Kenai Peninsula Borough School District
Title VI Advisory Committee Meeting
October 12th, 2021
Via Distance on Zoom, Soldotna, Alaska

MINUTES

1) Call to Order at: 3:36 PM

2) Statement of Title VI Grant Purpose: The purpose of the Title VI grant is to provide supplemental supports for Alaska Native and Native American students for a successful experience throughout K-12 schooling years through prioritized targeted assistance.

3) Committee Purpose: The purpose of the Title VI Advisory Committee is to provide guidance to KPBSD regarding Title VI program priorities that translates into the KPBSD Plan of Service for the Title VI program.

4) FY 21 Title VI Priorities – as determined in Spring of 2021
   a) KPNYL and Title VI staff
   b) Culture Kits: Community/Family Engagement
   c) Upstream and STEM Academies

5) Introductions and Roll:

Parent/Elder/Guardian Representatives:

Seat Held	Name	Present
Seat A - Region 1 (Tyonek, Nikiski, Kenai) Through FY23	Vacant – Candidate: Michael Bernard	Present
Seat B - Region 2 (Sterling and Soldotna) Through FY23	Vacant – Candidate: Sonja Barbaza	Present
Seat C - Region 3 (Seward, Moose Pass, Cooper Landing, Hope) Through FY23	Vacant – Candidate: David Paperman	Absent-Excused
Seat D - Region 4 (Ninilchik, Anchor Point, Homer) Through FY22	Danielle Self	Present
Seat E - Region 5 (Seldovia, Nanwalek, Port Graham) Through FY 22	Vacant	
Seat F - At-large (any region) Through FY22	Vacant – Rebecca Dixon	Present

Student Representatives:

Seat G - At-large, filled annually	Vacant – Candidate: Nolan Freeman	Present
Seat H - At-large, filled annually	Vacant – Candidate: Kelly Trefon	Absent - Excused

Staff Representative:

Seat I - At-large, filled annually	Darren Zibell	Present

Board of Education Representative:

Seat J - At-large, filled annually	Penny Vadla	Absent

Tribal Representatives to the Committee:

Tribe	Name	Present
Native Village of Tyonek		
Kenaitze Indian Tribe	Samantha Singleton	Present
Qutekcak Native Tribe	Dolly Wiles	Absent
Ninilchik Village Tribe	Jamie Oskolkoff	Absent
Nanwalek IRA Council		
Port Graham Tribal Council		
Seldovia Village Tribe	Shannon Custer	Present

Also present: Jessica Scogin, Federal Programs Coordinator, Rachel Pioch, Title VI Specialist, Christy Gomez, Tebughna Principal/Teacher, Rachel Gilbert, Education Director for Kenaitze Indian Tribe, Grace Coles, CITC FabLab Manager, Patti Truesdell, School Board

6) Title VI Advisory Committee Seat Compliance
    a) See Handout 1

b) Rachel Pioch discussed how the Committee has not always been in compliance with the guidelines set forth by OIE (Office of Indian Education), nor our own Title VI Bylaws. This was primarily due to not having enough potential members. However, as our family engagement increases, we are seeing more stakeholders wanting to sit on the Committee. Therefore, we are able to be in compliance with all guidelines.

7) Seating of Members
   a) Please see handout 2

8) Nominations and Election of Chair and Vice Chair
   a) Chair: Michael Bernard voted in as chair.
   b) Vice Chair: Danielle Self voted in as vice chair.

9) Title VI Funded Program Updates for 21-22
   a) Title VI Dept. programming (Rachel Pioch)
      i) Rachel Pioch discussed this fall's programming noted below. The Akutaq event was a huge success with 26 families reached. So far the STEM Career Explorers club has reached 14 families with more signing up. And in the works is an Alaskan Gingerbread Zoom event where families will be challenged to create gingerbread people with traditional garb.
         (1) Family Engagement
            (a) Family Book Event – Akutaq Edition
            (b) STEM Career Explorations Club
               (i) CLICK HERE FOR SIGN UP FORM
            (c) Family Book Event – AK Gingerbread Edition
         (2) Culture Kits (please see handouts 3-4 for purpose behind this initiative.)
            (a) Indigenous Peoples and Languages Maps have been sent out to teachers and schools requesting them. So far, around 25 maps have been sent out.
            (b) Teacher Check Out Kits
               (i) A google form was created to help teachers check out indigenous units, books, and other kits. The NYO and Harry Okpik kits are hard to keep in stock as they are a big hit with teachers.
               (ii) Teacher Sign Out Form
         (3) Upstream Updates
            (a) Upstream will resume as COVid numbers decrease and it is prudent to do so.
               (i) Med Tech 2/22
               (ii) Career 3/22
               (iii) Drone 5/22

   b) Kenai Peninsula Native Youth Leaders (Jennifer Freeman)
      i) Jennifer Freeman gave an overview of the current programming for KPNYL.
         (1) Please see handout 5

10) Updates from Tribal Representatives
    a) Seldovia Village Tribe – Shannon Custer
        i) Service Area: Seldovia, Anchor Point, and Homer
        ii) 656 tribal members
        iii) Education Programs
            (1) Culture camps for all grades
            (2) Rooted and Rising camp held this summer
        iv) SVT loves to share traditional knowledge with anyone, regardless of tribal status
        v) SVT hopes that their children fully know their heritage.

    b) Kenaitze Indian Tribe – Samantha Singleton
        i) Service Area: Coho to Cooper Landing
        ii) 1,717 members with 100 new members taken in this fall
        iii) Education Programs
            (1) Blended learning platform
                (a) Programs include: early Headstart, Headstart, dance and drum groups, support afterschool in Kenai schools.
        iv) Every decision Kenaitze makes is based on helping revive a population that once was thought to be gone. This includes helping revive their language. Kenaitze has language training for every age.
        v) Kenaitze hopes that their children will be empowered not only by their community, but within themselves to be 100% true to themselves, to embrace their culture and who they are.

11) FY21 Participation Numbers Update and Certification
    a) 950 students as of 10/12/21

12) Public Comments (any guest may comment with a limit of approximately 3 minutes)
    a) Grace Coles with CITC's FabLab spoke about a FabLab coming to both Seldovia and Nanwalek.
        i) gcoles@citci.org

13) Establish next meeting date: To be determined later.

14) Adjourn at 4:47 P.M.

Handout 1

Title VI Advisory Committee Seats

Membership Guidelines as per Office of Indian Education:

1. Parents and family member of AK Native/Native American children in the school district
2. Representatives of tribes on AK Native/Native American lands located within 50 miles of any school that the school district serves if such tribes have any children in the district.
3. Teachers in the schools
    a. Staff member's salary cannot be paid by Title VI funds
4. If appropriate, AK Native/Native American students attending secondary schools
5. The majority (51% or more) of the committee members must be parents and family members of AK Native/Native American students.
6. Individuals serving on the Indian Parent Committee should be aware of actual or perceived conflicts of interest they may have with serving on the committee, and if such a conflict exists, should not serve as a member of the Indian Parent Committee. One example of conflict of interest would be if any member of the Indian Parent Committee benefits financially in any way from an application being funded.

Membership Guidelines as per KPBSD Title VI Advisory Committee Bylaws:

1. Ineligibility. A member will no longer be eligible to serve on the Committee if:
    a. The parent Committee member's child is no longer enrolled in the District;
    b. The staff Committee member is no longer employed by the District;
    Or
    c. The student Committee member is no longer enrolled in the District.

2. A member shall be automatically removed from membership for the following reasons:
    a. The occurrence of two unexcused absences unless an exceptions is agreed to by the Advisory Committee.
    b. The member no longer resides in the District.

Title VI Advisory Committee Seats

Seat Held	Member / Candidate*
Seat A - Region 1 (Tyonek, Nikiski, Kenai) Through FY23	Michael Bernard *
Seat B - Region 2 (Sterling and Soldotna) Through FY23	Sonja Barbaza *
Seat C - Region 3 (Seward, Moose Pass, Cooper Landing, Hope) Through FY23	David Paperman *
Seat D - Region 4 (Ninilchik, Anchor Point, Homer) Through FY22	Danielle Self
Seat E - Region 5 (Seldovia, Nanwalek, Port Graham) Through FY 22	
Seat F - At-large (any region) Through FY22	Rebecca Dixon *
Seat G – Student - At-large, filled annually	Kelly Trefon *
Seat H – Student - At-large, filled annually	Nolan Freeman *
Seat I - Staff Member - At-large, filled annually	Darren Zibell *
Seat J – School Board - At-large, filled annually	Penny Vadla

Tribal Representatives to the Committee

Tribe	Name
Native Village of Tyonek	
Kenaitze Indian Tribe	Samantha Singleton
Qutekcak Native Tribe	Dolly Wiles
Ninilchik Village Tribe	Jamie Oskolkoff
Nanwalek IRA Council	
Port Graham Tribal Council	
Seldovia Village Tribe	Shannon Custer

Native Village of Tyonek
Tyonek
Anchorage
Hope
Kenai
Kenaitze Indian Tribe
Soldotna
Qutekcak Native Tribe
Seward
Ninilchik Village Tribe
Homer
Seldovia Village Tribe
Nanwalek IRA Council
Port Graham Tribal Council
Tribes in the Kenai Peninsula Borough School District

Kenai Peninsula Native Youth Leaders

Title VI Advisory Committee Meeting- October 12th = Student Nominations

Handout 2

KPNYL members that requested & volunteered to participate in the Title VI Advisory Committee. They both had scheduled to attend for the original date of Wednesday 10/13/21. Because the meeting was changed, they are unable to attend this meeting as they have other scheduled obligations.

Kelly Trefon

Dena'ina - Nondalton

11th Grade – 3rd Year KPNYL
River City Academy – Middle College
Employed at McDonalds

Good at=
Cooking - Hiking - Helping others

Interested in=
Science – Medical - Cryptic Creature Concept

Wants to learn to=
Bead/Sew- Making Cultural/Traditional Regalia

For a free trip I would go to=
Chile

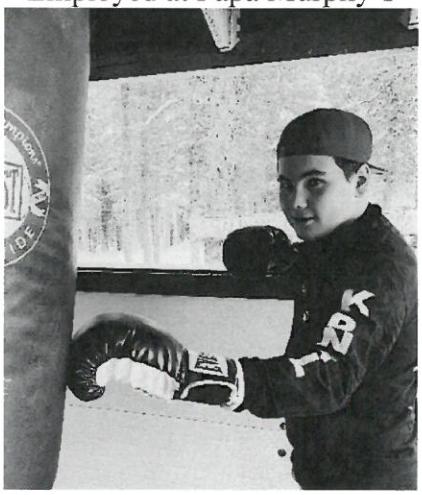
Color and Animal that describes Kelly=
Sage Green - Cat

A favorite food/meal & dessert/sweet=
Curry & Pumpkin Cookies

Nolan Freeman

Kenaitze - Salinan

10Th Grade - 2nd Year KPNYL
Connections – Soldotna High
Employed at Papa Murphy's



Good at=
Baseball – Gaming – Working with Animals

Interested in=
Military History – Engineering - Acting

Wants to learn to=
Play the Piano

For a free trip I would go to=
Germany

Color and Animal that describes Nolan=
Blue - Wolf

A favorite food/meal & dessert/sweet=
Mashed Potatoes with Gravy & Churros

Handout 3

THE VALUE OF CULTURE-BASED EDUCATION FOR NATIVE AMERICAN STUDENTS

CULTURE-BASED EDUCATION

"For more than a century, we've made Natives understand the non-Native culture and adjust accordingly, and it does not work. It's not reciprocal—it's assimilation."

– Ahniwake Rose, Executive Director of the National Indian Education Association[1]

Every student attends two schools at once. One is their home or community environment, and the other is their formal classroom environment. For many of us, our homes served as our first "school" experience. This is where we learned the language, values, and norms of our community. Then we began our second school experience in a traditional education setting, with teachers, textbooks, desks, and tests.

For some students, the link between the home and school environments is largely seamless. They attend schools in which the teachers look the same as them, speak the same language, and embrace the same cultural values they learned at home. These students tend to feel relatively comfortable, connected, and welcome at school because it is a natural extension of their home environment.

For other students, this connection between home and school doesn't come as easily. Their teachers may look different than them, speak a different language, and emphasize unfamiliar values and norms. This leads many students to see the classroom as a place where they feel disconnected from their language, customs, and home culture. They struggle to reconcile the dissonance between these two very different worlds.

The Native American Student Experience

For more than two centuries, this pattern has defined the experience of countless Native American students throughout the United States. Today, we continue to struggle to ensure Native

students have access to high-quality education that embraces and relies on their cultural heritage and experiences.

So how do we improve?

Recent research on culture-based education has demonstrated that schools and classrooms that employ culture-based strategies are better able to develop students' identities and cultures, which has critical implications for overall student learning. Experts note that Native American students in culturally responsive classrooms:

- Have higher socio-emotional well-being and report higher levels of trusting relationships with adults[2]
- Experience a deeper sense of belonging at school[3]
- Demonstrate enhanced motivation, self-esteem, and ethnic pride[4]

Ultimately, increased socio-emotional well-being, a deeper sense of belonging, and enhanced student motivation lead to increased achievement as students begin to feel comfortable in their school environment. There is a direct tie between culture-based education and improved student outcomes.[5]

The How of Culture-Based Education

If culture-based teaching is a key component of improving the quality of education for Native American students, how can teachers make it happen authentically in the classroom?

An essential first step is to acknowledge the inherent difficulty in implementing culture-based education. Not all educators can claim to fully understand the Native American experience, no matter how dedicated they are to improving student outcomes. Feelings like this are common among many teachers who wonder how they can make their classrooms culturally rich environments for all students without having a firsthand understanding of those cultures.

While this gap in cross-cultural empathy will always exist to some degree, educators should take confidence in the fact that a multitude of culture-based strategies exist to help empower students to make their own connections between their heritage and their school experience. Here are a few strategies that can help build a culture-based classroom:

- **Tell everyone's story**. Many history textbooks struggle or fail to incorporate multiple perspectives into their retelling of events.[6] In order to provide a more accurate and comprehensive look at history, teachers should expose students to a variety of sources, including primary source documents. The Smithsonian National Museum of the

American Indian's Native Knowledge website provides resources for culturally relevant instructional materials and lesson plans that help accurately convey the Native American perspective and ensure students' cultural heritage is a core element of historical instruction.

- **Welcome use of the heritage language**. If your school does not offer native language classes, try to embed heritage language into daily instruction. Allow students to use their native language in writing, speaking and listening activities, and vocabulary lessons. Research has shown that encouraging bilingualism does not hinder the acquisition of another language; in fact, it is beneficial to students.[7]

- **Embrace family histories.** Every family has a unique story and heritage. Family histories can provide a natural, engaging platform for students to explore their culture and share it with their classmates. Include writing, research, and listening and speaking projects that encourage students to explore and learn from their family history.

These strategies are an excellent starting point for teachers looking to adopt a culture-based approach in their classrooms. For additional information on implementing authentic culture-based education, consider leveraging these resources from Northern Arizona University and Education Northwest. No matter which set of strategies teachers use, the ultimate goal of culture-based education should be to help students feel a greater sense of belonging at school and understand how their home culture and school culture can work together to strengthen their cultural and scholastic identity.

If you'd like a thought partner in identifying how to make the shift to culture-based education, let us know. Our Improvement Coaches offer free strategy sessions to state, district, and school leaders.

[1] Clarren, Rebecca. How America is Failing Native Students. https://www.thenation.com/article/left-behind/

[2] Kana'iaupuni, Ledward, and Jensen. Culture-Based Education and Its Relationship to Student Outcomes. https://www.ksbe.edu/_assets/spi/pdfs/CBE_relationship_to_student_outcomes.pdf

[3] Clarren, Rebecca. How America is Failing Native Students. https://www.thenation.com/article/left-behind/

[4] Regional Educational Laboratory. Culturally Based Education for Indigenous Language and Culture: A National Forum to Establish Priorities for Future Research. https://www.acf.hhs.gov/sites/default/files/ana/cbeforindigenouslanguageforum.pdf

[5] Kana'iaupuni, Ledward, and Jensen. Culture-Based Education and Its Relationship to Student Outcomes. https://www.ksbe.edu/_assets/spi/pdfs/CBE_relationship_to_student_outcomes.pdf

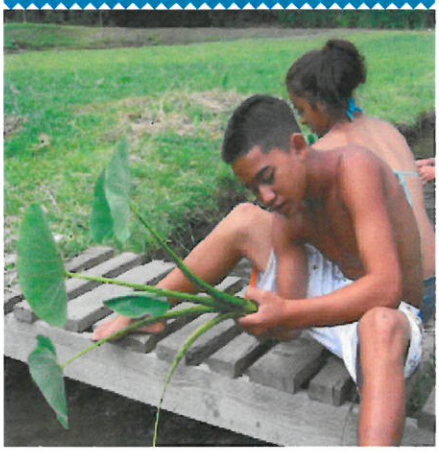
[6] Wong, Alia. History Class and the Fictions about Race in America. https://www.theatlantic.com/education/archive/2015/10/the-history-class-dilemma/411601/

[7] Kamentez, Anya. 6 Potential Brain Benefits of Bilingual Education. https://www.npr.org/sections/ed/2016/11/29/497943749/6-potential-brain-benefits-of-bilingual-education

https://cicerogroup.com/the-value-of-culture-based-education-for-native-american-students/

CULTURE-BASED EDUCATION

SEPTEMBER 2010



Recommended Citation
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KAMEHAMEHA SCHOOLS

Culture-Based Education and Its Relationship to Student Outcomes

By Shawn Kana'iaupuni, Brandon Ledward, 'Umi Jensen

Executive Summary

The long standing achievement gap of Native Hawaiian students in the state's public schools represents a significant concern, one that diverse stakeholders are committed to resolving. New research and developments in education provide fresh opportunities to re-examine the teaching and learning of Native Hawaiian students in ways other than the conventional models many schools have used, most of which have failed to make significant differences in student outcomes.

A recent study, Hawaiian Cultural Influences in Education (HCIE), provides new quantitative data about Hawaiian students and their peers from both private and public schools. The study used hierarchical linear models to conduct multilevel statistical analyses of the data. Results are consistent with prior qualitative studies, indicating that culture-based educational strategies positively impact student outcomes, particularly Native Hawaiian student outcomes.

Specifically, the study found a set of nested relationships linking the use of culture-based educational strategies by teachers and by schools to student educational outcomes. First, culture-based education (CBE) positively impacts student socio-emotional well-being (e.g., identity, self-efficacy, social relationships). Second, enhanced socio-emotional well-being, in turn, positively affects math and reading test scores. Third, CBE is positively related to math and reading test scores for all students, and particularly for those with low socio-emotional development, most notably when supported by overall CBE use within the school.

The study also found that students of teachers using culture-based educational strategies report greater Hawaiian cultural affiliation, civic engagement, and school motivation than do students of other teachers. For example, the survey data show that students of teachers using CBE are more likely to have strong community ties as exemplified by working to protect the local environment and attending public meetings about community affairs. They are also more likely to put cultural skills to use in their communities and report higher levels of trusting relationships with teachers and staff, underscoring a deeper sense of belonging at school. The strength of these connections is critical to producing engaged and successful learners as they prepare for the future.

This research project is the first large-scale empirical study of its kind among high school students. The results are based on survey data from 600 teachers, 2,969 students, and 2,264 parents at 62 participating schools, including conventional public schools, charter schools, schools with Hawaiian-immersion programs, and private schools. It is a collaborative effort of the Kamehameha Schools, Hawai'i Department of Education, and Nā Lei Na'auao, an alliance of Hawaiian-focused public charter schools.

Kenai Peninsula Native Youth Leaders

Title VI Advisory Committee Meeting- October 12th = Meeting Update

Handout 5

Vision

We Are
Native Youth Leaders
We Believe
In Who We Are & What We Do
We Carry On
Traditions, Knowledge, Culture, & Values
While Working To
Change Our Future
We Are The
Faces of Today & the Changes of Tomorrow

Created by KPNYL Students 2010

Purpose: The KPBSD started the **Kenai Peninsula Native/Youth Leadership** (KPNYL) Program to nurture and guide emerging Native Youth Leaders among High School students in the Kenai Peninsula Borough School District.

The goal of the Native/Youth Leadership is to provide students the opportunities necessary to learn leadership skills, while having pride in their culture. Leadership skills enhance student's personal, academic, extracurricular, and tribal-community involvements.

KPNYL members are encouraged and guided in personal growth while developing leadership skills that are essential for academic, post-secondary and career success.

Kenai Peninsula Native Youth Leaders learn to utilize and weave their leadership expertise both in their traditional and conventional lives. Native Youth Leaders honor their culture and are empowered in their diversity.

Goals Developed by Original KPNYL Members 2010

Outcome #1 Community Support for Youth

We envision that each of our communities supports our youth.

Goal #1 **Educate Our Communities**

We will continue working to define all areas of education needed for community members, to reach our outcome of the community supporting our youth. We also need to educate ourselves to better understand leadership, embracing both the US, state, and municipality legislative and individual tribal decision-making processes. KPNYL youth have requested "A stronger voice in their school, community, and world."

Goal #2 **Kid's Choice –Fun Activities**

KPNYL youth will practice the decision making process through requesting and designing activities/events that will help them grow their leadership traits in their communities. These activities will promote leadership qualities and honor tribal values and the larger community values.

Goal #3 **Family/Community Involvement**

KPNYL would like activities where adults and youth work together in planning and implementation of the activities.

Life Long Leadership Skills

Develop a Healthy Self Concept, Self- Awareness, Self-Control, Self-Motivation, Self-Discipline, Confidence-Personal Growth -Life Long Learning , Healthy Lifestyles-Intelligent choices, Cultural Connected-Tribal Pride, Achievement, in Community Based, Projects, Volunteerism, Citizenship-Community Service, Make Life Long Friends, Interpersonal Skills-Team Work - Communication -Social Interaction , Consensus Style Government, Decision Making – Responsibility, Planning, Documentation, Public/Presentations Public/Speaking, Great for Scholarships, Resumes

Kenai Peninsula Native Youth Leaders

Title VI Advisory Committee Meeting- October 12th = Meeting Update

- Serve 10 Schools = Seward, Hope, Soldotna, River City Academy, Kenai Central, Kenai Alternative, Nikiski, Homer Flex, Homer, Connections
- 9-12th grade students interested in learning/ practicing youth leadership/qualities
- No minimum GPA/ No cost to members(funded through KPBSD's Title VI Native Education)
- Opportunity to earn .5 Project Leadership Elective Credit- yearly as a KPNYL member.
- May thru April team-school year= their leadership involvement during the summer can be used toward hour requirements.
- KPNYL members follow the **KPBSD leadership standards, the KPNYL Vision** *(formed in 2010 by the original 9 members),* & **29 Cultural Standards**. *(In 2014 KPNYL added the Alaska Standards for Culturally Responsive Students handbook to the program .The handbook was adopted by the Assembly of Alaska Native Educators, February 3, 1998)*
- Jennifer Freeman KPNYL Advisor= Program Coordination -to create cultural connections each member can align with and/or choose to study for a year. Students have the opportunity for individual study and team activities in their region.
- Bonnie Pierce KPNYL Elder Advisor & Assistant – (only 15 hours week) – helps with administrative work/workshops/Lessons/standards – *Volunteers her personal time to chaperone students on trips.*
- Coordinating 10 Schools – Many miles between high school sites. More than 1/3 of the members do not live physically close or have direct connection to their birth native cultural leads/supporters, which is why KPNYL uses an 'Inter-Tribal' mindset nor uses a competitive method to measure success.
- Each member can be successful, and can expand their support/team by building a district-wide team through local, district, state and national (UNITY Native Youth) leadership opportunities. Yearly: 2 members are nominated to participate in the Title VI advisory committee.
- Annual Theme Linked with National Native Youth Leadership – UNITY (see below)
- Annual Individual Project & Team Project – Linked to Yearly Lessons
- Yearly Budget guides the projects/workshops/trips/& total members served

2021-222: Theme/Projects/Students/Members

- UNITY Theme - Celebrating 45 Years of Empowering Native Youth
  Inspiring Hope ~ Changing Lives
- Discovering Your Warrior Spirt – Tiny Warrior Story by DJ Vanas Lessons
- Make your own "Talking Stick" Individual Project - Using your voice
- *"Talking Circle" District Team Yearbook - Your Story Matters (Pending budget)*

UNITY= United National Indian Tribal Youth

UNITY's Mission is to foster the spiritual, mental, physical, and social development of American Indian and Alaska Native youth and to help build a strong, unified, and self- reliant Native America through greater youth involvement

Kenai Peninsula Native Youth Leaders

Title VI Advisory Committee Meeting- October 12th = Meeting Update

Recruitment 2021-2022

- Information to counselors/principals/secretaries
- Emails/ to all students on Title VI list/Continuing members Active or Inactive
- Follow up Phone calls by region to parents/students – send packet/forms with prepaid/labeled return envelope. (Still working on North & Central region)

Fall Semester = Regional Workshops Saturday Workshops - 10:30am - 6:00pm=450 min!

- Southern Region Homer Flex, Homer, Connections
- Eastern Region Seward High, Hope, Connections
- Northern region Kenai Central, Kenai Alternative, Nikiski, Connections
- Central Region Soldotna High, River City Academy, Connections

School	Title VI Power School (September 2021)	Total Signed up as of 10/6/2021 Title VI- Identify as Native but not on TVI list
Homer	30	15 = (13) (1)
Homer Flex	6	4 = (2) (2)
Seward	26	14 = (12)
Hope	1	1= (1)
Kenai Central	84	17 = (17)
Kenai Alternative	9	(7) = (5) (1)
Nikiski	22	3 = (3)
River City Academy	14	(5) = (5)
Soldotna	91	18 = (17)
Connections	40	10 = (10)
Totals	**323**	**94 = (90) (4)**

Changes to how and when meetings will be held=

Previous years= on campus 1x per month during lunch or (advisory -if available) - 30 min.

- No on campus meetings 1st semester
- Meetings Are Scheduled Quarterly-
  4 Quarterly 90 min=360 min ***vs***. *Previous 7 Monthly 30 min= 210 min.*
- Meetings =Workshops/Zoom/Phone Calls/Google class-Afterschool/evenings/weekends (and/or combination of work with individual students who cannot attend team meetings)
  Even before Pandemic students struggled to patriciate as many of the school meetings were at lunch or advisory if available. Most schools do not have an advisory time of 30 minutes or more. If an advisory were available, many students would not be able to attend as they would need to study or make up work for their core classes and would miss the meetings. Students who participate in sports would leave school early for games/matches.
  Lunchtime = student need to get lunch/eat/& attend meeting – do work – no real break. Student would miss content if they were absent that day.
- Members can complete their requirements in 1 semester if they choose. *Members will still have the school year to complete requirements= Meetings/Projects/Standards/Hours*
- Spring Semester- Second recruitment for students who did not participate in the fall due to Covid/Sports/Jobs/Family obligations/etc. Can do individual study if needed.