2011 - 2012 NAEP Student and Parent Handbook

“Preparing Every Student for Success in College, Career and Life”

Native American Education Program
Phoenix Union High School District
4502 N. Central Avenue
Phoenix, Arizona 85012
August 1, 2011

Dear Parents and Students:

We are pleased to have you involved in our District. The handbooks you are receiving will be a great help to you in planning your future. The NAEP Handbook, prepared by our Native American Education staff, is the Post-Graduate Planner. It is designed to help you plan for college or further training. Finally, we’ve included a fine guide to Paying for College, written by Rosie Dayzie specifically for Native American students. While it is important to study hard, it is equally important for parents to be active in school activities and to help their children live up to their potential. We hope you will read these handbooks and keep them close as you think about the future.

We have several new programs to announce this year of which you might take advantage. Please read all the materials we send home and don’t hesitate to call us if you have any questions or concerns. It is our job together—students, parents, and school personnel—to help make the future a better place for our children and theirs.

May this school year be the most successful you have enjoyed!

Sincerely,

Althe Allen, Ed.D.
Assistant Superintendent for Instruction & Accountability
Native American Education Program Overview

NAEP is funded by the federal Title VII Indian Education Program, Johnson O’Malley funds, and the district’s Dropout Prevention Program. Its purpose is to encourage Native students to stay in school, graduate and succeed in their college and career endeavors.

Through our Native Advisors and our Specialist, we provide referral services, connect with students and their parents, and otherwise provide support to the 760 or so Natives attending our schools.

We partner with several programs, including the many services offered by the Native American Community Center (NACSC), the Maricopa Community Colleges (HOL, ACE), and those within the district itself.

Native Advisors regularly check student progress, monitor attendance and disciplinary referrals, call parents when issues arise, share information with students and parents, assist school staff with understanding cultural issues, and promote cultural and academic enrichment through sponsorship of events.

We encourage the participation of all Native students and their families in our activities.

Native Student Grade Distribution:

This graph shows that, while many Native students are doing well, others are struggling in Math and English. Our efforts have focused on improving math achievement over the past two years.

Title VII Johnson O’Malley Funding

Johnson O’Malley funds provide programs to meet the special educational needs of eligible JOM children and to make available program funding for allowable administrative and Indian Education Committee costs.

Title VII of the Indian Education Act supports the efforts of school districts, Indian tribes and organizations to meet the unique educational and culturally related academic needs of American Indian students so that they can meet the same challenging state student academic achievement standards as all other students.

Both program are governed by a set of by-laws established by parent committees. In our district, the Indian Education Committee (JOM) and the Parent Advisory Committee (PAC) are combined. More specifically, JOM is advised by a subcommittee of the PAC.

While supported in the main by the district’s general education funds, approximately $14,000 is provided by Johnson O’Malley funds, and approximately $129,000 comes from Title VII annually.

The PAC has a wide area of advisory capability, including program planning, curriculum, and evaluation. However, the PAC’s responsibility does not extend into the realm of the school district. Therefore, it remains advisory.

The purpose of this manual is to provide parents and students with important and useful information that may not be included in the individual school’s manual or the district’s Post-Graduate Planner. Be sure to read those manuals, as they provide invaluable information about surviving school and planning for the future.

This manual is designed to focus on services and programs designed specifically for Native American students and their families.
Services Provided by NAEP

Goals

♦ To increase Cultural Awareness
♦ To increase Student Academic Performance
♦ To increase Student Retention
♦ To increase Student Graduation and

Four (4) Native American Advisors are assigned to multiple schools (see the back page for school assignments) to provide assistance to Native American students in the following four areas:

I. Cultural Awareness

Students will have:

♦ The opportunity to enroll into American Indian Studies courses at Gateway Community College, Phoenix College and South Mountain Community College. Students will receive both high school and college credit for their courses. (a concurrent credit form must be completed)
♦ The opportunity to enroll into Navajo language courses through Phoenix College and South Mountain Community College. Students will receive both high school and college credits for their courses. (a concurrent credit form must be completed)
♦ The opportunity to attend Native American support groups on their campuses.
♦ The opportunity to join Native American Youth Councils on their campuses and participate in cultural awareness activities.

II. Academic Performance

Advisors will:

♦ Assess academic progress of students
♦ Meet with parents, teachers and counselors to create student academic plan
♦ Provide progress report to parents upon request
♦ Make referrals to campus tutoring programs
♦ Provide attendance contracts to students with low attendance
♦ Provide credit checks for all students
♦ Advocate for students and parents regarding Special Education IEPs and campus discipline hearings by request
♦ Process payments for class fees and supplies for students.
♦ Make referrals to outside social service agencies with whom PUHSD/NAEP has agreements. These agencies specialize in Native American issues.
III. Student Retention

- Students will meet with campus Native American Student Advisors to discuss attendance, academic and personal issues. In an effort to help students stay in school, the advisors have established Youth Councils on some campuses to promote:
  - **leadership skills**
  - **developing new friendships**
  - Participation in after school activities (service projects, basketball tournaments, fundraising and cultural events).

IV. Student Graduation and College Enrollment

- Students will meet with Native American Advisors during their senior year to discuss their high school credits, career plans and college information.
- Students will have an opportunity to enroll into college courses during their high school years through the Early-College Hoop of Learning Program. They can enroll in after school college courses at Phoenix College, Gateway Community College and South Mountain Community College.

Summer School Support

While many students were on vacation, perhaps spending time on the beach, there were many others who were back in the classroom. PUHSD offered summer school at all the campuses. Many Native American students attended at one of the campuses. The Native American Education Program piloted an After-Summer School Navajo Language 1 through South Mountain CC, many of the students attended. The classes offered were culturally relevant with a focus on important curricular content.

Hoop of Learning College Bridge Program (HOL)

The Phoenix Union High School District and Maricopa Community College District (MCCD) formed a partnership many years ago to create the Hoop of Learning Program.

Hoop of Learning is a program for enrolled Native American high school students 9-12 grade who maintain a 2.0 GPA along with good attendance during their high school careers.

These students are eligible for college scholarships that will pay for books, tuition, fees, classroom supplies, and bus tokens to attend Phoenix College, Gateway Community College, South Mountain Community College or Glendale Community College.

Eligible students will take a college assessment test to determine their skill levels in reading, writing and math. All students must successfully complete or test out of the following courses: Math 092, English 071 and Reading 091 before they start their career courses.

The following programs are offered at Phoenix College, South Mountain, and Gateway:

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<th>Phoenix College</th>
<th>South Mountain Community College</th>
<th>Gateway Community College</th>
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<tr>
<td>1202 West Thomas Road Phoenix, AZ 85013 (602) 285-7500</td>
<td>7050 South 24th Street Phoenix, AZ 85042 (602) 243-8000</td>
<td>108 North 40th Street Phoenix, AZ 85034 (602) 286-8000</td>
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<td>• Culinary Arts Program</td>
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<td>• Dental Program</td>
<td>• Engineering Program</td>
<td>• Medical Profession Program</td>
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<tr>
<td>• Industrial Technology</td>
<td>• Teacher Preparation Program</td>
<td>• Industrial Arts Program</td>
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Summer Programs for Native Students

Med Start

Med Start is a summer enrichment program designed to provide a real-life college experience for high school students and expose them to opportunities in various health careers. As part of our partnership with ASU, Med-Start is held at two locations: the University of Arizona in Tucson and UA College of Medicine–Phoenix campus. Med-Start accepts Arizona students who have a strong interest in the health professions and are currently of junior status (11th grade). We hope that you will urge all juniors interested in health careers to apply to the Med-Start Summer Program when available in the future. Students who are of ethnic minority backgrounds underrepresented in the health care professions (Hispanic, Native American, or African American), live in rural or reservation areas, are first-generation college students, and/or are economically or educationally disadvantaged are especially encouraged to apply. Any assistance you can provide in referring student to this summer enrichment program is always greatly appreciated.

The Med-Start application is now available online at [www.medstart.arizona.edu](http://www.medstart.arizona.edu)

Nizhoni Summer Academy, NAU

Nizhoni Academy, a pre-college program designed to encourage Native American students to seriously prepare for scholastic achievement in secondary and post-secondary education. The Academy emphasizes a rigorous academic discipline to provide students a clear understanding of the demand of college studies and the requirements of academic study skills necessary to be successful in college. Visit their website for more information: [http://home.nau.edu/edsup/nz/](http://home.nau.edu/edsup/nz/)

The Four Corners Upward Bound Math and Science Program

The Four Corners Upward Bound Math and Science Program is a year-around academic program that begins with a Summer Academy on the NAU campus, followed by an academic year component that students participate in from their high schools. During the fall semester following each Summer Academy, student are automatically enrolled in an NAU online hybrid class. The class is considered hybrid because the assignments are available over the Internet and through the mail. Dates for the 2011 Academy are June 4th to July 8th, 2011. Please note the dates on the applications will be revised to reflect the June 4th to July 8th, 2011 dates. [http://home.nau.edu/edsup/ubms/](http://home.nau.edu/edsup/ubms/)

It’s important to note that the above programs have early deadlines around the end of February and early April. If interested, plan to complete your applications early in order to be considered.

Other Native American Resources

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<tr>
<th>College Depot-A Great Resource for College and Scholarship Planning</th>
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<tr>
<td>Here is a resource your family should check out: the College Depot, located at the Burton Barr Library at 1221 N. Central Ave. This program provides access to full-service college planning through outreach, guidance, resources and referrals. The Native American Education Program has been developing a relationship with the staff there, who are ready and willing to help all of us with college planning. Check them out at <a href="http://phoenix.gov/collegedepot">http://phoenix.gov/collegedepot</a> and keep an eye out for their Saturday programs.</td>
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<tr>
<th>Chief Manuelito Scholarship and the Navajo Tribal Scholarship</th>
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<td>Occasionally, Navajo Language or Navajo Government is offered for Navajo students who want to apply for the Navajo Tribe’s Chief Manuelito Scholarship. This scholarship awards $5,000 per semester for students with at least a 3.0 GPA. The general Navajo Scholarship does not require Navajo Language and Navajo Government classes. It does expect a 2.0 GPA with a good ACT test score. Navajo students are especially encouraged to seek funding through the Navajo Nation. Creating a class through a Maricopa Community College is dependent on the number of students willing and ready to enroll in the class. Please place your request with the Native American Advisor in your school.</td>
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<th>Native American Scholarship Information</th>
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<tr>
<td>Paying for College, a paper written by Rosie Dayzie, is an excellent guide to the variety of funding opportunities for Native students. It includes descriptions of colleges and universities around the country and the many available scholarships. It is included in this packet.</td>
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<tr>
<td>Also, do not miss the Post-Graduate Planner, also included here. It is an excellent guide for parents and students preparing for college.</td>
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Special Events— specific dates shown on Calendar in the back!

Exciting New Events Planned

⇒ **(3) Freshman and New Student Orientation Nights.** Please refer to your calendar to get the exact date and plan to attend the orientation where your student goes to school. Reception will follow.

⇒ **New Students will be provided a school backpack with school supplies:**

    *Please be prepared to complete the Title VII 506 forms and the JOM 305 forms. BRING YOUR child’s Certificate of Indian Blood, your certificate of Indian Blood, or your child’s CIB.*

⇒ **College Day.** Spend a day at Alhambra High School with colleges, universities, and tribal scholarship representatives from various Indian agencies. Listen to what they each have to offer in terms of available programs, financial aid, grants and scholarships, and other opportunities for Native American students. Who should attend? Seniors—don’t wait until April or May before applying for college admission or scholarships. **Lunch will be provided!** Yummy! A second College Day has been scheduled for February, 2012.

⇒ **Native Youth Culture Day.** Plan to meet Native Artisans (featuring potters, jewelry makers, Indian Bread, Piki Bread, Drums, Public Relations, and many more). Food will be catered to feed the participants. This day has been designated to bring together as many Native American students and immediate family members to give recognition to the unique Native arts, skills, and intellect that have been maintained for many centuries. Embedded in Native arts are symbols of life’s teachings and stories. Please join us for a day of socializing, learning, and paying tribute to our Native teachers.

⇒ **Family Nights.** **Two family nights will be** sponsored by our Native American Advisors at each school. Students and Parents are encouraged to work closely with their advisors in planning successful family nights. Please refer to the calendar below to mark when your school is scheduled to hold your Family nights.

⇒ **Enrichment Seminar.** Students with a grounding in study skills and decision making tend to be more successful in school. A new course will be piloted this year at North, Betty Fairfax, Alhambra and Cesar Chavez High Schools. The Enrichment Seminar will focus primarily on self discipline, time management, study skills, and “learning how to learn. The course will be offered as a one semester elective class during 8th period. It will be offered **Fall** semester at North High and Betty Fairfax and **Spring** Semester at Alhambra and Cesar Chavez High Schools. We encourage all of you to take advantage of this opportunity.

⇒ **Hoop of Learning and ACE programs** will continue through the Maricopa Community Colleges. Students and parents are encouraged to maintain contacts with advisors at their school sites for special recruitment schedules which are usually made for the MCCD HOL/ACE. Note that the advisors are assigned to multiple school sites and are not always available at one campus. It would be advisable to call them before going on campus. You can also call the main NAEP office at (602) 764-1302.

⇒ **Monthly Gatherings:** Refer to your calendar for Title VII Parent Advisory Committee and Indian Education Committee meetings. Notice that the meetings will be sponsored by different schools between October and April. We want all of you to turn out for these meetings and to help make them successful. Help plan these meetings with your advisor. Pot lucks, games, and special presentations will be part of each meeting.

Remember this: **Attendance is important. No matter what, get yourself to school every day. As Woody Allen said, “Eighty percent of success is showing up.”**

**Booker T. Washington:** **Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.**
Educational Resources, Books and Websites

Online Math Resources You can use:

Parents and students: Below is a list of web-sites that you can visit and practice your math skills to help you understand, learn and increase your math knowledge. I mentioned that there are tutors available to help you, but I emphasize that a lot of your learning depends on YOU and the amount of TIME you put into practicing. The IDEAL website for students, where you can do online practice tests. You will need to register at this site to have full access: https://www.ideal.azed.gov/p

* South Mountain AIMS Prep website: http://aimsprep.weebly.com/
* Basic math review items: http://math.com/homeworkhelp/BasicMath.html
* Algebra review items: http://math.com/homeworkhelp/Algebra.html or http://www.purplemath.com
* How to use a graphing calculator: http://mathbits.com/MathBits/TISection/Openpage.html

How Native American Wisdom Helps Parents Raise Children to Lead Fulfilling Lives

Like adults, children want and need to make a difference in the world. They yearn to discover their uniqueness and share their strength with others. Keepers of the Children: Native American Wisdom and Parenting by Laura M. Ramirez shows parents how to raise children to know their nature, develop their strengths and create lives of meaning and contribution. Using Native American myths and little known cultural secrets, Keepers of the Children shows how an understanding of the natural world gives children a basic grasp of human nature. A child who knows his nature makes life-affirming choices because he follows the compass of the heart. Since he knows himself, he sees into the character of others, avoids the traps of peer pressure and those who intend to harm. (from Monique Arete’ at parent-child-development.com)

Health and Wellness

Native Connections & PUHSD

Native American Connections provides assistance with behavioral health, housing and general wellness. PUHSD now has a memorandum of agreement with this valuable resource, and we have them available to help our Native families and their kids. Check them out at:

NDNS4wellness & PUHSD

The American Indian Prevention Coalition, also located in Phoenix, also provides a number of services for Native American families and children. They run the Circle of Health Recovery School, the Circle of Health Counseling Service, after school drug and alcohol prevention programs, and other services. All their services are offered with a strong cultural component and the utmost of respect. Check them out at: http://www.nativeconnections.org We also have an established MOU with them.

Native American Community Service Center (NACSC) 4520 N. Central Avenue, Phoenix AZ 85012

1st Floor: Native American Connections, Inc. Intensive Outpatient Offices-(602)424-2060
NDNS4Wellness-American Indian Prevention coalition-(602)424-1600
Native American Connections/Native American Community Service Center Property Management-(602) 252-2865

2nd Floor: Phoenix Indian Center-(602) 264-6768

3rd Floor: Native Health Clinic-(602) 279-5351

5th Floor: Native Home Capital-(602) 648-9764
People of Color Network-(602) 253-3084
Southwest Indigenous Women’s Coalition-(602) 266-8434
Soaring Eagles Home Care-(602) 274-7030
Parenting is the most important job you will ever have. It is also one of the most challenging. Our Native cultures all had stories, beliefs and practices that helped our ancestors raise us. Sometimes, they forgot to teach us, and it is up to us to learn and remember. Remember that you are not alone, and good advice can be found all around us. Use the following tips to help guide your parenting in healthy and positive ways.

Students whose parents are involved are almost guaranteed success.


Adapted from positiveparenting.com  Ten Keys to Successful Parenting and the National Mental Health Association’s Strengthening Families Fact Sheet.

Two examples of teaching self-discipline from the Native American perspective are pictorially illustrated below. The first is a simple summary of the Navajo Philosophy of Learning or “Sa’ah Naaghai Bik’eh Hozhoo.” Each of the elements of the philosophy correspond to one of the sacred Mountains of the Navajo, representing Nitsáhákees (Thinking), Nahat’á (Planning), Iná (Living) and Sihasin (Evaluating & Goal-Setting).

The second is called the Circle of Identity, developed by a Sioux organization. It emphasizes several keys to successful living.

Together, they very briefly demonstrate that Native values are important in today’s world and can be used to help us help ourselves and our children.

We can see from these examples that we can benefit from a variety of sources, be they “modern” or “traditional.”
Throughout history, our ancestors used storytelling as one of many ways they taught their children. Our legends and myths contain truths that are still valuable today. Even within individual families there are stories that can teach. Instead of scolding, yelling, or punishing, it might be best if we simply tell a story.

"From the day children are born until they graduate from high school, they only spend 15% of their waking hours in school. The other 85% is spent outside school—and most of that time is spent at home." The Parent Institute—1998 Stock No. 1140

Parents Can Make a Difference…Daily

Your home may not be a classroom, but it is still a powerful place of learning. One of the most important things you can do as a parent or guardian, is to show (in words & actions) confidence in your child’s ability to succeed everyday in school and in life. Positive messages have a way of becoming real actions and attitudes.

Use this guide as a reminder of ways you can make a difference in your family. Encouraging children costs nothing and yet, offers big rewards. Remember to:

♦ Always find something positive to say
♦ Praise your child’s efforts, not just his/her accomplishments.
♦ Help your child feel good about him or herself by saying things like:
  “I can tell you worked very hard on that.”
  “You’re getting much better at that.”
  “I appreciate what you did.”
  “You really handled that situation well.”
♦ Have faith in your child. Don’t be afraid to give your child increasing responsibility and independence.
♦ Discourage competition (in all forms) between brothers and sisters.
♦ Respect your child by treating him/her with dignity.

Another important way you can make a daily difference in the life of your children is by spending some quality time with them. Busy parents have a limited amount of time to spend with their children. Spending time with your child, no matter what the age, is extremely important. It is the quality of the time spent (reading together, playing, asking questions), not the quantity of time that is important. Communicating with your child encourages him/her to tell you what he/she is thinking and feeling. This will improve vocabulary and develop thinking skills, all of which are important for success in school and life.

Quality time can happen at any time or any place. The quality of the time you already spend together can be made even better, by talking with and listening to your child. Driving in the car or riding the bus, walking through the neighborhood or going for an ice cream after dinner are all good times to talk together and stay connected. Children of all ages enjoy having your full attention at bedtime to read or talk together. Reading together offers ways to discuss important issues that may not be discussed otherwise.

Being a good parent is not about saving time—it is about investing time. Our children need daily encouragement and quality time with us so that they will be strong individuals and successful adults.
## CALENDAR OF EVENTS | 2011-2012 CALENDAR

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### Holidays and Special Events
- **January 1**: New Year’s Day
- **January 16**: Martin Luther King Jr. Day
- **February 11**: Mardi Gras Day
- **February 29**: Leap Year Day
- **March 20**: Daylight Saving Time Begins
- **April 1**: Easter Sunday
- **April 15**: Tax Day
- **May 1**: Labor Day
- **May 28**: Memorial Day
- **June 17**: Father’s Day
- **July 4**: Independence Day
- **July 4**: Independence Day
- **July 4**: Independence Day
- **August 6**: Hiroshima Day
- **August 9**: Nagasaki Day
- **September 7**: Labor Day
- **September 8**: Rosh Hashanah
- **September 21**: Autumn Equinox
- **September 22**: Fall Time Change (Daylight Saving Time Ends)
- **October 10**: Columbus Day
- **October 31**: Halloween
- **November 11**: Veterans Day
- **November 22**: Thanksgiving Day
- **December 25**: Christmas Day
- **December 26**: Winter Holiday
- **December 31**: New Year’s Eve

### Other Important Dates
- **August 25**: First Day of School
- **October 24**: Columbus Day
- **November 11**: Veterans Day
- **November 24**: Thanksgiving Day
- **December 25**: Christmas Day

**Calendar Template by calendarlabs.com**
Dear Parents and Guardians:

We want to take this opportunity to ask you to submit a completed Title VII and Johnson O’Malley registration form along with Certificates of Indian Blood to CES District office—3rd Floor, Native American Education Program.

These forms are important because funding for our Native American programs are dependent on federal and state money, and the money is allocated based on the number of Native students attending PUHSD each year. We strongly support our Native American Education program, which provides us with our Native American advisors, who work hard to ensure that your children do well in school and take full advantage of the problems and services available to them.

In order to continue these services, we must maintain a documented count of our Native students, so we urge you to complete and submit this material. If you have any questions, don’t hesitate to call Mrs. Basham, Native American Education Specialist, @ 602-764-1302 or email basham@phxhs.k12.az.us

Thanks for your prompt response, and we look forward to hearing from you.

Sincerely,

Judy Basham, NAEP Program Specialist and NAEP Native American Advisors

Forms to be turned in:

- Title VII Form
- Johnson O’Malley Form

Native American Education Program Staff

Bernice Begay, NA Advisor
Central (602)764-7500
North (602)764-6500

Elvira Garcia, NA Advisor
Camelback (602)764-7000
South Mountain (602)764-5000
Bioscience (602)764-5600
Desiderada (602)764-0800
North (9th grade) (602)764-6500

Sam Hogue, NA Advisor
Alhambra HS (602) 764-6022
Maryvale HS (602) 764-2000

Bostrom (602) 764-1700
Carl Hayden HS (602) 764-3000

Cesar Chavez HS (602) 764-4000
Trevor Browne HS (602) 764-8500

Metro Tech HS (602) 764-8000

Wanda Redbird, NA Advisor
Betty Fairfax HS (602)764-9000

Mrs. Judy Basham, Specialist
District Office
Suns/Diamondback Academy
Franklin Police & Fire High School
(602)764-1302
<table>
<thead>
<tr>
<th>School Name</th>
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<tbody>
<tr>
<td>Alhambra High School</td>
<td>(602) 764-6022</td>
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<tr>
<td>Counseling Department</td>
<td>(602) 764-6011</td>
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<td>Community Liaison</td>
<td>(602) 764-8540</td>
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<tr>
<td>Student Liaisons</td>
<td>(602) 764-8505/764-8502</td>
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<tr>
<td>Trevor Browne High School</td>
<td>(602) 764-8500</td>
</tr>
<tr>
<td>Counseling Department</td>
<td>(602) 764-8536</td>
</tr>
<tr>
<td>Community Liaison</td>
<td>(602) 764-8540</td>
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<tr>
<td>Student Liaisons</td>
<td>(602) 764-7108/764-7102</td>
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<tr>
<td>Camelback High School</td>
<td>(602) 764-7000</td>
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<tr>
<td>Counseling Department</td>
<td>(602) 764-7024</td>
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<tr>
<td>Community Liaison</td>
<td>(602) 764-7058</td>
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<tr>
<td>Student Liaisons</td>
<td>(602) 764-7108/764-7102</td>
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<tr>
<td>Cesar Chavez High School</td>
<td>(602) 764-4000</td>
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<tr>
<td>Counseling Department</td>
<td>(602) 764-4007</td>
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<tr>
<td>Community Liaison</td>
<td>(602) 764-4020</td>
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<tr>
<td>Student Liaisons</td>
<td>(602) 764-4409/764-4484</td>
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<tr>
<td>Central High School</td>
<td>(602) 764-7500</td>
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<tr>
<td>Counseling Department</td>
<td>(602) 764-7527</td>
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<tr>
<td>Community Liaison</td>
<td>(602) 764-7549</td>
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<tr>
<td>Student Liaisons</td>
<td>(602) 764-7528/764-7506</td>
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<tr>
<td>Betty Fairfax High School</td>
<td>(602) 764-9000</td>
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<tr>
<td>Counseling Department</td>
<td>(602) 764-9038</td>
</tr>
<tr>
<td>Student Liaison</td>
<td>(602) 764-9026/764-9073</td>
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**PUHSD Dropout Prevention Program**

The District Dropout Prevention Program focuses on several programs designed to meet the needs of our students who fall into categories of those most likely to drop out. We find that the patterns of our at-risk students resemble those identified in current research: academic risk, low SES, and behavioral problems. We focus on preventing school disaffection by intervening in those factors most likely to create academic and/or social discouragement. We also work to build resiliency skills in both staff and students as well as creating protective factors that can improve relationships and increase school engagement.

The Phoenix Union High School District’s dropout prevention program focuses on the District’s Strategic **Goal 1**: PUHSD will improve Student Achievement and **Objective 1.1**: Ensure that all students can demonstrate readiness for post-secondary schooling and/or entry into the work force by successfully fulfilling graduation requirements. We will achieve this objective by focusing on academics, while instilling personal and social responsibility.

The District’s dropout prevention program has the following components: systematic review of student progress and attendance, development of and coordination with community partnerships to meet student needs, School Based Mentoring, Keep Kids in School (KKIS) Program, day and evening alternative programs, implementation of additional small school sites through Governing Board initiative, and staff workshops and training focusing on developing skills to better meet the needs of at-risk students.

Call the numbers above for more information.
Parents: Please return this completed form to your child’s school. In order to apply for a formula grant under the Indian Education Program, your child’s school must determine the number of Indian children enrolled. Any child who meets the following definition may be counted for this purpose. You are not required to complete or submit this form to the school. However, if you choose not to submit a form, the school cannot count your child for funding under the program. This form will become part of your child’s school record and will not need to be completed every year. This form will be maintained at the school and information on the form will not be released without your written approval.

Definition: Indian means any individual who is (1) a member (as defined by the Indian tribe or band) of an Indian tribe or band, including those Indian tribe or bands terminated since 1940, and those recognized by the State in which the tribe or band resides; or (2) a descendant in the first or second degree (parent or grandparent) as described in (1); or (3) considered by the Secretary of the Interior to be an Indian for any purpose; or (4) an Eskimo or Aleut or other Alaska Native; or (5) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

NAME OF CHILD ___________________________ Date of Birth _________________________
(As shown on school enrollment records)

School Name ___________________________ Grade _____________

NAME OF TRIBE, BAND OR GROUP _____________________________

Tribe, Band or Group is: (check one) _______ Federally Recognized, Including Alaska Native _______ State Recognized _______ Terminated _______ Organized Indian Group Meeting #5 of the Definition Above

Name of individual with tribal membership: _____________________________

Individual named is (check one): _______ Child _______ Child’s Parent _______ Child’s Grandparent

Proof of membership, as defined by tribe, band, or group is:

A. Membership or enrollment number (if readily available) __________________________ OR

Other (explain) _____________________________

Name and address of organization maintaining membership data for the tribe, band or group:

______________________________________________

I verify that the information provided above is accurate:

PARENT’S SIGNATURE ___________________________ DATE ____________

Mailing Address ___________________________ Telephone ______________________

Notice: Public Reporting Burden Notice on Reverse Side
INDIAN STUDENT ENROLLMENT/CERTIFICATION OF ELEGIBILITY UNDER P.L.93-638
CFR 273.18(K), (1)

1. | Last Name | First Name | Initial | Date of Birth | Grade | School |
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</tbody>
</table>

2. The student(s) listed above is/are ¼ or more degree Indian Blood.
   [ ] yes  [ ] no  [ ] I don’t know

3. Are the student(s) listed above members of a federally-recognized tribe?
   [ ] yes  [ ] no  [ ] I don’t know

4. | Tribal Affiliation of | Name of Tribe |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student(s)</td>
<td></td>
</tr>
<tr>
<td>Parent / Legal Guardian</td>
<td></td>
</tr>
</tbody>
</table>

My signature certifies that the information given is correct and verifies eligibility.

<table>
<thead>
<tr>
<th>Print Name and Address of Parent/Legal Guardian</th>
<th>Signature of Parent / Legal Guardian (Signature of student if 18 years old)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

DO NOT FILL IN BELOW (Space is reserved for the Indian Education Committee)

The above information has been by the Parent Committee and certifies that the student(s) listed above are:

Eligible to receive JOM program services  [ ] yes  [ ] no

<table>
<thead>
<tr>
<th>Type/Print Name of Indian Education Committee Member Reviewee:</th>
<th>Signature of Indian Education Committee Member Reviewee:</th>
</tr>
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<tbody>
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</tbody>
</table>

Date:

Instructions: Copy retained by applicant agency for three years.
ADE 31-305, Rev. 4/83