

Indian Education Advisory Committee (IEAC)
Meeting Minutes
11/18/2025
DNAA Conference Room, Carson City and Via Zoom

Committee Member	Seat Filled	Present	Absent
Chair – Fawn Hunter	Washoe County School District (WCSD)	X	
Vice Chair – Lance West	Schurz Elementary School	X	
Margaret Gunshows	Inter-Tribal Council of Nevada Child Division (ITCN)	X	
Kari Emm	Tribal Students College of Agriculture, Biotechnology & Natural Resources University of Nevada	X	
Fredina Drye-Romero	Nevada Department of Education (NDE)	X	
Richie Savage	Indian Education Clark County School District	X	
Sara Twiss	Walker River Paiute Tribe (WRPT) Education	X	
Kyle Ethelbah	UNLV	X	

Department of Native American Affairs (DNAA):

Stacey Montooth, Executive Director
Dr. Arlie Stops, Nevada Indian Commission
Lori Arrive, Office Manager
Lawanda Jones, Opioid Prevention Specialist

Other Attendees:

Jason Molino, Tribal Liaison, Nevada Division of Public and Behavior Health
M-Ache Martinez, Education Department, NYCP Coordinator
Patricia Olmstead, Tribal Liaison, Taxation
Megan Newman, Education Director of Washoe Tribe NV & CA
Nara Nayar

Roll by Taken by Chair Hunter

Quorum established at 9:09 am

- I. **Invocation by Vice Chair West**

- II. **Welcome by Fawn Hunter, Introductions by all attendees**

III. Initial Public Comment

IV. IEAC Mission and Purpose

*To reaffirm duties and authority of the IEAC, the **mission** and **purpose** of the committee was read aloud.*

*The **mission** of the Committee is to support, promote and assure optimum educational opportunities for American Indian and Alaska Native students in Nevada.*

*The **purpose** of the Committee is to advocate for American Indian and Alaska Native students and act as an advisory body to the Nevada Department of Native American Affairs.*

Dr. Arlie Stops, DNAA Commissioner and Dr. Joshua Bonde, Stewart Indian School Cultural Center & Museum, led a discussion about the potential work the IEAC may undertake.

During this conversation, participants:

- >Compared experiences with MOUs and data sharing agreements, emphasizing wide variation in local practice and the importance of relationships

- >Addressed the differences between MOUs and data sharing agreements (institutionalization, legal enforceability, and breach implications)

- >Discussed FERPA as a common barrier to sharing data; Conversation included what data can be shared and the importance of clarity about purpose, permitted uses, and protections.

- >Requested permissioned sharing of sample agreements, so uncommon clauses and best practices can be captured in guidance / tooling.

- >Discussed program requirements, compliance (Impact Aid, Title VI, JOM)

- >Clarified Federal guidance and meeting/consultation requirements differ across Impact Aid, Title VI, and Johnson O'Malley (JOM).

- >Voiced concern about districts combining ("clumping") required meetings into a single session, described as a significant compliance risk.

>Noted need for clearer, program-specific guidance/training for districts and partners, including who must attend, how meeting requirements are met

>Explored Chronic absenteeism (CA)

Definitions were clarified: CA is typically missing 10% or more of available school days (including excused, unexcused, and out-of-school suspension days)

>Discussed near-term target to reduce chronic absence rates for Native students to 35%

>Referenced State data which indicates improvement overall, but persistent disproportionality for Native students

>Discussed strategies including:

School-site leadership involvement

Recognition/incentive systems

Strengthened school-family communication

Consistent use of attendance committees/policies.

V. **Lunch** presentation by Dale Bennett (Washoe Elder)

VI. A) Top priorities / next steps

>Build a small library of permissioned example agreements (MOUs/data sharing) to inform templates and guidance

>Publish/refresh program-specific consultation/meeting guidance (Impact Aid vs Title VI vs JOM) with compliant examples and role clarity

>Support districts with CA implementation tactics: site leadership, recognition systems, family communication, and governance (attendance committees)

B) Action items

> Develop/refresh program-specific guidance for separate meeting /consultation requirements for Impact Aid vs Title VI vs JOM; Provide

compliant examples

(Owner: IEAC committee member?; Due: TBD)

>Circulate Clark County School District DIP goals for 2025-26

(Owner: IEAC committee member?; Due: TBD)

>Collect/share permissioned sample MOUs and data sharing agreements to identify best-practice clauses and gaps for guidance/tooling

(Owner: IEAC committee member?; Due: TBD)

>For CA: identify 1-2 pilot school-site practices (recognition +

communication + attendance committee processes) and evaluate impact

(Owner: IEAC committee member?; Due: TBD)

Links shared in chat

· *Map of inclusive estimates, official counts, and Title VI counts by district:*

<https://www.air.org/indigenous-students-count>

· *IESLN resources (briefs/scans on Tribal affiliation, staffing, FERPA, etc.):*

<https://www.iesln.org/iesln-resources>

· *Written agreements toolkit:*

<https://www.iesln.org/written-agreements-toolkit>

· *Data Quality Campaign:*

<https://dataqualitycampaign.org/>

· *ISI project research (survey/interviews/feedback):*

<https://www.iesln.org/isi-project-research>

VII. **Adjournment** by Lance West 4:17 p.m.