not meet the requirements, the district shall amend same, in consultation with and based on information from tribal officials and parents/guardians of Indian children, to conform with the requirements of Title VII of Public Law 103-382.
  - c. The Memorandum of Understanding shall be reviewed on an annual basis at a Fall Board meeting and shall be revised as necessary pursuant to agreement between the district and the Quechan Tribe to specify appropriate data required to make a comprehensive equal basis participation assessment.
  - d. The Tribal Impact Aid Committee may recommend to the Board, at any time, changes to the district's Policies, Procedures, Administrative Regulations, and/or the Memorandum of Understanding which it feels to be necessary based upon its assessment of the degree of and effectiveness of input from the

Indian community. The Board will respond to these recommendations at an open Board meeting within 30 days.

- e. Copies of the amended Policies and Procedures and the Memorandum of Understanding shall be sent to the Quechan Tribal Office, the Tribal Impact Aid Committee, and made available at the district office for any person who desires a copy.

9. Records of District Compliance and Gathering Information of Indian Views

The district shall maintain records of its compliance with this Administrative Regulation. Said records shall be maintained in a central location and shall be made available to tribal officials, the Tribal Impact Aid Committee, parents/guardians of Indian children, and the general public upon request. Said records shall include, but not be limited to, Board minutes, any relevant Reports or Recommendations submitted to the Board, copies of notices provided to the Tribe, any relevant correspondence, minutes of any relevant committee or planning and development meetings, and copies of the data and program evaluations provided to the Tribe.

10. Compliance Officer/District Complaint Process

The Board shall appoint the compliance officer, taking into account the recommendations and advice of the Tribal Council

- a. The duties of the compliance officer will include (1) annually briefing the Board and the Tribal Council on the requirements and time-lines set forth in the policies, (2) annually holding a training session for faculty and staff regarding data reporting procedures, (3) holding an annual public meeting for the community to review the requirements and time-lines set forth in the policies, (4) providing on-going review of the district's actions to ensure compliance with the policies and procedures, i.e. procedures followed, time-lines met, district record-keeping maintained, and any agreed upon changes or recommendations implemented, and (5) facilitating communication between the district and members of the Indian community.
- b. This person will also review any questions or complaints submitted by parents/guardians or tribal representatives regarding actions related to these policies and procedures and will ensure that any concerns are resolved or answered.

11. Complaint Procedures Pursuant to The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95

- a. The Quechan Tribe or its designee, may file a written complaint with the County Superintendent of Schools regarding violations by the Board of Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95.
- b. The Quechan Tribe or its designee, may file a written complaint with the Assistant Secretary for Elementary and Secondary Education regarding

violation by the district of the regulations set forth in Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95. Title VII of The Elementary and Secondary Education Act as amended by the Every Student Succeeds Act or PL 114-95 shall govern all procedures regarding written complaints and hearings.

**IMPLEMENTATION INSTRUCTION FOR BOARD POLICY 1270 INDIAN POLICIES AND PROCEDURES IN ACCORDANCE WITH TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OR PL 114-95**

E 1270.2 (a)

**REPRODUCTION OF ORIGINAL MOU**

**MEMORANDUM OF UNDERSTANDING BETWEEN THE QUECHAN INDIAN TRIBE AND THE SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT**

This Memorandum of Understanding (MOU) between the Quechan Indian Tribe and the San Pasqual Valley Unified School District is incorporated into and made a part of the district Impact Aid Policies and Procedures AR 1270.2

**Intent, On-Going Revision and Amendment**

This MOU is intended to be a living document which will facilitate improved communication and the efficient exchange of information between the Tribe and the District for the purposes of providing both the Tribe and the District with comprehensive information to enable proper assessment of the extent to which Indian children participate in the district's programs and activities as compared with non-Indian children served by the district. The MOU shall specify the qualitative and quantitative data and information that must be provided, and the timelines for the provision of such information, to the Quechan Tribal Council and the Tribal Impact Aid Committee on an annual basis.

The MOU shall be revised and amended on an on-going basis in order to reflect changes or advances made in assessment and evaluation methodology, the technical ability of the district to extract and formulate data, coordination with other assessment or evaluation information that the district must compile as required by law, and/or the need to add to or delete from the list of data necessary to make a proper assessment of equal basis participation of Indian children as compared to other children served by the district. Amendment of the MOU shall be effective upon written authorization by the Quechan Tribal Council and the district Board of Trustees followed by signature of their respective designees.

**Data to be Provided and Timelines**

The District will provide to the Quechan Tribal Council and the Tribal Impact Aid Committee the following information and documentation pertaining to the 1996/1997 school year as such information is compiled and available following each school semester, i.e. in January 1997 and in June 1997 respectively, or as otherwise specified below:

1. **SUSPENSION INFORMATION** for each of the district's school sites for the 1996/1997 school year indicating the number of students, broken down by race or ethnic group and gender, who were suspended. The information shall include the number of days of the suspension, the grade of the student, the reason for the suspension, whether the suspension was imposed by a teacher or by the principal or his designee, and whether the student receives special education services.

2. EXPULSION INFORMATION shall be compiled by the District and maintained confidentially subject to further negotiation and agreement. The information shall include the number of students, by race or ethnic group and gender, the grade level of the student, the number of special education students, the education code violation cited as the reason for the expulsion, and whether the enforcement of the expulsion was suspended by the school board.
3. VOLUNTARY AND INVOLUNTARY TRANSFER OR PLACEMENT INFORMATION for each of the district's school sites for the 1996/1997 school year indicating the number of students, by race or ethnic group and gender, who were voluntarily transferred, or involuntarily transferred to continuation school or who were placed on Independent Study or Home Study as a result of disciplinary measures. The information on involuntary transfers shall include the grade of the student and the reason cited for the transfer. The district shall collect such data with regard to special education students which shall be maintained confidentially subject to further negotiation and agreement.
4. ATTENDANCE INFORMATION for each of the district's school sites for the 1996/1997 school year indicating the number of students, by race or ethnic group and gender, referred to the SARB. The information shall include the grade of the student and whether the student receives special education services.
5. DROP-OUT INFORMATION for each of the district's school sites for the 1996/1997 school year indicating the number of students, by race or ethnic group and gender, who left the district and did not request school records after 45 days in accordance with the district's definition of a "drop-out". The information shall include the grade of the student at the time the student dropped out. The District shall collect such data with regard to special education students which shall be maintained confidentially subject to further negotiation and agreement.
6. STUDENT ACHIEVEMENT TEST RESULTS (CAT test scores) for the 1996/1997 school year shall be furnished to tribal officials when presented to the district Board of Trustees.
7. STUDENT GRADE POINT AVERAGES, broken down by race or ethnic group and gender, for the middle school, high school, and Bill Manes school for each semester of the 1996/1997 school year.
8. ELEMENTARY SCHOOL PASS/FAIL INFORMATION indicating the number of elementary school students, broken down by race or ethnic group and gender, who failed a subject during the 1996/1997 school year. The information shall include the subjects, the grade level of the subjects, and the number of the failures by each student. The District shall collect such data with regard to special education student which shall be maintained confidentially subject to further negotiation and agreement.

In addition to the above information, the district will provide the following during the 1996/1997 school year as agreed upon by the district and the Tribe with the assistance of the Compliance Liaison:

1. Any data or information or summary of data results referenced above as “maintained confidentially by the District” that will not compromise the privacy rights of individual students. Issues involving the remaining information not released may be the subject of further negotiation and agreement between the parties.
2. The results of post-graduate or alumni surveys developed and implemented by the district during the year.
3. The results of student attendance tracking information showing absentee rates broken down by race or ethnic group, gender, grade, and whether the child receives special education services.
4. The results of any student assessment methods implemented regarding performance of children in grades K through 3 and broken down by race or ethnic group, gender, grade, and whether the child receives special education services.
5. Grade point averages for grades 4 and 5, broken down by race or ethnic group, gender, grade, and whether the child receives special education services.
6. The results of career and academic tests administered by the guidance office, the number of students identified as college bound, and the number of students identified by the guidance office as academically “at risk” broken down by race or ethnic group, gender, grade, and whether the child receives special education services.
7. The education program evaluations for 1995/1996 and 1996/1997 for the following programs:

Title I, Title II, Title IV, Title VI, Title VIII, Title IX, S.I.P, E.L.A., E.I.S.S., Dropout Prevention Program, A.E.W.C., T.U.P.E., Mentor Teacher, DQ University, Wellness, Play and Learn, and Healthy Start, to the extent that evaluations are required by the program or law.
8. Other relevant information compiled or developed through the use of the district’s comprehensive computerized database system.
9. Any other information specified or developed by the consulting Compliance Liaison with regard to equal basis participation and education program evaluations and as agreed upon by the Tribe and the district.

**Extension of Timelines for Good Cause**

In the event the district is unable to meet the timelines indicated above, and such inability is due to good cause, the Tribe agrees to meet with the district in order to negotiate a reasonable extension of one or more of the timelines. Such extension shall be confirmed in writing.

Dated: \_\_\_\_\_

\_\_\_\_\_  
Mike Jackson, President  
Quechan Indian Tribe

Dated: \_\_\_\_\_

\_\_\_\_\_  
Rick Shepard, President  
San Pasqual Valley Unified School District  
Board of Trustees

**IMPLEMENTATION INSTRUCTION FOR BOARD POLICY 1270 INDIAN  
POLICIES AND PROCEDURES IN ACCORDANCE WITH TITLE VII OF THE  
ELEMENTARY AND SECONDARY EDUCATION ACT AS AMENDED BY THE  
EVERY STUDENT SUCCEEDS ACT OR PL 114-95**

**PLEASE SEE DISTRICT MATERIAL IN THE**

**DISTRICT OFFICE FOR**

**EXHIBIT 1270.2**

**ORIGINAL MOU WITH TRIBE**

**IMPLEMENTATION INSTRUCTION FOR BOARD POLICY 1270 INDIAN  
POLICIES AND PROCEDURES IN ACCORDANCE WITH TITLE VII OF THE  
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reviewed: