

ONEIDA NATION SCHOOLS

STATEMENTS OF

PHILOSOPHY, MISSION, AND GOALS

In order to pursue a visionary and purposeful tack for the development of Oneida Education, it is necessary to declare why it is undertaken, how it will be pursued, and to what end. With these thoughts in mind, the Oneida Nation School Board states its intentions and anticipated directions for institutional development and the expected outcomes of this development.

THE ONEIDA NATION SCHOOLS PHILOSOPHY

The source of our continued survival emerges from our Oneida cultural beliefs. We have always placed a high value on living in harmony with all living things the Creator has placed upon and around Mother Earth. Our culture has valuable lessons and concepts which must be transferred to our children in order to meet the many challenges of the future, they will undoubtedly face.

We feel that an atmosphere based upon the founding principles of the Iroquois Confederacy, many of which are included in the United States Constitution, is vital to Oneida students developing an understanding and practice of mutual respect.

The Oneida Nation Schools are dedicated to recognizing the individuals worth, dignity and mutual respect between all people, young and old, as well as, members of the world family. This dedication provides the encouragement for each child to feel accepted and valued. The Oneida Nation Schools present each student with the opportunity to experience and learn the responsibility of caring and accepting others.

The Oneida Nation Schools will continue to revitalize our Oneida language and culture by using Oneida ideas and materials throughout the school building wherever learning can be made most meaningful to Oneida students.

Through the strength of the Oneida language and culture, our responsibility to our children and to the generations to come is to prepare Oneida students for leadership roles and positions of responsibility.

ONEIDA NATION SCHOOL SYSTEM MISSION

The Oneida Nation School System will be the learning system of choice for our children by embracing the guiding principle that all young people have limitless potential and opportunity. The Oneida Nation School system upholds this philosophy through the implementation of the highest standards of excellence in academics, culture, and an integrated, holistic collaborative approach to life long learning for the individual student, family, community, and nation. This commitment to excellence creates a path to responsible leadership, to plan and design the future in which the Oneida way of life is reflected and sustained.

GENERAL GOALS

- To participate in and contribute to the academic, social and cultural advancement of the Oneida people.
- To prepare students for continuous academic and social growth within Oneida cultural perspectives.
- To offer an educational program encouraging each student to develop a concern for excellence and a striving for continuous learning and growth.
- To develop an environment that is dedicated to learning and open to those with the curiosity to learn.
- To establish an environment that promotes creative decision-making, effective communication and the courage to accept imperfection.
- To utilize the Oneida Tribal Community as a resource for learning.
- To provide activities that encourage and facilitate the personal development and growth of each Oneida student.
- To provide an instructional program that accommodates individual differences in learning rates, aptitudes, prior knowledge, and motivation.
- To prepare students academically, and to help each student to understand and explore a wide variety of possible career opportunities.

ONEIDA NATION SCHOOLS

K-8 CULTURE MISSION STATEMENT

Culture evolves from universal precepts. Language carries cultural norms in an upward spiral which encompasses all community members. Oneida cultural concepts flow upward, moving from the general to the specific and back to the general again. The cultural concepts seek their own balance as they meet the evolving needs of the people.

The cultural spiral of knowledge brings a higher interdependent. Each part has an integral function that affects the whole. The interweaving of human beings in a social setting and the organisms that thrive in the natural world follow the same natural laws.

Nurturing the individual is the first process. Students will learn pride in their identity. They will learn self-respect which will in turn engender respect for others and for everything that exists in the natural world. The personal attributes that will be promoted in the education system include being adaptable to change, having confidence in one's abilities that is refined through self discipline and a willingness to be a self-advocate. Oneida students will leave with a deep understanding of themselves espousing the Oneida value of **REASON**.

Herbs, medicines, and ceremonies are ways of achieving an equilibrium in the body. Students will acquire the capabilities of maintaining balance through the natural environment. The resources provided by the earth will help create a healthy body. Students will exercise self-control in using the earth's gifts. Oneidas understand the close relationship between a healthy mind and body. This value is incorporated in the Oneida concept of **PEACE**.

Oneida students will learn that they are members of an Oneida community and recognize the responsibilities between the individual and the environment. Responsibilities are acquired through cooperation within the framework of the clan system, and through the Oneida language which embodies respect to all living things. The student skills will include active listening, seeing other perspectives, decision making and arriving at consensus. These responsibilities and skills reflect leadership qualities that are inherent in the Oneida principle of **RIGHTEOUSNESS**.

Righteousness is the basic rights practiced between people. By upholding these established rights, students will assure preservation of the environment and survival of the community.

There are many symbols in Oneida culture fostering unity. Cultural activities transmit significant teachings and symbolic relationships. Examples include the concept of wampum and illustrative stories that explain our origins as People of the Great Tree. The arts, crafts, songs, dances and games are both ceremonial and social. These activities promote unity. Their cultural message is derived from the Oneida concept of **POWER** which is a belief system and explains our existence here as human beings. The concept of power when enforced are the norms, rules, and customs of society. These laws and customs are based on the authority derived from government and religion.

The Oneidas have a unique cultural world. To empower our students as they participate in the Western culture, it is important that they be given the opportunity to discover and explore their cultural identity first. Students will leave enriched with a positive, coherent sense of self.

It is understood that the educational process for ethnic groups has been and can be destructive or constructive to growth and development. With this in mind, the school will provide opportunities for students to know what is their own in contrast to what belongs to others. Multi-ethnic education leads to higher level thinking skills and an appreciation for others. Oneida students will be culturally "literate" in the best sense of the word.

ONEIDA NATION SCHOOLS

K-8 CULTURE GOALS

The ultimate aim for delineating culture goals is to incorporate this knowledge into the total academic program. The Culture Program at the Oneida Tribal School will provide all students opportunities to develop the necessary skills to:

1. Learn the Oneida language progressively.
2. Use effectively the Oneida language in formal and informal settings.
3. Develop individual styles in expressing the Thanksgiving Address meaningfully within the Oneida language.
4. Appreciate and know the legends and history that are uniquely Oneida.
5. Develop a sense of identity in and understanding of Oneida heritage.
6. Contribute as a member of the Oneida community and be an advocate for the legitimacy of cultural beliefs within the education community. Foremost of these are respect for the environment, sharing, and developing patience.
7. Understand the basic rules of reaching consensus, working cooperatively, and making decisions.
8. Explain the basic elements of Oneida names, games, major ceremonies and cultural symbols.
9. Know the function of the clan system and how it relates to the family and government.
10. Know the function of wampum, ceremonies, herbs and medicines.
11. Utilize the concepts of the Great Law: Peace, Righteousness and Authority.

ONEIDA NATION SCHOOL BOARD

PURPOSE AND OBJECTIVES

Statement of Purpose

The Oneida Nation School Board has the charge of setting direction for the educational leadership of the students attending the Oneida Nation Schools, and the planning for future educational development. Within that responsibility rests the authority to oversee and plan for the academic and cultural growth of the students and Tribal institutions. Within the authorities set out by the General Tribal Council pursuant to Section 1(h) of Article IV of the constitution of the Oneida Tribe of Indians of Wisconsin, and the agreements contained within the Memorandum of Agreement of February 14, 1983, the Oneida Nation School Board exists to ensure the compliance of the school with Tribal initiatives and planning, the community's desires, and sound academic practice.

Objectives

The Oneida Nation School Board's objectives shall include, but not be limited to:

- The monitoring of school operations and development, ensuring compliance with sound academic practice and consistency with community priorities and Tribal initiatives and planning.
- Approval of all curriculum developed and implemented for use within the Oneida Nation Schools, ensuring quality academic instruction incorporating Oneida cultural tenets.
- Direct involvement in the process of personnel matters, as prescribed in the Memorandum of Agreement, ensuring the maintenance of quality staff and policy benefiting the harmony of the staff and ultimately the students of the school.
- Review and endorsement of all contracts, grants, and proposals relative to the school's operation and funding, and submission of same consistent with the Oneida Tribe's funding cycles, ensuring a level of funding for the school consistent with its developmental and operational needs.
- To meet with the Oneida Business Committee and to negotiate any disputes which may arise between the Committee and the Board, ensuring the continued carrying out of the Board's charge and the benefits which must accrue to the students.

- To conduct, or cause to be conducted, long and short-range planning for the development of educational programming for the students attending Tribal-specific programs of study.
- To report to the Oneida Business Committee and the Oneida General Tribal Council on a regular basis, apprising the Tribal leadership of the school's progress and current issues.

Board Organization

The organizational structure of the Oneida Nation School Board shall be in conformance with the Constitution and By-Laws of the Oneida Tribe of Indians of Wisconsin. Membership on this Board shall be comprised of nine Oneida Tribal members, seven of whom must be parents/guardians of students attending.

All members shall be voting members; however, the Chairman of the Oneida Nation School Board shall vote only to break a deadlock of the other members.

Adopted:

Revised:

Source: Tribal Resolution, "83-"84

Cross Reference: Tribal Election Ordinance

Powers and Duties

Officers:

The powers and duties of the officers of the Board shall be restricted to the following unless the Board acts at a regularly scheduled or other legally constituted special meeting to modify those powers and duties noted below:

Chairperson:

It shall be the responsibility of the Chairperson to preside over all Board meetings and hearings, to represent the Board and the School at official functions, to call special meetings of the Board, and to ensure that the Board complies in its charge to the Oneida Tribe and the Oneida Nation Schools. The Chairperson shall also be an ex officio member of any committee established by the Board, and shall carry all general duties and powers assigned to Board membership pursuant to the Tribal Constitution and the Memorandum of Agreement.

Vice-Chairperson:

It shall be the responsibility of the Vice-Chairperson to act in replacement of the Chairman should for any reason he or she be unable to carry out the above prescribed powers and duties. The Vice-Chairperson may from time to time be called upon to chair ad hoc committees established by the Board, and shall carry all general duties and powers assigned to Board membership.

Secretary:

It shall be the responsibility of the Board Secretary to act in the absence of the Chairperson and Vice-chairperson in the carrying out of their powers and duties. The Secretary shall be responsible for the accurate recording and presenting of all Board minutes and other formal documents. The Secretary shall work closely with staff to ensure timely reporting of all Board actions. As in the case of the other officers, the Office of Secretary also carries all general duties and powers assigned to the Board membership.

Members:

It shall be the responsibility of the members of the board to serve consistent with, and under the provisions of the Tribal Constitution and the Memorandum of Agreement. To monitor and pass on the budgets, curricula, personnel matters, policy, planning, reporting, and overall activity of the Oneida Nation Schools.

Adopted:

Revised:

Source:

Cross Reference:

Election of Officers

At the first meeting of the Oneida Nation School Board subsequent to the General Tribal Council elections each year, it shall be the responsibility of the Board to elect its three officers: Chairperson, Vice-Chairperson, and Secretary.

Board officers shall hold their positions for one year. Officers may be re-elected, however, and there is no limitation upon the number of times a duly elected member may run for these offices of the Board.

Terms of office shall be held until the Board holds its first meeting after the elections. At this meeting the transference of authority shall occur.

If for any reason, during the course of the year term, an officer of the Board cannot fulfill the obligations of the office, action will be taken by the Board to declare the seat vacant, and an election will be held by the remaining members to fill the vacant seat at the next regular meeting of the Board or at a special meeting called for that purpose

Adopted:

Revised:

Source:

Cross Reference: Removal from Office

Attendance

It is expected that members of the board shall fulfill their responsibilities to the Oneida people by attending all regular or special meetings of the board except in cases of extreme emergency or reasons of ill health. It is expected also that members who are unable to fulfill their obligations should present to the Board their reasons in writing (when possible) prior to any regular or special meeting.

It is understood that any member not attending a meeting will be ineligible to receive any stipend to which the Board may otherwise be entitled. Absence at three consecutive meetings may be grounds for removal from the Board.

Adopted:

Revised:

Source:

Cross Reference:

Committees

In keeping with recommended practice for school boards, the Oneida Nation School Board shall have no standing committees. Special committees, however, may be created by the Board from time to time as special conditions necessitate such action. A majority vote of members present at a legally constituted meeting shall be required to create a special committee. When so created, such committees shall be appointed by the Chairman and shall be terminated upon completion of their assignment, which ordinarily will result in a written report to the Board.

Should a committee be established which for whatever reason is no longer meeting a valid need or goal of the Board, it may be terminated by a majority vote of the Board at any time.

Adopted:

Revised:

Source:

Cross Reference:

Expenses, Compensation, TravelExpenses

Members may be compensated for expenses incurred in the name of the board provided that the estimated or actual expenses are approved in advance by the Board at a legally constituted regular or special meeting. Ordinarily these expenses shall be limited to those accrued for travel related expenditures resulting from attendance at meetings, conferences, ceremonies or other functions provided for within these policies or other legitimate expenditures as the Board may from time to time authorize.

Compensation

Should funding permit, it shall be within the authority of the Board to determine a reasonable compensation for the remuneration of costs incurred by the Board in the performance of its elected duties. Each year, consistent with the development of the school's annual budgets, the Board shall devise a formula for the payment of a stipend to its membership.

Payment shall be made to the members based upon their attendance at monthly meetings. The Board may also elect to be compensated for special meetings, not to exceed two meetings per month.

The budget necessary to meet the projected costs shall be submitted to the Oneida Business Committee with all other school budgets. Beyond this compensation it is understood that:

No part of the net revenue of the school shall be used to the benefit of, or be distributable to, its members, officers, or other persons, except that the Board shall be authorized and empowered to pay reasonable compensation for services rendered and make payments and distributions in furtherance of the purposes set forth in this Policy Manual.

Travel

Travel allowances shall be made consistent with Oneida Tribal provisions for all employees. Payments shall be made from school funds budgeted for this purpose.

Adopted:

Revised:

Source:

Cross Reference:

Membership in Organizations

The Board at its discretion, and within its budget, may elect to join professional organizations which in general have the purpose of assisting Board members to enhance their knowledge and skills in educational governance. Such organizations as those listed below, shall annually be considered by the board for potential membership:

- The Association of Tribally-Controlled Contract Schools
- The National Indian School Board Association
- The National School Board Association
- The Wisconsin School Board Association
- The National Indian Education Association
- The Wisconsin Indian Education Association

The Board may not knowingly join any organization, using federal funds to pay for its membership fees, if the organization includes lobbying in its mission or practice. Should Tribal funds be available and used for membership purposes, this caution does not apply.

Adopted:

Revised:

Source:

Cross Reference:

Contracting

The Oneida Nation School Board is empowered to review and approve all school-related contracts. In contracts entered into with agencies or organizations outside of the Tribe, contracts approved by the Board shall go to the Business Committee for approval and submission. Proposals to the Oneida Business Committee in any area related to the funding or operation of the Oneida Nation Schools shall be submitted consistent with existing Oneida Tribal policies and procedures. The recommendations of the Board shall be followed by the Oneida Business Committee, provided that such proposed contracts, grants, and proposals are consistent with Oneida Tribal funding cycles.

Scope of Contracts

The Oneida Nation School Board shall have the authority to enter into personnel and consulting contracts having direct bearing on the operation or development of the Oneida Nation Schools. These acts shall include, but not be limited to: school administration and faculty, other direct service providers (eg; counselors, educational psychologists, testing experts, curriculum developers, etc.), and educational planners (for development or expansion of services).

Contracts for the financial operation of the school shall be entered into based upon the relevance and import which the contract bears to the school, and the ability of the school to provide any complementary funds necessary for the execution of the desired program. Any program deemed necessary and appropriate shall be sought. Proposals or contracts shall be provided to the Business Committee for endorsement and submission consistent with Oneida Tribal funding cycles.

Adopted:

Revised:

Source: Memorandum of Agreement, 2/14/83

Cross Reference: 2-1-101

Ethics

The Oneida Nation School Board has a moral duty and responsibility to the School, the community, and the students. In the carrying-out of that responsibility, the Board imposes these principals of conduct:

- Individual board members shall not intervene in the orderly process of school administration and governance. Concerns over policy or personnel matters shall be addressed through the application of the principles set out in the Memorandum of Agreement.
- The Board shall act only at duly authorized meetings with a quorum present to conduct business and develop policy for the school. All the Board's actions shall be within the charge granted to the Board by the General Tribal Council.
- In any issues before the board involving close family relationships and potential nepotism, Board members agree to decline comment and to abstain from voting. close family relationships are defined to be those identified in the Oneida Personnel Policies
- The Board must be apolitical in its charge to the community and the students. The Board will take no action to endorse or otherwise support any candidate for any tribal office or position.
- The Board in all of its actions will faithfully maintain the principles of due process, and will assure that all sides have a legitimate hearing in any issue brought before it.
- The Board will bargain in good faith with all employees of the school.
- The Board will strictly adhere to the policies and procedures of the School and the provisions of the Memorandum of Agreement, and will work in consort for the positive growth of the School for all of its students.

Adopted: Re-adopted 7-30-96

Revised:

Source:

Cross Reference: Personnel Policies, Memorandum of Agreement

Limitation of Authority

The Oneida Nation School Board is a body of individuals who act in consort as an elected entity. That is, no individual member of the Board may speak or act in the name of the Board except as the Board as a whole has specifically delegated that responsibility within these policies, or as the Board from time to time may authorize at a legally constituted regular or special meeting.

Adopted: Readopted 7-30-96

Revised:

Source:

Cross Reference:

Legal Council

The Board shall avail itself of legal counsel whenever necessary to protect the powers and responsibilities accorded to it by the Oneida General Tribal Council. Such legal counsel may be obtained by the Board through the requesting of such services as may be necessary from the Oneida Law Office.

It is understood that legal counsel would only be invoked in instances where representation of the Board may be necessary to interpret legalities at issue between the Board and individuals and organizations other than the Oneida Business Committee. Any issues which cannot be resolved between the Business Committee and the Board shall be resolved by the General Tribal Council as provided for under the Memorandum of Agreement.

Adopted:

Revised:

Source:

Cross Reference:

Memorandum of Agreement

Approved by GTC, 2/14/83

WHEREAS, The Oneida General Tribal Council, on January 8, 1983, by Resolution, directed that an agreement be reached between the Oneida Business Committee and the Oneida Nation School Board regarding the autonomous administration of the Oneida Nation School which would provide for full involvement of the Oneida Nation School Board in hiring, evaluation, promotions, suspensions/dismissals, and in processing grievances related to all personnel employed in the operation of the Oneida Nation School; and,

WHEREAS, The Oneida General Tribal council further directed that said MEMORANDUM OF AGREEMENT be made consistent with existing policies and procedures of the Oneida Tribe as set forth in the Oneida Tribal Management System and that accounting, purchasing, budgeting and budget planning of the Oneida Nation School be consistent with approved policies and procedures of the Oneida Tribe accounting office; and,

NOW THEREFORE BE IT RESOLVED,

That the following terms and conditions meet the criteria set forth by the Oneida General Tribal Council for the MEMORANDUM OF AGREEMENT above described;

This MEMORANDUM OF AGREEMENT is entered into this Eighth Day of February, 1983 between the Oneida Business Committee, hereafter referred to as the COMMITTEE, and the Oneida Nation School Board, hereafter referred to as the BOARD, agree to abide, respect and follow the following provisions:

1. That all hiring, evaluations, promotions, suspensions/dismissals of all personnel employed in the operation of the Oneida Nation School Board, pursuant to the Oneida Tribal Management System wherein three members of the Oneida Nation School Board shall sit with two members of the Oneida Tribal Personnel Selection Committee and the EEO Officer and that the Oneida Business Committee shall revise the Oneida Tribal Management System appropriately to accommodate the above.

2. Grievances of employees of the Oneida Nation Schools are to be processed by the three (3) members of the Oneida Nation School Board and two members of the Oneida Personnel Selection Committee and the EEO Officer as per grievance procedures outlined in the Oneida Tribal Management System.

3. All contracts, grants, and proposals related to the operation or planning of the Oneida Nation Schools shall be first reviewed and endorsed by the Oneida Nation School Board. Such review and endorsement shall be presented in writing to the Oneida Business Committee at times consistent with existing Oneida Tribal policies and procedures. The recommendations of the Oneida Nation School Board shall be followed by the Oneida Business Committee, provided that such proposed contracts, grants and proposals are consistent with Oneida Tribal funding cycles.

A. Disputes between the Oneida Business Committee and the Oneida Nation School Board under this provision shall be negotiated by the parties.

B. If the matter cannot be resolved, the matter shall be reported at the next meeting of the Oneida General Tribal Council or special meeting called therefore.

4. The Board shall report on a monthly basis in writing to the Oneida Business Committee.

A. Long and short range planning of the Oneida Nation Schools shall be coordinated with the Oneida Business Committee.

B. The Board shall make two annual reports in writing to the Oneida General Tribal Council to be available to the Oneida General Tribal Council no less than ten (10) days prior to the regular annual meeting of the Oneida General Tribal Council.

5. This MEMORANDUM OF AGREEMENT shall not be amended except by the Oneida General Tribal Council or at the express direction of the Oneida General Tribal Council and shall be effective upon ratification by the Oneida General Tribal Council.

Amended MOA follows.

ONEIDA NATION SCHOOL BOARD

PROCEDURES

The Oneida Nation School Board, in order to ensure uniform, professional, legal, and ethical practices has developed consistent procedures to be employed as it carries out its charge to the Oneida General Tribal Council and the Oneida Nation Schools.

It is understood that in order for these procedures to be relevant and useful in the conducting of Board business, it is necessary that the procedures reflect the Board's actual practices and needs. Therefore, the procedures laid out under this section shall be consistently updated and revised to keep them relevant and functional.

Agenda

The agenda for regular meetings shall be established by the Secretary of the Board or his or her designee. Board members and other persons wishing to have items placed on the agenda should submit the item to the Secretary of the Board using the agenda request form. Items should be submitted at least ten days prior to the next regular meeting.

The Board Chair has the responsibility to call for special meetings, polls, and/or to forward to the board emergency items for immediate consideration. All phone/e-mail polls must be submitted in question format and replies must be responded to all so board members can view all responses. Polls must include all support information relevant to the poll request to enable board members to have adequate information to make an informed decision. All phone/e-mail polls must be affirmed via ratification at the next formal board meeting.

Action items shall be incorporated into the School Administrator's report.

The agenda along with appropriate documentation for action items shall be prepared by the Secretary of the Board or his/her designee who shall mail the agenda and other documents to each Board member and the Administrator at least seven days before a regular meeting date.

The order of business for regular Board meetings shall be as outlined on the page following.

Agenda - Special Meetings

The agenda for special meetings shall consist of only those items of business for which the special meeting was called. The Board may at a special meeting also engage in a discussion of matters other than those specified on the agenda; however, action (consisting of a majority vote of the Board at a duly constituted meeting) may be taken only on the agenda items for which the special meeting was originally called.

Adopted:
Revised:
Source:

Meetings

General

General - Oneida Nation School Board regular and special meetings as well as polls of the board as referred to in section 3-100, are the only times that official actions pertaining to the affairs of the Oneida Nation School System may be made. All regular and special meetings of the Board shall be open to the public, except when the Board by a majority roll call vote of the members in a duly constituted meeting with a quorum present may vote to suspend a regular or special meeting to meet in executive session to discuss matters of personnel, confidential student information and sensitive matters.

Meetings shall be held on a monthly basis to conduct regular business. So as to be accessible to parents and community members, all regular meetings shall be held in the evening. At the first meeting after an election, the members of the Board shall determine which evenings they will all be available each month .

Special Meetings

From time to time there may be requests to hold special meetings. Members of the Board or school administration shall contact the Chair or Vice-Chair of the Board and request that a meeting be held. The Chairperson, or when he or she cannot be reached, the Vice-Chairperson shall determine the desirability and urgency of the request. Should it be determined that a special meeting is needed, notice shall be given to all Board members and school administration at least twenty-four hours in advance. The notification shall state the special matter or matters to be addressed. Should the Board discuss other matters, it is understood that such other matters can only be discussed and that no other formal action may be taken.

Contract Obligation Meetings

The Oneida Nation School Board is delegated the authority to represent the parents and the General Tribal Council in the conducting of School related business. As the school enters into government and other contracts, it is recognized that some contractors require periodic meetings ensuring parent representation. Because the Board is so-designated, special meetings may be called for the expressed intent of meeting said contractual obligations.

Meetings (cont.)

Contract Obligation Meeting may be held on the evenings of regular Board meetings, or may be separately scheduled. In either case the Board must notify its intent to hold the contract obligation meetings to all groups identified by the contractor, and shall further notify all parents through the school newsletter and Kalihwisaks.

Retreats/Trainings

The Board may elect to hold retreats/trainings for the purpose of in-service for itself and professional staff to discuss, e.g. changes in Board policy and professional development/training. These shall be established at the discretion of the Board.

In no case shall any formal action be taken by the Board at any retreat/training.

Quorum

Any duly called meeting having five of the nine total members in attendance shall be declared to have a quorum and shall be constituted to conduct Board business.

Adopted:

Revised:

Source:

Cross Reference:

3-102

Consultants - Use of Resources

The Board may employ at its discretion consultants and other resource persons to assist it in any matters pertaining to the accomplishments of the stated purposes and goals of the School. The Administrator shall assist the Board in the establishment of the criteria for selecting consultants and when appropriate shall make recommendations for specific persons or agencies to the Board.

Consultants hired shall enter into formal contracts defining the term, scope, responsibilities, and deliverables as determined by the board, prior to consultancy.

Adopted:

Revised:

Source:

Cross Reference:

3-103

Minutes, Records

All proceedings and actions of regular and special board meetings shall be recorded in the minutes. Copies of minutes shall be distributed to all Board members, School administration, and to the Oneida Business Committee.

The original copy, when approved and signed by the Secretary of the Board, shall be safeguarded in the School files. Minutes of all meetings shall be available in the Administrators office for inspection by the Oneida General Tribal Council and the general public. In addition, it is recommended that copies of the minutes or summaries of the copies be sent to tribal leaders and other persons or agencies who express interest in the affairs of the School.

All minutes shall be faithfully recorded and under no circumstances shall Board actions be deleted from these documents. All minutes from all regular and special meetings shall be considered for approval at the next regular meeting of the Board.

Adopted:

Revised:

Source:

Participation by Tribal Members, Parents, and Staff

The Board, to best serve its constituency, recognizes the benefit of having an informed community. Further, the Board recognizes the valuable contributions and ideas which may be derived from open meetings and opportunities for community involvement. For the above reasons, the Board assures that all meetings shall be open and available to the public-- unless established specifically to address specific personnel or other matters legally requiring closed sessions. All meetings will comply with the Americans with Disabilities Act requirements by providing reasonable accommodations to persons with disabilities.

Qualification

Although the openness of the board's policies encourage involvement and comment, it is not the intent of the School Board to circumvent other policies of the school. Therefore, should faculty or staff members raise issues which would more appropriately be addressed through administrative channels, the board shall act to require that the staff members recognize the responsibility of their positions and proceed through the channels established for that purpose. Because the Board's responsibility includes the formal resolution of issues affecting school personnel, the Board recognizes that its role is compromised should it hear comment prior to the point of appropriate involvement.

Policy Development/Regulation and Procedures

The Board is the policy forming body of the school. Policies should be jointly developed through the efforts of the Board, staff, parents, and General Tribal Council. The Board shall have the authority to make the final determination regarding all Policies and Procedures for the operation of the Oneida Nation School System.

Policies should reflect the mission, goals and objectives and intent of the Board. The administrative procedures shall be prepared under the direction of the Administrator.

Policies will receive two separate readings at duly constituted Board meetings prior to adoption or rejection.

Meeting/Reading Number 1: Policy statement is introduced and discussed.

Meeting/Reading Number 2: Modification of policy statement, if necessary, and adoption.

The purpose of this policy is to allow ample time for research and discussion prior to adoption. This process may be suspended and final action may be taken after the first reading only by unanimous action of the Board.

The Board shall have the final determination/approval for all policies/procedures

A minimum annual review will be conducted by the board

Adopted:

Revised:

Source:

Cross Reference:

3-106

Reports to the Board

The Board shall require monthly reports from school administration, and other reports as may be necessary for the Board to be abreast of school activity and apprised of factors which may have bearing and relevance.

The reports shall include the following areas at a minimum:

- Average Daily Attendance
- Enrollment Status
- Special Events/Activities
- Budget
- Reports/Proposals for funding sources
- Funding/compliance
- Other information as requested or deemed necessary.

A summary of the monthly reports, and approved minutes of the School Board shall be submitted tot the Oneida Business Committee on a quarterly basis.

The Oneida Nation School Board shall submit two annual reports to the General Tribal Council.

Adopted:

Revised:

Source:

Cross Reference:

3-107

Charges and Complaints

The Board has established the following procedures to address concerns and complaints related to the Oneida Nation School System:

- The concerns and complaints should be made to the Board in writing using the agenda request form and be submitted to the Secretary of the Board at least 10 days before a regular or special meeting of the Board.
- The statement of concerns or complaints shall be placed on the agenda for the Board's meeting to permit the Board to determine further action which may be necessary. Should the Board in its deliberations determine that a hearing or other formal action is required, a timely meeting date for this purpose shall be established.

Adopted:

Revised:

Source:

Cross Reference:

3-108

Hearings

From time to time there may be occasions where the Board will be called upon to hold hearings and offer due process to parents, students, and employees. In all cases the Board shall structure these hearings in an impartial manner.

Grievance

The Board may conduct employee grievance hearings consistent with the Memorandum of Agreement.

This process consists of two levels:

1. Initial informal Hearing - MOA Predetermination Panel
 - a. Pre-discipline/pre-termination
2. Formal Hearing process in accordance with the Oneida Tribal Administrative Procedures Act - MOA Hearing Panel

Expulsion

If a student meets the established criteria for expulsion, the procedures for appeal will be followed in accordance with the Oneida Nation School System Student Handbook.

Adopted:

Revised:

Source:

Cross Reference:

3-109

Rules of Order

In order to ensure the appropriate and consistent conducting of business, the Board shall employ Robert's rules of order in all proceedings. The Board, following said rules, and employing the standard agenda shall conduct all meetings uniformly.

Adopted:

Revised:

Source:

Cross Reference:

3-110

Voting

All members of the Oneida Nation School Board shall have one equal vote. In all matters requiring a vote of the Board, the Chairperson, or in the absence of the Chairperson, the ranking officer, shall call for a vote of the membership. All members excluding the ranking officer shall vote. In event of a deadlock, the Chairperson, or the ranking officer acting in his or her place, shall vote to break the deadlock.

Adopted:

Revised:

Source:

Resignation/Board Vacancy

Should a vacancy occur within the School Board, the following activities shall be undertaken to ensure the continuous operation of the Board in its charge to the School and the community:

- Should the member submit a letter of resignation, the Board shall act at its earliest convenience to accept or decline the resignation.
- Once a vacancy is documented, if the vacancy occurs within one year or less left on their term, that term will remain intact until the next election. If the time is more than one year left on the term, the Board shall first contact the highest non-elected candidate from the most recent election. If that person is willing to serve, he or she shall be appointed by the Board to fill the remainder of the vacated term.
- If the highest non-elected candidate from the most recent election declines the position, the Board shall publish its vacancy in the Kalihwisaks and ask for interested parents or community members. Upon deadline date, the School Board Chairperson will appoint, with School Board ratification, at the next regular School Board meeting.

Adopted:

Revised:

Source:

Cross Reference:

Removal from Office

Malfeasance

Because the School Board represents the school, it is understood that its membership shall always act in the best interests of the community and the students. Therefore, any member of the School Board who should be charged and/or convicted of any crime or misconduct in office shall be suspended from the Board pending the Board's formal review. Should it be determined by a majority of the Board that the member's fitness to hold office or credibility within the community is in question, a formal hearing of the Board shall be convened for the purpose of allowing the member to present testimony as to why he or she should not be removed from the Board.

The member in question may invoke the services of an attorney, and at his or her own expense. The hearing shall be held in closed session with the School Board. The hearing date shall be at the earliest convenience of all parties, and shall be called by the Board Chairperson or Vice-Chairperson. Once having heard all testimony, the Board shall enter an executive session after which they shall render a decision.

Any appeals of the Board's decision shall be in accordance with the Administrative Procedures Act.

Attendance

It is expected that persons who accept the responsibility for membership on the Oneida Nation School Board will whenever possible attend the regular and special meetings of the Board and in all other ways will support by their attendance the other necessary meetings and obligations incurred by such membership. Also, it is expected that on certain occasions such attendance may be precluded for reasons of health or unexpected causes.

It is the board members' responsibility to notify the Board Secretary or the Secretary to the Board of your absence and reason for absence prior to the start of the meeting. Meetings are defined as all regular meetings, special meetings and retreats called by the board.

As a matter of policy it is understood that in advance of duly called regular or special meetings the Board shall accept or reject the legitimacy of member's reasons for absence. Thereafter, any board members that miss three (3) successive meetings, without legitimate excuse, shall be considered to be no longer interested in the Board and shall therefore be removed.

Adopted:

Revised:

Source:

Cross Reference: 2-102

Board/Administration Relations

The role of the Board and the Administrator differ in Policy formulation, i.e.: the Board is legislative and the Administrator is executive. That is, the Board determines the policy and direction for the school based upon staff recommendations, research, and legal counsel. Once a policy has been established by the Board, it becomes the responsibility of the Administrator to interpret that policy ensuring that, within the frameworks of the school and the Board, the policy is carried out.

The Administrator is responsible for bringing policy recommendations to the Board and to develop or cause to be developed regulations and procedures for the implementation of Board policy. The Board, acting in concert or independently, shall not undertake the role of administration or assume responsibilities assigned to the Administrator through the Board's contractual relationship with the Administrator.

Under no circumstances will the Board become involved with any personnel or other administrative issues which might circumvent established school administrative procedures and/or internal operations. Recognizing that prejudicial actions might negate or invalidate the Boards involvement in potential further actions wherein it may be called upon to act in a hearing process, and in consideration of overall employee moral and equality of practice, the Board agrees to refer any such issue to the School Administrator for his or her action.

In all cases, it shall be the responsibility of the Administrator to ensure the compliance of the school and its personnel with the legal mandates and policies of the Board. It shall be the responsibility of the Board to ensure compliance with its administrative contracts. The Administrator shall be responsible to the Board for all school activities, the Board's responsibilities shall be to require of the Administrator that all operations are carried out within the charge granted by the General Tribal Council, within the legal guidelines established by any contracting agency or organization, and within sound professional and ethical practice.

Adopted: Readopted 7-30-96

Revised:

Source:
Cross Reference:

Appendix I

ONEIDA NATION SCHOOL BOARD HEARING PROCEDURE

The hearing will be conducted in the following manner:

1. The Chairperson will introduce the members of the Board and School Administration.
2. The Chairperson will read the Principal's recommendation regarding the student.
3. The parents will be permitted to respond to the statement citing any additional information which may affect the Board's determination.
4. Questions from other Board members and follow-up comments will be entertained by the Chairman until all relevant comments are heard. The Board will then convene in closed session to deliberate on its final decision. The presence of school administration will be at the discretion of the Board.
5. Parents will be asked to return and receive the Board's decision.

A Tribal attorney will be asked to be in attendance to assist in any legal questions which may arise. This hearing constitutes due process. The action taken is final.

CONSIDERATIONS FOR SUSPENSION/EXPULSION

Considerations for suspension/expulsion shall be in compliance with the Oneida Nation School System Student Handbook

ADMINISTRATION:
GOALS AND OBJECTIVES

The administrative and organizational functions of the Oneida Nation School System are at all times to be carried out in a manner consistent with the intent of the Oneida Nation School Board and the philosophy, mission, and goals of the school. The policies contained in this section are provided to guide the Administrator and other employees who perform administrative functions as they carry out their responsibilities to the Oneida Nation, the Oneida Community, the parents, students, and staff.

The goal of the administration is to facilitate the implementation of Board policy. This shall include the responsibility to establish procedures for policy implementation; to advise and counsel the Board in its charge to the General Tribal Council; to maintain the professional operation of the school through sound administrative practice; to plan--in concert with the Board--the development of continuing refinements in the operation of current programs and the effecting of new developments; and to set appropriate objectives consistent with this responsibility.

INSERT NEW ORGANIZATIONAL CHART

ADMINISTRATOR

Selection/ Hiring

Consistent with the policy for hiring of school personnel established in the Memorandum of Agreement, the Administrator shall be hired by the Oneida Nation School Board in cooperation with the Oneida Personnel Selection Committee. Recognizing the importance of this position in relation to the overall operation of the school, and the necessity of the close complementary relationship of the School Board with the Administrator, the hiring of this most critical position shall be undertaken in the following manner:

1. The Board shall determine the scope of the search to be conducted. In making this determination, the Board shall avail itself through the involvement of staff and the Personnel Office, of local or regional persons capable of meeting the standards below enumerated. If the Board feels that local or regional candidates can meet the Board's expectations and demonstrate the qualities necessary for this position, the Board may elect to initiate the interview process on a local or regional basis. Should an applicant not be found with whom the Board has total confidence, the Board shall conduct a national search. The Board may also elect to secure a consultant/firm with expertise in the selection of such key personnel.
2. The Board shall establish a minimum level of academic preparation required of all candidates. It is recommended that a minimum of a master's degree in educational administration (or equivalent degree) be required, and such additional qualifications and requirements as the Board may deem necessary and appropriate (eg. state superintendency or principal licenses, certificates of advanced study, etc.)
3. The Board shall consider the development of requirements regarding experience. It is recommended that at least two year's prior educational experience as the Board may consider appropriate (e.g. experience within the Bureau of Indian Affairs, other contract schools, other Indian-controlled/cooperative schools, etc.)
4. Along with the candidates' credentials, transcripts and vitae, the Board shall require a written paper of approximately five pages expressing the candidates' philosophy of education and intentions for development/operation of the Oneida Nation Schools. Through this process, the Board shall determine, 1) the degree to which the applicant's views of education are consistent with that of the community and the Board, 2) the depth of the applicants' knowledge vis-a-vis education policy and administration, and 3) the ability of the candidate's to communicate effectively.

5. The Board shall conduct, or cause to be conducted, a complete background check of all candidates. Any candidate who has knowingly falsified his or her records or credentials, any candidate who refuses to provide the Board with any reasonable and legally requested information and/or any candidate whose self-reported former employment is inconsistent with the reports of former employers shall be ineligible for further consideration. All findings of said background checks shall be considered in the final selection process.

6. Having assured all of the above, the Board shall proceed consistent with the Memorandum of Agreement in the interviewing and final selection of the candidate. The Board shall then enter into negotiations with the candidate and finalize the conditions of a mutually agreeable contract. Once the contract has been secured, it shall provide the basis for the continuing responsibilities of the Administrator and the Board.

Adopted:
Revised:
Source:
Cross Reference:

4-103

Compensation and Contract Provisions

In the entering into of a contract between the Oneida Nation School Board and the School Administrator, the Board shall recognize the following limitations on their latitude to negotiate.

Salary

Because the qualifications and expectations for this position exceed those of nearly all other positions within the Tribe and the School, it must be understood that compensation should be commensurate. Initial salary should be calculated based upon three considerations:

1. The academic preparation which is required by the Board and has been attained by the Administrator.
2. The experience which Administrator brings to the position, and
3. The amount of funds which the school has available for this position.

Salary considerations for Administrators who are re-contracting should include the following:

1. The degree to which the Administrator has met the requirements and expectations of the Board, and the degree to which he or she has exceeded those requirements and expectations, based on the performance evaluation
2. Assuming Board satisfaction, following conventional procedure, standard practice shall be to award an increase consistent with that given to instructional personnel within the same contract period plus one percentum, and
3. The amount of funds available.

In making its final determination the Board agrees to be bound by any conditions agreed upon in any existing or newly negotiated contracts, all relevant Oneida Nation School Policies, and all Tribal policies which are not specifically superseded under provisions of said school policies and/or continuing contractual agreements.

Other Compensations

It is understood that the Administrator is bound by the conditions of the agreed contractual relationship, and that no other compensations shall be authorized for the period of the contract except for those annual considerations as noted.

Adopted:

Revised:

Source:

Cross Reference:

COMMUNICABLE DISEASE POLICIES

It is the policy of the Oneida Nation Schools, pursuant to tribal, federal, state and local laws and regulation, and in cooperation with state and public health agencies, to establish and maintain appropriate health standards for the school environment, to promote the good health of students and staff, and to educate students and staff in disease prevention methods and sound health practices.

In an effort to maintain a safe and healthful school environment, the Oneida Nation Schools will provide educational opportunities to students and staff regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases at school and in school related activities.

In recognition that an individual's health status is personal and private, the Oneida Nation Schools will handle information regarding students and staff with suspected or confirmed communicable diseases in accordance with tribal, state, and federal law and school board policies regarding the confidentiality of student and staff records, while at the same time complying with applicable public health reporting requirements.

Students and staff may be excluded from school and/or school related activities if they are suspected of or diagnosed as having a communicable disease as defined in the administrative interpretation that poses a significant health risk to others or that renders them unable to adequately perform their jobs or pursue their studies.

Students who are suspected of having a communicable disease that poses a significant risk of transmission to others in the school environment shall be excused from school attendance until their presence no longer poses a threat to the health of themselves and others. Some diseases are highly contagious, others are not diseases but are contagious and can be spread from one person to another. A communicable disease/condition letter will be sent home when a contagious disease or condition is found to be present at the school. This information is given to help parents watch their child for any symptoms.

Exclusions from School:

IMMUNIZATIONS

It is important that immunization be kept up-to-date because illnesses can spread easily among children in a classroom. The State of Wisconsin has a strict immunization law. When a student does not meet the requirements of this law, the school must report the student to the district attorney. Forms will be sent home if this applies to your child.

ILLNESSES

*Fever – a fever of 101 or above in conjunction with other symptoms will be sent home, they may return when the temperature has returned to normal (98.6 degrees) for 24 hours without the aid of medication to keep the fever down.

*Cough – a persistent cough, excessive discharge from the nose or eyes, a sore throat, an earache, a severe headache and/or general malaise or fever should stay home until the conditions subside and the need for medication is no longer needed.

*Vomiting/Diarrhea – parents should keep the child home for 24 hours after the condition ends.

*Undiagnosed Rash – please consult a doctor before sending the child to school. The child will need to bring a note from a doctor in order to return to school. This includes skin or mouth lesions that are draining and unable to be covered.

*Conjunctivitis – the child must stay home for 24 hours after taking the first dose of medication or have a note from a doctor in order to re-enter school.

*Strep Throat – a child will need to go to a doctor for a strep test. The child must stay at home while waiting for the results of the test. If a child is diagnosed with strep throat, the child must stay home for 24 hours after taking the first dose of medication.

*Head Lice – To decrease and eliminate cases of head lice in the school setting, the Oneida Nation School System has adopted a “No Nit” Policy which states that any child found to have nits present must be sent home. Head checks are done the first week of school and as needed throughout the school year. The parent will be required to bring their child to school and remain present while the child is checked by the Nurse or other alternate qualified staff before the child can return to class. **It is expected that the child will be treated and will usually be back to school within 24 hours.**

HIV/AIDS

As a general rule, students suspected of or diagnosed as being HIV/AIDS infected will be allowed to attend school in their regular classroom settings and should be considered eligible for all rights, privileges and services provided by law and policies.

HIV – infected students may be immuno-deficient and their health may therefore be threatened when other communicable diseases are present in the school environment. For each student known to be infected, the nurse serving the school will notify the student and/or the student's parent or guardian when such communicable diseases occur in the

school.

Oneida Nation School staff who are diagnosed as having a communicable disease that poses a significant risk of transmission to others in the school environment or that renders them unable to adequately perform their duties shall follow the same guidelines as the students, a physicians statement indicating whether the staff member is in suitable condition to return to work.

The nurse serving the school shall ensure that a list of communicable diseases is posted in the health station, the Wisconsin Communicable Disease Chart, refers to Wisconsin Statutes 252.05 and 252.21. This chart serves a guideline for communicable diseases, the Incubation periods, Periods of communicability, Modes of transmission, Signs and Symptoms, Control Measures/Public Health response.

Oneida Nation School System
TEXTBOOK SELECTION AND SUPPLEMENTARY MATERIALS ADOPTION

The Board of Education shall provide educational materials and equipment that supports and enriches the curriculum and furthers the achievement of the School System's instructional goals.

The selection of textbooks, supplementary books, and supplementary non-print items is carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

Insofar as possible, all textbooks should present balanced views which represent cultural diversity and the pluralistic nature of American society.

The School System Administrator shall develop guidelines for the proper selection of textbooks for use in the Oneida Nation School System. The Board shall adopt all textbooks necessary for use in the schools and a list of the adopted books shall be filed with the Board Clerk.

The School System shall not discriminate in the selection or evaluation of instructional materials on the basis of sex, race, national origin, religion, ancestry, creed, color, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap.

A. GUIDELINES FOR SELECTION OF TEXTBOOKS

1. Definition of Textbooks

The book or basic set of instructional resources that serve as the foundation for a curriculum area or course content. Included are the textbooks, workbooks, practice masters, test materials, etc., that are part of the basic series.

2. Criteria for Selection of Textbooks

The objective of the selection process shall be to accurately reflect the School System's educational goals and standards, curriculum program goals and learning outcomes for the grade level or course involved, as well as provide for the varying needs and interests of students.

The textbook(s) which are selected should meet the following general criteria:

- Well developed Table of Contents
- Concise Index
- Qualification, Reputation and Significance of those creating the material
- Permanence and timeliness
- Cost
- Understandable glossary
- Chapter summaries/introductions
- Definable objectives
- Exercises/drills
- Coverage of School System standards
- Incorporation of Technology
- Supports cooperative learning
- Supports higher level thinking skills
- Boldface terms/headings
- Pictures/illustrations
- Graphics (charts, tables)
- General appeal to students
- Appearance of cover
- Binding durability
- Size of book
- Teacher's edition
- Enrichment activities
- Accommodates for special needs
- Vocabulary aids
- Provides career information
- Study skills incorporated
- Remediation activities
- Reasonable factual accuracy
- Bias check
- Consideration of interests, abilities and maturity levels of pupils served
- Treatment of controversial issues
- Any other criteria determined necessary by the evaluators

Specific evaluation forms built upon the above general criteria shall be developed and utilized in the selection process for textbooks.

3. Process and Responsibility for the Selection of Textbooks

The responsibility for the selection, purchase, and adoption of textbooks rests with the professional personnel of the School System.

Textbook Series

Textbook adoption is, at minimum, a five month process. In selecting and adopting a textbook series for a particular course, grade or grade level, the following process is to be utilized:

October

- Timeline for acquisition developed

November-January

- Curriculum revision process completed and curriculum areas are identified as the year for textbook adoption
- Review team is assembled by the School Board
- Review team acquires materials (at least three different texts should be examined, if possible) for review which do not duplicate materials used elsewhere.
- Review team requests readability data from publishers.

January

- Review team completes the textbook evaluation rubric and makes a final recommendation.
- Requisition form completed and accompanies final recommendation.

February

- In-house readability of final recommendation is conducted
- Principal and School System Administrator review and sign textbook recommendation form.
- Principal submits textbook recommendation to the School System Office for consideration and budget integration.

April

- Board approval

July

- Textbooks are ordered by building principal

August

- Textbooks are added to the inventory

Cycle

Textbook needs in various subject areas will be considered on a cyclical basis. Textbooks should be reviewed every five years. At the time, it shall be determined whether the use of the text should be continued or revised or different texts should be purchased. If it is to be replaced with a revised edition or a different text, established textbook selection procedures will be used.

4. Procedure for Removal/Disposal of Textbooks

The removal/disposal of textbooks shall be based on the following criteria:

- a. Consideration of the original selection criteria and their continuing relevance.
- b. Obsolescence in terms of content or method.
- c. Physical condition and use
- d. Duplication
- e. Space availability
- f. Changing curriculum/program requirements.
- g. Potential historical and artistic value.
- h. Need for keeping the collection current.

Procedures for disposal of textbooks shall include:

- a. Instructional resources should be reviewed at regular intervals
- b All disposal decisions should be handled by the appropriate staff and building principals.

5. Procedure for Handling Complaints

Citizens of the community may register their criticism of instructional materials with the School System Administrator. Complaint procedures are described in Public complaints about Library/Instructional Materials.

B. GUIDELINES FOR SELECTION OF SUPPLEMENTARY AND INSTRUCTIONAL RESOURCES

1. Definition of Instructional Materials

- a. Supplementary Resources
Resources which are used beyond the basic texts and workbooks to extend student opportunities for mastery of learning outcomes or enrich student learning opportunities. Included are other books, tradebooks, educational games, charts, information received over telecommunications networks, etc.
- b. Definition of Instructional Resources
“Non-print materials” include motion pictures, video-cassettes or tapes, audio tapes, records, study prints, dvd’s, slide programs, transparencies, models, charts, graphs, diagrams, etc.

2. Criteria for Selection of Instructional Resources

The objective of the selection process shall be to accurately reflect the School System educational goals, curriculum program goals, and learning outcomes for the grade level or course involved as well as provide for the varying needs and interests of students. Supplemental and non-text instructional resources must be relevant to standards and compatible with School System technologies.

Specific evaluation forms may be developed and utilized in the selection process. Supplementary resources and non-print items will be available for review if requested

3. Process and Responsibility for Selection

The responsibility for selection of supplemental and non-text instructional resources rests with the professional personnel of the School System.

a. Supplementary Resources

The responsibility for selection of supplementary resources rests with the building level staff. The classroom teachers, reading specialists, guidance counselors, and other support staff will make a recommendation to purchase. The staff member is responsible for assessing the relevance to curriculum and standard, for seeking any necessary technological information from the School System Technology Coordinator, and for addressing the issue of duplication. Recommendations will be given to the building principal for approval and inclusion in the budgetary process.

In the special education area, the responsibility for selection of supplementary resources rests with the special education staff member(s) and the Special Education Coordinator. Budgeting for special education resources will be done by the Special Education Coordinator.

b. Tradebooks

Each year, staff will provide the principal in their building with an updated list of tradebooks to be used as core communication arts materials. Tradebooks will not be added to curriculum without the consent of the principals. This is done to avoid duplication of instruction and unnecessary expenditures.

4. Procedure for Removal/Disposal of Instructional Resources

The removal/disposal of instructional resources shall be based on the following criteria:

- a. Consideration of the original selection criteria and their continuing relevance.
- b. Obsolescence in terms of content or method.
- c. Physical condition and use
- d. Duplication
- e. Space availability
- f. Changing curriculum/program requirements.
- g. Potential historical and artistic value.
- h. Need for keeping the collection current.

Procedures for disposal of instructional resources shall include:

- a. Instructional resources should be reviewed at regular intervals
- b. All disposal decisions should be handled by the appropriate staff and building principals.

5. Procedure for Handling Complaints

Citizens of the community may register their criticism of instructional materials with the School System Administrator. Complaint procedures are described in Public complaints about Library/Instructional Materials.

PUBLIC COMPLAINTS ABOUT LIBRARY/INSTRUCTIONAL MATERIALS

Criticism of books or resource materials in the library or instructional materials in the classroom shall be registered in writing by a member of Oneida Nation on the **REQUEST FOR RECONSIDERATION OF EDUCATION MATERIALS** form. The statement must include specific information, must be signed, and identification given to permit a reply to be made after the criticism has been investigated. The Board of Education will also receive a copy of the statement submitted.

The School System does not discriminate on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap in the selection of library or instructional materials.

Method for Judging Criticisms and Censorship

1. Citizens of the community may register their criticism of LMC materials with the school superintendent.
2. The criticism must be in writing using the form entitled Citizens Request for Reconsideration of Educations Materials.
 - The statement must include specific information as to the author, title, publisher, and page number(s) of each item for which objection is being made.
 - The statement must be signed and identification given to permit a reply to be made after the criticism has been investigated
 - There will be three levels of procedure in any case where materials are questioned.
 1. A meeting of parents, school superintendent, the teacher (if a teacher is involved) and the LMC director will take place to resolve the situation.
 2. If the meeting does not resolve the problem, a committee shall be set up by the administration to study the problem further. This committee shall consist of school personnel who will reevaluate the materials being questioned and make recommendations concerning same. As least one member will be a faculty member with proficiency and or knowledge in the area questioned.

Signature of complainant _____ DATE: _____

COPYRIGHT POLICY

It is the intent of the Oneida Nation School System, staff, and students, to adhere to the provisions of current copyright laws and congressional guidelines. Employees and students are to adhere to all provisions of Title 17 of the United States Code, titled "Copyrights," subsequent amendments to Title 17, and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

Specifically:

- Unlawful copies of copyrighted materials may not be produced on School System owned equipment.
- Unlawful copies of copyrighted material may not be used with School System owned equipment, within School System owned facilities, or at School System sponsored functions.
- Employees who make or use copies of copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under section 107 or 110 or USC 17 for materials that have been used or copied.
- Employees who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:
 - The materials have been purchased from an authorized vendor by the individual or the School system and a record of the purchase exists.
 - The materials are copies covered by a licensing agreement between the copyright owner and the School System or the individual employee.

The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

It is the policy of the Oneida Nation School system that students and staff will comply with Federal Copyright Law.

GENERAL REQUIREMENTS

- Making copies of copyrighted materials instead of purchasing that material is prohibited.
- Except under "Fair Use", copying, performing, or transmitting copyrighted materials without permission from the copyright holder is prohibited.
- School System employees who violate the copyright law are liable for their own actions.

- Copyright notices will be placed on all School System photocopiers, scanners, and fax machines

LIMITATIONS ON EXCLUSIVE RIGHTS: FAIR USE

Many provisions of the federal copyright law affect the educational uses of copyrighted materials, but the most generally applicable is Section 107 – Fair Use. “Fair Use” applies four basic standards that must be considered together when judging whether or not there has been a copyright infringement:

1. The purpose and character of use. (is the copying being done for commercial or education purposes?)
2. The nature of the copyrighted work. (Was the original work intended to be consumable, for example?)
3. The amount and substantiality of the portion used. (How much is being copied? How important is the copied part to the entire work? How many copies are being made?)
4. The effect on the potential market for or value of the work. (Will the copyright owner suffer financial loss?)

SPECIFIC COPYRIGHT GUIDELINES FOR INSTRUCTIONAL MATERIALS

Audiovisual Materials

The “Fair Use” criteria outlined above should be applied to each intended use before copying any audiovisual works (slides, audiotapes, CDs, DVDs, photography, etc.) for classroom use.

Video Recordings

Copies of any of the following video recordings may be made by or at the individual request of a staff member for classroom use:

- “*In house*” productions
- Works that are not copyrighted or works in the public domain.
- Copies made under “permission to copy” arrangements.

The following programs may be copied off-air by or at the individual request of a staff member for classroom use:

- Instructional television programs (subject to the specific rights limitations_.
- Broadcast programs provided they are used within 10 school days of the original broadcast.
- Programs with specific “permission to copy” arrangements

Notwithstanding any of the above, the following shall be prohibited (unless proper licensing or permission has been obtained):

- Copying from premium channels (HBO, The Disney Channel, Showtime, Cinemax, etc.) or non-broadcast channels (ESPN, MTV, Nickelodeon, Arts and Entertainment, etc.)
- Duplicating copyrighted video recordings.
- Copying from one format to another.
- Copying off-air programs for the purpose of entertainment or reward

Rented or purchased “Home Use Only” video recordings may be used in the classroom as part of face-to-face instruction only. They may not be used for the purpose of entertainment or reward (unless proper licensing or permission has been obtained).

The regulations governing the copyright guidelines are not comprehensive and do not absolve the staff from complying with all aspects of the law.

Computer software

Section 7(b) of Public Law 96-517 grants to the purchaser the right to copy a program if and only if:

- Such copy is an essential step in the utilization of the program in conjunction with a machine
- The copy is for archival purchase

The following computer software may also be copied by or at the individual request of a staff member for classroom use:

- “In-house” production
- Works that are not copyrighted or in the public domain

Notwithstanding the above, the following shall be prohibited:

- Copying copyrighted programs on School System equipment
- Using illegal copies of copyrighted programs on School System equipment.
- Purchasing programs designed primarily as “break and entry” tools with School System state, or federal funds.
- Booting single copies of copyrighted programs into more than one machine without authorization from the copyright holder.
- Using “archival” copies of software as additional copies.

Staff members shall also adhere to state law provisions concerning the copying of data, computer programs, or supporting documentation.

Music

The “Fair Use” criteria outlined above and the guidelines under “fair use” for music should be applied to each intended use before copying any copyrighted music or musical works.

Permissible use includes:

- Emergency copying to replace purchased copies which are unavailable for an imminent performance.
- Making copies of excerpts of works for academic purposes.
- Editing or simplifying purchased work provided that the fundamental character of the work is not changed.
- Making a single copy recording of a student performance for study and for the school’s archive.
- Making a single copy of a copyrighted sound recording for the purpose of an aural exercise or examination.

Notwithstanding the above, the following shall be prohibited:

- Copying to create or replace anthologies.
- Copying of or from works intended to be consumable.
- Copying for the purpose of performance.
- Copying to substitute for the purchase of materials.
- Copying without the inclusion of the copyright notice

The regulations governing the copyright guidelines are not comprehensive and do not absolve the staff from complying with all aspects of the law.

HOME-USE-ONLY AND RENTAL-STORE VIDEOS

All prerecorded videocassettes used in the School System's classrooms will be for instructional purposes and their use must be directly related to the instructional program. The school system's selection policy standards and criteria for instructional materials shall be used to determine the appropriateness of their use. Gifts from individuals and organizations must meet these standards and criteria as well as those resources purchased by School System staff.

These rules also specify the need for these audiovisual resources to be appropriate supplementary resources to support the written curriculum for the particular course/class in which they are used.

If audiovisual programs brought in from sources outside the School system are potentially controversial (i.e., the video is "R: rated, etc), the principal of the school involved should be properly informed about their desired use prior to their actual use (e.g., the materials should be listed in the teacher's lesson plans and the principal verbally notified about the controversial nature of the content). If the video is "R" rated, then an appropriate procedure would be for students, especially those under the age of 17, to bring a signed permission slip from their parents granting permission for their son or daughter to view the "R" rated video in the classroom or another instructional setting such as a library media center.

Videos rented or sold at neighborhood video stores that are offered without "nontheatrical-public-performance rights" are intended for private viewing in homes limited to family and friends. They are usually labeled "For Home Use Only."

The Copyright Law allows programs labeled "For Home Use Only" intended for home use only and/or rented from video stores to be used in classrooms under the following conditions:

- The programs are shown to students in a face-to-face setting,
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POLICIES AND PROCEDURES
Oneida Nation School's Gifted and Talented Enrichment Program

The Gifted and Talented Enrichment program will provide enrichment for those students identified in the areas of giftedness: (a) general intellectual; (b) specific academic; (c) leadership; (d) visual and performing arts; (e) creative and critical or productive thinking. The gifted and talented program will insure the holistic development of each student through cultural, social, physical and intellectual/academic experiences that will provide these students with opportunities to become self-actualized, self-motivated leaders and producers of ideas.

The Oneida Nation School's Gifted and Talented Program Definition

There have been many definitions and descriptions for gifted and talented children the federal definition of gifted and talented (Maryland, 1978) states:

*The gifted and talented are children and whenever applicable, youth who are identified at the preschool, elementary, or secondary level as **possessing demonstrated or potential abilities** that give evidence of high performance capability in areas such as intellectual, creative, specific academic or leadership ability or in the performing and visual arts, and who by reason thereof require services or activities not ordinarily provided by the school.*

Public Law 100-297 Section 4103, the Elementary and Secondary School Improvement Amendments of 1988, defined Gifted and Talented as:

Those children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

The most recent definition has been adopted by the task force of the U.S. Department of Education (1993) to define outstanding talent that involves the concept of developing ability of children and youth:

*Children and youth with outstanding talent perform or **show the potential for performing at remarkably high levels of accomplishment** when compared with others of their age, experience, or environment.*

These children and youth exhibit high performance capability in intellectual, creative or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.

*Outstanding talents are present in children and youth **from all cultural groups, across all economic strata, and in all areas of human endeavor***

The Gifted and Talented Enrichment Program will incorporate these definitions of gifted and talented for programming purposes. The Gifted and Talented Enrichment Program defines gifted students as:

Those children and youth (Grades K-12) who perform or show potential for performing

as high levels of accomplishment when compared with others of their aged, experience, or environment. These children and youth exhibit high performance capability in the areas of general intellectual, specific academic, critical, creative or productive thinking, leadership, and/or visual and performing arts, and who by reason thereof, require services or activities that are not provided in the regular curriculum.

Identification of Students

Identification of students shall consist of: (a) Child Find efforts; (b) on-going nomination and referral procedures; (c) student screening procedures; (d) assessment/evaluation process (with written parental consent); (e) placement by the gifted and talented program teacher/coordinator in consultation with a multi-disciplinary placement team.

Child Find

This involves actively seeking students who demonstrate any characteristics that might indicate their potential giftedness in any of the areas listed above. The specific goals in the Child Find stage are to promote awareness of the Gifted and Talented Enrichment Program; to encourage the nomination and referral of promising students; and to promote greater program participation. This will be an on-going process that will help locate students not only for the current school year, but also for upcoming years.

The Gifted and Talented Enrichment Program will publicize its efforts to locate students by:

1. posting notices on bulletin boards at school, at local public places, and health centers;
2. Program activities will be included on the monthly school calendar

Nomination and Referral Process

The on-going identification process includes nominations taken from the academic staff, parents, community, and students using the Student Nomination form. Surveys with attached Student Nomination form will be distributed at the beginning of each school year. The nomination process insures that there is a pool of potential participants that are identified for initial screening.

Students from this pool may be referred for evaluation when two or more subjective forms of criteria are established. Further criteria may be collected using the Criteria Checklists for specific areas of giftedness.

The nomination process precedes the referral process except when: (a) a student has been directly referred by the parent; (b) one objective form of criteria is already present in the student's permanent folder; or (c) the student has already been accepted into a program for the gifted at the last school attended.

Nominations may be filled out by parents, relatives, and teachers any time during the year and turned back in to the Oneida Nation School. Students may also submit nominations for peers or may make self nominations for the program. Parents may make direct referrals if they would like their child evaluated for the Gifted and Talented Enrichment program. Students who are recognized as having potential in one or more of the five areas of giftedness will be immediately directed to the Gifted and Talented Enrichment teacher/coordinator who will coordinate the initial screening of these students. If two or more subjective criteria in any area of giftedness are

contained in the student's permanent folders, the Gifted and Talented Enrichment teacher/coordinator will immediately fill out a Parent/Guardian Permission for Evaluation Form so that the student may be given further evaluation for identification purposes. Nominations may be accepted throughout the year to include those new students that may not have been nominated during the initial process (enrollment) or have come into the school system at mid-year, etc.

Student Screening and Assessment Procedures

The next step in identification is to screen and evaluate students for criteria to determine eligibility for the Gifted and Talented Enrichment program. The nomination process identifies a large pool of potentially eligible students, further screening and evaluation is needed to narrow the field of students to those who have both subjective and objective criteria in an area of giftedness. The Gifted and Talented Enrichment program will locate and screen students in an on-going effort that includes but is not limited to the following:

- Classroom teachers will screen their own student folders for possible participants at the end of each school year for grade point averages, standardized test scores, participation in clubs/organizations, special recognition, and comments by teachers, counselors, or parents indicating their giftedness. These indicators will be turned in to the program coordinator along with copies of the criteria found in the folders.
- The Gifted and Talented Enrichment Program teacher/Coordinator will follow up on nominations and direct referrals. If needed, the teacher/coordinator may check student files for additional indicators of giftedness.
- In-depth screening procedures follow the initial screening. Classroom teachers will assist students who are nominated from their class to begin a student profile/portfolio. The profile/portfolio may include:
 - Examples of work
 - Biographical information and essays
 - Grade point averages
 - Standardized test scores
 - Evidence of participation in clubs/organizations
 - Special recognition
 - Comments by teachers, counselors or parents indicating their giftedness
 - Student's interest in participating in the Gifted and Talented Program
 - Notes from one-on-one interviews with the student

During this part of the identification process, the Teacher/coordinator will fill out and send the Parent/Guardian Permission for Gifted and Talented Evaluation. All necessary subjective criteria will be collected and all checklist ratings will be completed for each of the specific area of giftedness for which the student was nominated. After these forms have been collected, reviews by the placement team will be set up. Students that were identified at their former school will be automatically placed in the program.

The Gifted and Talented Enrichment program will review each student folder to determine their eligibility for the special services, no single criterion should prevent identification for special services through the Gifted and Talented Enrichment program. Multiple criteria will aid in the identification of gifted students. The Gifted and Talented Enrichment program will (a) establish a qualified placement team to make placement decisions; (b) use portfolios of student work to

document giftedness together with rating scales to assess the work in the portfolio; (c) use student profiles that include essays and autobiographies to recognize student's interests and to help pinpoint reasons, if any, for underachievement; (d) reevaluate or retest students who show compelling reasons why their existing scores underestimate their true abilities (family, language difficulties, illness, etc.); (e) retest students who fall within one standard error of measurement below the score needed to qualify for the program services; (f) use alternative identification methods to place gifted students based on the special population (American Indian) from which they represent; (g) use a "pre-program" or "screening" trial period where student participate in experiences designed to see if they would benefit from inclusion in the program for the gifted; (h) provide in-service or workshops for academic staff, support personnel, and parents to increase their ability to recognize nontraditional gifted students; and (i) the testing instruments and methods used in the identification process will be both objective and subjective within each area and a criteria of 2 standard deviations above the mean on any test or subtest within each area should qualify a student in that area.

When enough subjective and objective criteria is collected that shows giftedness or potential giftedness, the student will review their own file, read the Gifted and Talented Enrichment Program Rules and sign the Student Participation Agreement. This step may help to reinforce the student's commitment to participate. In addition, the students may be more comfortable expressing themselves and discussing their giftedness one-on-one. They may be more likely to express their true opinions, ideas and feeling through writing the essays and during one-on-one interview.

Gifted and Talented Enrichment Program Selection Criteria

General Intellectual and Specific Academic Criteria

Wisconsin Rules and Regulations for Educational Programs for Gifted and Talented Students (in effect on July 1, 2000) recognize and serve students who excel in general intellectual ability as verified by intellectual ability; further these rules state that "the local district shall develop a written philosophy and identification procedures". Oneida Nation School promotes identification procedures that consider the local student population in order that potentially gifted and talented students from all cultural and economic backgrounds are fairly assessed (see introduction). Multi-criteria evaluation procedures will be used and must allow for the unbiased assessment of student needs and abilities. No student shall be denied the opportunity for needed programming on the basis of one assessment criterion (i.e. standardized tests)".

As noted earlier, the total Oneida nation School student population consists of American Indian students, most of whom are eligible for free or reduced lunches. Also, considering that the Oneida Nation School community is one that has a high American Indian population it would be appropriate to use the local percentiles from the standardized test scores. This would allow consideration for this special population.

The Gifted and Talented Enrichment program criteria for **General Intelligence** will include, but not be limited to:

Objective Measures: Wechsler Intelligence Scale for children-Revised (WISC-R), Stanford-Binet, or other available tests of intelligence. In addition, an overall composite or total score on any standardized achievement test that falls within the top 10% on the national Percentiles may be used as an objective measure.

Subjective Measures: These will include student profiles, teacher and parent observations and checklist rating; counselor evaluations, narratives, and referrals. Also accepted are written reports by teachers and/or demonstration of verbal, perceptual, psycho-motor abilities, and comprehension.

With these considerations, the Gifted and Talented Enrichment program criteria for **Specific Academic Achievement** will include:

Objective Measures: Students scoring in the top 10% of the **state and/or local percentile** on one or more sections of any standardized achievement test including the appropriate assessment measures.

Subjective Measures: These include student profiles and essays; teacher checklist ratings (ratings in the top 10%) in each specific academic area; documentation of any activity in the school or community which is judged to indicate that the child is functioning within the top 10% for his/her age level in a specific academic area. The Gifted and Talented Enrichment program will utilize academic grades, contest results, teacher/staff evaluation and recommendations.

Leadership Selection Criteria

The Gifted and Talented Enrichment program criteria for Leadership will include, but not be limited to:

Objective Measures: The Leadership Skills Inventory or other tests of leadership ability.

Subjective Measures: These will include essays on leadership; student checklist ratings; parent checklist ratings; academic staff checklist ratings; profiles on student involvement; election to offices by peers in clubs, class or teams; demonstration of natural leadership ability in school, home or community situations.

Critical Thinking Selection Criteria

The Gifted and Talented Enrichment program criteria for Critical Thinking will include, but not be limited to:

Objective Measures: The Watson –Glaser test of Critical Thinking, or similar test.

Subjective Measures: These will include counselor, academic, and parent observations and narratives demonstrating aptitude in verbal and or non-verbal areas.

Creative Selection Criteria

The Gifted and Talented Enrichment program criteria for Creativity will include but not be limited to:

Objective Measures: Torrence Test of Creative Thinking (figural), Creativity Assessment Packet, Draw-A-Person Test, Drawing Test or similar test.

Subjective Measures: These will include teacher and/or parent checklist ratings. Also showing products and portfolios, essays and student profiles; demonstrated aptitude in verbal and/or non-

verbal areas including intuitive/visionary abilities.

Visual and Performing Arts Selection Criteria

The Gifted and Talented Enrichment program criteria for Visual Arts will include but not be limited to:

Objective Measures: Being judged and rated by experts in the fields of fine Arts and/or American Indian Art. For Gifted and Talented Enrichment purposes a team American Indian Artists/Craft persons will be utilized to rate the students nominated for the program in this area of giftedness. This team may include the visual arts teacher in residence at Oneida Nation Schools. The program will also utilize documentation that a student had placed first, second or third in a visual arts competition.

Subjective Measure: These will include recommendations by teachers, parents or community members: Demonstrated knowledge of tribal arts and crafts; Portfolios, student profiles, films, slides, videos, or other documentation of work in the arts.

The gifted and Talented Enrichment program criteria for Performing Arts will include but not be limited to:

Objective measures: Being judged and rated by experts in the fields of Theater/Drama, Traditional Music or Traditional Dance. For Gifted and Talented Enrichment purposes a team of at least three local expert American Indian Singers or Dancers will be utilized to rate the students nominated for the program in this area of giftedness. This team may include academic or residential staff at Oneida Nation School. The program will also utilize documentation that a student had placed first, second or third in a major dance or music competition.

Subjective Measures: These will include recommendations by teachers, parents, or community members. Demonstrating knowledge of tribal song and/or dance. Portfolios, student profiles, films, slides, videos, or other documentation of work in the traditional or contemporary performing arts.

Checklists for criteria and for the basis of identification are included in the student's folder.

Selection and Placement Process

In accordance with the Wisconsin Board of Education gifted and talented program guidelines, the Gifted and Talented Enrichment program emphasizes the inclusion of students who demonstrate ability/potential in any area of giftedness. The Gifted and Talented Enrichment program is designed to enrich the gifted and talented students at Oneida Nation Schools in the specific areas(s) in which they excel. Selection criteria are dependent upon the areas of giftedness as outlined above.

The placement team will provide selection/placement/yearly review of the students and will consist of at least three members within the Oneida Nation School System. These teams may consist of up to five people who are familiar with education of the gifted. The Oneida Nation School system has access to several valuable resource persons who have backgrounds in gifted education through college credit hours, are parents of gifted children, are considered experts in their respective fields, or who are familiar with the various aspects of tribal/cultural activities. The Oneida Nation School Gifted and Talented Enrichment program will utilize as many of these resources as possible to make up the selection/placement teams. This team may consist of, but not be limited to: The Principal or Superintendent, the Gifted and Talented Enrichment teacher/coordinator, academic staff, a parent of a gifted student and/or other qualified individuals. The placement team may consist of the same, but should include one individual who is an expert, professional/teacher or is knowledgeable in that specific area of giftedness for input and recommendations for IEP development.

Returning students will have their files updated and reviewed at the beginning of each school year. The placement/yearly review team will approve these students based on re-evaluation of these folders.

Returning students may be withdrawn from the program at this time if, (a) they have been on program probation during the previous year and have shown no progress within the Gifted and Talented Enrichment program, b) their current teacher requests that the student be withdrawn from the program and shows valid reasons for this withdrawal, or (c) the student or parent requests withdrawal from the program. Students may also be placed on program probation at this time at the discretion of the team. New students will be screened and selected based on all information on file and may be formally placed within the specific program area at that time or at a later date. The selection/placement team will verify the placement within that specific area of giftedness and will give suggestions and recommendations for the Individual Education Program Guide (IEP-G).

Individual Education Program Guide (IEP-G) Development

The Individual Education Program Guide (IEP-G) development for the gifted and Talented Enrichment program differs from those of other Special Education IEP's (LD, EMH, etc.) in that it is not focusing on disabilities and remediation, but is focused on enrichment in the specific area(s) of giftedness. In addition, IEP's are not required by law as there is no law that allows students in gifted education 'due process'.

The Gifted and Talented Enrichment program will utilize Individual Education Program Guide IEP-G: that are specific for the area of giftedness, but general in the way the goals and plans for programming are presented. Enrichment will rely on the interests of the student as well as upon the students abilities. Flexibility is crucial in allowing the student opportunities to include a

variety of new experiences; therefore, the IEP guides will consist of goals and offer the direction the student will take toward those goals.

The development of each IEP guide will utilize recommendation by the screening/selection/review team made during selection of the student and suggestions made by the student during the on-on-one interview and development of the IEP guide. Each IEP guide will be completed by the Gifted and Talented Enrichment teacher/coordinator and will be reviewed and signed by members of the placement team. The three-member placement team for elementary students will consist of the Gifted and Talented Enrichment teacher/coordinator, the gifted coordinator, and one of the following: parent, teacher or other academic staff person, counselor, or the student. The three-member placement team for secondary students will consist of the gifted teacher/coordinator and two of the following: parent, teacher or other academic staff person, counselor, community member, or the student.

Program and Student Assessment/Evaluation

The Gifted and Talented Enrichment program will use multiple forms of Evaluations and Assessment to assist in program development and to provide statistical information for the following year. Program evaluation and student assessment will be important in planning for continuation of specific programs within the Gifted and Talented Enrichment Program. The overall program will be evaluated by the students at the end of each term with relevant suggestions and ideas to be implemented the following term.

Since letter grading of enrichment activities is not recommended, the Oneida Nation School Gifted and Talented Enrichment Program will not give students letter grades; however, evaluation will take place in a variety of forms. Product assessment will be the main form of evaluation utilized in the gifted and Talented Enrichment program. Planning, participation, completion, and reporting will be important components for each project, filed trip, etc. that the student attempts. Teacher assessment will be in the form of a critique or will be based on completion.

Removal From the Program

Although all attempts will be made to retain the students within the Gifted and Talented Enrichment program, there may be students who may require removal from the program. All rules in the Oneida Nation School Student Handbook are applicable to this program. Students may be removed from the program based on failure to comply with school policies.

Program Initiatives

The Gifted and Talented Enrichment program proposes to provide a variety of incentives for the gifted students through:

- Empowering the students through providing opportunities for students to become responsible for their own educational program development.
- Providing appropriate alternatives for those students who are unable to attend the enrichment labs.
- Assisting and providing training for regular classroom teachers to be able to meet the needs of bright students who are not placed in the gifted program and re-evaluating these students at a later time.
- Using mediation to settle disputes and grievances with teachers, parents and others about the selection process.
- Allowing students to become involved in the identification process and in educating others about the Gifted and Talented Enrichment program through workshop presentation, developing flyers and brochures and assisting in the development of new programs for the gifted.
- Building and providing a network between students in gifted education programs at other schools
- Researching alternative programs for involvement in gifted education programs.
- Seeking alternative sources of funding for additional educational programs for the gifted students at the Oneida Nation School Gifted and Talented Program.