

# *Grantipedia*

## **Community/Tribal Grant School Administration Manual**

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**Association of Community Tribal Schools**  
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"...forty-six thousand Indian children. I want to make sure we do all we can so those children can dream big dreams and that we help them with their education so that they accomplish those dreams." **Dirk Kempthorne, Secretary of the Interior, May 31, 2006**

In his April 30, 2004 Executive Order on American Indian and Alaska Native Education, President George W. Bush recognized "the unique educational and culturally related academic needs of American Indian and Alaska Native students."

## Table of Contents

|   |    |
|---|----|
| A. Introduction   | 3  |
| B. Grants Management Basics                                   | 4  |
| C. ACTS/CITA Accreditation Standards                          | 7  |
| 1. Legal Status   | 7  |
| 2. Financial Adequacy   | 13 |
| 3. Educational Services                                       | 21 |
| 4. Advertising and Marketing/Public Relations                 | 24 |
| 5. Educational Staff  | 25 |
| 6. Admission and Placement                                    | 26 |
| 7. Management and Supervision                                 | 27 |
| 8. Student Attendance and Conduct                             | 28 |
| 9. Counseling, Records and Follow-up                          | 29 |
| 10. Communications and Relationships                          | 30 |
| 11. Physical Facilities and Equipment                         | 31 |
| 12. School Improvement and Development                        | 32 |
| 13. Cultural Relevance  | 35 |
| D. Websites   | 36 |
| E. Appendices   | 37 |
| No Child Left Behind Information                              | 37 |
| Key Numbers/Semester Reports                                  | 39 |
| Planning, Budgeting and School Calendar                       | 41 |
| OIEP Plan/BIE Performance Information and Accountability Plan | 43 |

By lifting our vision, the petty quarrels of our daily existence will be overcome by a view of our future and our communities will emerge as sacred places.

Vine Deloria, Jr.

I have seen that in any great undertaking it is not enough for a man to depend simply upon himself.

Loneman, Teton Lakota

The purpose is to achieve Wolakolkiciyapi - "mutual respect, cooperation and understanding with everyone working toward one goal."

Calvin Jumping Bull.

## A. Introduction

The quotes above are meant to set a tone for this manual. The mechanics of grants management and all the laws, rules and regulations are not inspiring. What we hope to do is help administrators deal with the administrative stuff to be able to focus on children.

Community and tribal school take over the operation of our schools to do a better job than the government. We take over our schools to give our children dreams and the skills to achieve those dreams. We take over our schools to help our children be proud of who they are. When a few government officials have told our boards and administrators that culture and language do not matter it is scary. Whether the government knows it or not our children are Indian and they cannot eradicate that fact no matter what.

Our children are sacred. Whether it is: zaagidwin (Ojibwe) "love, children are to be loved for children are a gift from the creator spirit"; tehila (Lakota) "caring for children;" or hozho (Dine) "balance, harmony, walking in beauty;" we care for our children and wish them to grow in the right way. We do not work in a vacuum though and we deal with many children from poverty and rural isolation and historical trauma. We have learned cultural oppression. Our staff also come from these conditions so our job is that much harder. With the craziness that the BIA and OIEP or BIE or whatever heap on us it is a wonder we make any progress at all.

*Grantipedia* is meant to help administrators of community and tribal schools funded by the Bureau of Indian Education (otherwise know as the Office of Indian Education Programs/Bureau of Indian Affairs) under grants to run effective schools. The Association of Community Tribal Schools (ACTS) hopes to help communities and tribes "create sacred places for children", that is, schools dedicated totally to the learning and well being of children.

ACTS is in no way affiliated with the BIE and hopes this book will help cut through much of the morass that they have created. *Grantipedia* will give basic directions for important pieces of school management and legal and funding requirements, web site references and sample references when available.

We have followed the Standards for the ACTS/CITA/NCA Accreditation since they are based on good school practice and school improvement research. Each chapter will provide Effective Practice/Key Information and References. In order to keep the Manual manageable we have not put a lot of Exhibits in here but we have put links. We also have a contact who can send some of the Exhibits. We also ask community and tribal schools to share some of their good stuff with us so we can share with others.

We also called this manual *Grantipedia* since we want it to keep evolving. Please send resources, examples of effective practices, etc. to [mitom@rushmore.com](mailto:mitom@rushmore.com) or [drbordeaux@acts-tribal-org](mailto:drbordeaux@acts-tribal-org). We will answer your questions or refer you to someone who can. ACTS is giving *Grantipedia* for free to our members and will also send updates free to members. For non-members the cost is \$149. If you buy it we will send it as an e-mail attachment PDF and also in Microsoft Word so you can manipulate the information for yourself. We ask you to share it only within your own school and refer others to us for copies. We rely on your honesty. We will use resources from the book to keep it updated.

We have not covered how to grant a BIE funded school since this *Grantipedia* is meant for schools that have already been granted. If you are a BIE funded school and want to know how to grant your school contact us at 916-315-0906 or E-mail: [acts@acts-tribal.org](mailto:acts@acts-tribal.org).

## B. Grants Management Basics

These are adapted from **The New Buffalo: Tracking, Hunting, Rendering and Using Resources Wisely in Line with Native Values** tom allen, mitom, inc. [mitom@rushmore.com](mailto:mitom@rushmore.com) a presentation developed for the American Indian Higher Education Consortium but applicable to community/tribal schools.

### 1. Get all the grants you should

Community/Tribal Schools get revenue from the Bureau of Indian Education via a Tribally Controlled Schools Act grant. These grants management basics apply to all grants. Schools can also get funds from other government and foundation programs as well as local companies, groups, etc. The process of getting grants is outlined in *Will You Marry Me?* available for \$50 to ACTS members as a PDF file or on disk and non-ACTS members for \$100. It has been put together by tom allen from over 30 years of proposal development which raised over \$100 million dollars for schools, tribal colleges and tribes. The book is an ongoing Internet book and once you buy it you will get updates as they are done which is usually semiannually.

The following is the Table of Contents which shows the steps to proposal development. The words in parentheses are the usually sections or criteria for grants. Different groups call them different things but they are contained in almost all proposals in one way or another

The basics of *Will You Marry Me?* are:

1. Know yourself Do a CASE statement with background information and statistics you can use for proposals as well as funding priorities)
  2. Introduce yourself and establish credibility (Introduction)  
Keep track of your school's accomplishments especially in terms of student successes and progress.
  3. Know what you are talking about (Significance)
  4. Get input
  5. Define and document the problem/need (Problem/Need)
  6. Look for funders
  7. Know your funder
  8. Set the objectives (Objectives)
  9. Anguish mentally
  10. Flesh out methodology (Project Design/Project Services/Management Plan)
  11. Write right
  12. Set up logistics
- These are changing since most federal grants are due through grants.gov and most state and foundation grants are online now.
13. Show how you will prove you did it (Evaluation)
  14. Show how you will spend the money (Budget)
  15. Show how you will continue the project (Future Funding)
  16. Prove you are capable (Organizational Capacity)
  17. Impress with the quality of your people (Quality of Key Personnel)
  18. Sum it up (Summary/Abstract)
  19. Attach forms, letters, maps, agreements, etc.
  20. Send and follow-up
  21. Do it or try again

## **2. Set up an Institutional Grants Management System**

Do Grant Report Checklist that details the grants you have and when reports are due.

| Grant # | Agency | Budget<br>Period | Grant Progress<br>Period Report | Fiscal<br>Report | New<br>Date |
|---------|--------|------------------|---------------------------------|------------------|-------------|
|---------|--------|------------------|---------------------------------|------------------|-------------|

Assign someone to do oversight of all grants. This will usually be the Fiscal Manager in a school. Larger schools often have a School Improvement Specialist who is in charge of reporting to the BIE and can also do other grants.

## **3. Keep a Grant Folder with "SACRED" marked on it**

Each grant should have a folder kept in the Business Office with key information. This information can be shared with those who do the reporting and the implementation. This folder can be electronic or paper or a combination. The information should be kept by Grant Number and Grant Years.

The information should include: grant proposal and modifications, executed grant agreement including the grant budget as approved by the funding source, general and special provisions, and reporting requirements; grant budget in format it will be processed through your accounting system; correspondence with the funding source; financial reports that you have filed with the funding source; program progress reports; and project closeout documentation.

## **4. Hold a Grant Kickoff Meeting**

At the beginning of any new grant hold a Kickoff Meeting with key people present including the Chief Executive Officer ( either the Executive Director, Superintendent, or Principal), Fiscal Manager, Grants Manager (if you have one), and Program Director.

Before the meeting people should read the proposal. It is surprising how many people who run programs and did not write the proposal never read it. At the meeting read and discuss the Grant Award Documents (Budget Period, Grant Period, General Conditions, Special Conditions, Financial Drawdowns and Reporting and Progress, Annual and Final Reports) and what they require of your staff; discuss Objectives, how they will be measured and data collection procedures; discuss the Budget and how it will be spent; discuss how matching or cost sharing will be documented; discuss how and when the money is drawn down; set up Time and Effort procedures if required; clarify budget modification requirements, discuss client requirements and documentation, if any; discuss when new or continuation applications are due.

School Operations Grants are different from many other grants but it is not a bad idea to do a Kickoff in July or August each year to go over changed requirements, etc. to get everyone on the same page.

## **5. Make sure you have and follow Fiscal Policies and Procedures**

Your school must have these for the School Operations Grant anyway. Check the special conditions of the grant for special requirements and modification procedures. The General and Special Conditions are not required by the Tribally Controlled School Act of 1988, so make sure you review the BIE proposed document in detail to insure they do not put in additional requirements that you will have to comply with.

## **6. Set up the Audit**

Most schools do multi-year contracts with Auditors. Good practice dictates that you go out for bids at least every five years even if you do not change auditors. The Auditor should be contracted as soon as possible in the grant year so that the audit will be done in a timely manner after the grant year ends. This is usually 3 to 6 months.

Meet with your auditor to have them tell you what they will be doing and have them explain the workings of the A-133 Single Audit Act, A-21 Cost Principles for Educational Institutions, and GASB34. Your Business Manager should know enough about these to make sure the auditors are not too lenient or too strict.

## **7. Do the Reports to the government, foundations, state, etc.**

The BIE School Operations Grant requires an annual report that includes BIE funds and Title funds. The BIE School Operations Grant distributes funds based on ISEP etc. If your school gets in fiscal trouble, then you may have to file monthly drawdowns which is not a good situation in terms of cash flow and losing out on interest that can be earned.

It is good fiscal management to give your School Board a Budget Report each month that shows what you have budgeted, spent and left by each grant. You should also show the board bills and a check register report.

Other grants usually require financial reports which are Quarterly or Final. Government agency drawdowns are usually done with an SF269 which is submitted monthly or quarterly depending on the size of the grant. Grants usually require Semi-annual, Annual and Final Reports. The Indian Education Act and Safe and Drug Free Schools funding requires a separate annual report.

The BIE was put in Corrective Action by the Department of Education and agreed to do a Performance Information and Accountability Report Quarterly (PIAP). This report is not required for grant schools. Many of the goals and objectives do not apply to grant schools but to BIE management. If the Reports are not too cumbersome, and it is information that you keep anyway, then you may chose to help the Bureau but remember you are a grant school, and always make sure reports are required by law or regulation.

## **8. Report your successes to all stakeholders**

No Child Left Behind requires you to report when you are in School Improvement etc. to parents. The Department of Education and Bureau of Indian Education put a label on your school. It is up to you to make sure your students, staff, parents and community get the whole picture of your school. The NCLB report only emphasizes reading, math, science, attendance, etc. in relation to overall state performance.

You need to keep records of how your students are progressing individually and in relation to where you were at different baselines. This should be done through press releases, newsletters, parent teacher conferences, parent nights, and the dissemination of an annual report that includes progress toward all your goals not just the Annual Report to the BIE.

### C. ACTS/CITA Accreditation Standards

ACTS met with the Council on International and Transregional Accreditation (CITA) a few years ago and set up an accreditation process for community and tribal schools. CITA was set up by the regional accrediting groups such as North Central, Southern, Western, Northwest, etc. to deal with schools who don't fit their state models. At the present time the North Central Association administers the program.

Schools go through candidacy, a self-study and then an accreditation site visit. If you are a member of ACTS you do not need the candidacy, you just submit an application and then do a self-study. If you are accredited you get CITA and North Central or other regional accreditation.

The Tribally Controlled Schools Act of 1988 requires your school to be accredited by the state, regional accrediting body or tribe. ACTS/CITA accreditation meets this requirement. Schools can actually drop state accreditation depending on if their state will still give them flow-through funds such as Child and Adult Nutrition. High Schools need to deal with the High School Activities Association in terms of sports. Otherwise there is no need for state accreditation.

We have also suggested that tribes make agreements with ACTS/CITA to adopt the accreditation as tribal accreditation. The CITA and regional accrediting bodies have standards e.g. North Central has 12. ACTS added number 13 which is Cultural Relevance. Tribes could ask CITA teams to take note of the school's compliance with tribal education codes as part of the site visit. Tribes might assign a member to the visit team.

The 12 Standards have been developed over the years as basics of a good school. They do not prescribe too many specific rules but ask if the school has policies and procedures that deal with the standard.

Under each Standard we will list the standard under CITA Standard, the list Effective Practice/Key Information and some References. We ask schools to send us more References and Exhibits of quality materials for when we update *Grantipedia*. The full CITA Accreditation process, etc. is available on the ACTS web site <http://www.acts-tribal.org/>. **If you find items that you think are errors please let us know.**

#### 1. Legal Status

**CITA Standard:** "The legal status of the school is clearly defined. There are no legal or proprietary ambiguities in ownership, control, or responsibility. Partnerships and/or any similar linkages are expressed as legal, enforceable agreements; and the school is approved for its operations by the civil authority within whose jurisdiction it is located."

##### **Effective Practice**

##### **Tribal Authority**

The Tribally Controlled Schools Act requires a tribal resolution allowing you to grant. Make sure you put a hearing provision in this resolution or ordinance so a tribe cannot just revoke it at any meeting. Provide the Tribe with reports, e.g. audits, that you are required to and also courtesy copies of other reports.

### **Basic Requirements of a Grant**

In order to get the original grant you must be given permission by the Tribe if the Tribe is not the grantee itself. You must also have certified Accounting, Property Management and Personnel systems. You must also have state, regional or tribal accreditation. The reporting requirements of a grant are spelled out in the law:

The Law asks for an annual financial statement of revenue and expenditures and an annual financial audit under the Single Audit Act of 1984. The statement is actually contained in the audit so the audit takes care of it. It asks for a biennial compliance audit of procurement standards in compliance with procurement standards of the school board. This too is taken care of in the audit. It asks for an annual report on the number of students served and description programs offered. This is taken care of in the Annual Report required for Title programs. It asks for a program evaluation done by an impartial review team. This requirement is satisfied by evaluations under the terms of accreditation which is five years for ACTS/CITA/NCA. The Law requires that the required documents be sent to the Tribe and the BIE.

Under the Law there are certain provisions of the Indian Self-Determination Act of 1968 which apply: (SEC. 5208: single audit agency, criminal activities; penalties; wage and labor standards; retention of Federal employee coverage; Federal property; access to Federal sources of supply; lease of facility used for administration and delivery of services; limitation on remedies relating to cost allowances; use of funds for matching or cost participation requirements (9) Section 106(j); allowable use of funds; limitation of costs; records; property; reassumption; sovereign immunity and trusteeship rights unaffected).

**Charter and Bylaws** You need to be a legal entity to do business. Many community/tribal schools are chartered by the local Tribe. You can also be chartered in the state. One key issue is to make sure you have a copy of the most current Charter and By-laws on file. It is required during the accreditation visit. It is also good business to have it on hand. No one usually looks at it until there is a conflict.

**Legally elected Board** You need to make sure that whatever provisions are in your Charter and Bylaws for selection or election of Board members are followed. In certain areas the Tribal Governing Body appoints Board members. The important thing is to assure that the current members of the Board have been chosen legally. Some Boards try to stay in office by ignoring terms and elections.

**Board Minutes** The School Board only has power when it is in session and the minutes are the legal record of its actions. Copies of original minutes should be kept in a safe place. The minutes only need to be records of Dates, Quorum, Motions and Results. They can include short descriptions of items discussed but do not need to be lengthy. The actions at a Board Meeting are legal as of that meeting. The Board should approve the minutes at the next meeting to correct errors. Some Boards put out a summary of Board actions in the School Daily Bulletin the day after the meetings to control rumors.

**Contract with school attorney** It is good practice to have a contract with a school attorney. The trick here is not to use the attorney for things you don't need an attorney for. The attorney should be asked to review new policies.

**Policy Review** You should do a review of all policies annually. You must make sure new policies passed during the year by the Board are inserted. One recommendation is to have the Board pass the entire Policy Manual each year in June before the start of the new year. Some Boards have policies on Policy Review where they must look at certain sections of the Policy Manual at board meetings during the year and then pass the entire manual in June.

Common sections of Policy Manuals include Board, Administration, Personnel, Fiscal (including Procurement), Students, Curriculum and Instruction, and School Operations (including buildings, safety, transportation, emergency procedures, etc.). You can check with other schools for copies of their policies to see if yours are in tune. The rule of thumb is not to have too many policies. The National School Board Association has a standard manual which is the basis of many public and tribal school policy manuals. It is a good document but you do not need some of the policies e.g. Junior Bettelyoun at Ahfahchkee in Florida does not need a policy on icing of sidewalks.

**School Board Roles** Many school board struggle with defining roles of the School Board vs. administration. Each board is different but there are some general guidelines that have been developed over the years by the Association of Community Tribal Schools and National Indian School Board Association adapting roles from the National School Board Association and other groups. The full information is available from ACTS as Stewards of the Sacred a book. There is also a Powerpoint available. The seven key roles of Boards are:

1. develop and implement a strategic plan including determining mission , vision, values, and essential student learnings (outcomes)
2. select, support, and review performance of chief executive
3. approve and monitor programs and services
4. obtain sufficient resources and ensure effective resource management
5. develop structure and policies to support attaining of mission and goals
6. enhance organization's public image and involve the community
7. organize itself so board operates efficiently and legally

### **Key Information**

You are a locally-controlled School not a government school and do not have to do everything the Bureau of Indian Education or its administrators tell you. Always ask where they are getting their authority to have you do something. You get funding from Title programs and the BIE has used these to require reports, etc. but there is a limit to what they can require.

The laws governing grants state " 638 900.3 (a) (6) "minimize burdensome reporting requirements"

**44.112 Information collection.** Notwithstanding any other provision of law, no person is required to respond to, nor shall any person be subject to a penalty for failure to comply with a collection of information, subject to the requirements of the Paperwork Reduction Act of 1995

(44 U.S.C. 3501 *et seq.*) (PRA), unless that collection of information displays a currently valid Office of Management and Budget (OMB) Control Number. This part in § 44.105 contains collections of information subject to the PRA. These collections have been approved by OMB under control number 1076-0163.

**Grants** The Bureau of Indian Education/BIA funded schools are funded by grants under the Tribally Controlled Schools Act of 1988. The key idea to remember is that you are a community or tribal school not a government school. The Law was passed to further local control. There are a few requirements of the Law but the BIE have tried to take more control by using No Child Left Behind.

**SEC. 1043. TRIBALLY CONTROLLED SCHOOLS ACT OF 1988. PL100-297**  
The Tribally Controlled Schools Act of 1988 (25 U.S.C. 2501 *et seq.*) is amended by striking sections 5202 through 5212 and inserting the following new sections:

**SEC. 5202. DECLARATION OF POLICY.**

(a) RECOGNITION- Congress recognizes that the Indian Self-Determination and Education Assistance Act, which was a product of the legitimate aspirations and a recognition of the inherent authority of Indian nations, was and is a crucial positive step toward tribal and community control and that the United States has an obligation to assure maximum Indian participation in the direction of educational services so as to render the persons administering such services and the services themselves more responsive to the needs and desires of Indian communities.

(b) COMMITMENT- Congress declares its commitment to the maintenance of the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children through the establishment of a meaningful Indian self-determination policy for education that will deter further perpetuation of Federal bureaucratic domination of programs.

(c) NATIONAL GOAL- Congress declares that a national goal of the United States is to provide the resources, processes, and structure that will enable tribes and local communities to obtain the quantity and quality of educational services and opportunities that will permit Indian children--

(1) to compete and excel in areas of their choice; and

(2) to achieve the measure of self-determination essential to their social and economic well-being.

(d) EDUCATIONAL NEEDS- Congress affirms--

(1) true self-determination in any society of people is dependent upon an educational process that will ensure the development of qualified people to fulfill meaningful leadership roles;

(2) that Indian people have special and unique educational needs, including the need for programs to meet the linguistic and cultural aspirations of Indian tribes and communities; and

(3) that those needs may best be met through a grant process.

(e) FEDERAL RELATIONS- Congress declares a commitment to the policies described in this section and support, to the full extent of congressional responsibility, for Federal relations with the Indian nations.

(f) TERMINATION- Congress repudiates and rejects House

**SEC. 5208. APPLICATION WITH RESPECT TO INDIAN SELF-DETERMINATION AND EDUCATION ASSISTANCE ACT.**

`(a) CERTAIN PROVISIONS TO APPLY TO GRANTS- The following provisions of the Indian Self-Determination and Education Assistance Act (and any subsequent revisions thereto or renumbering thereof), shall apply to grants provided under this part:

- `(1) Section 5(f) (relating to single agency audit).
- `(2) Section 6 (relating to criminal activities; penalties).
- `(3) Section 7 (relating to wage and labor standards).
- `(4) Section 104 (relating to retention of Federal employee coverage).
- `(5) Section 105(f) (relating to Federal property).
- `(6) Section 105(k) (relating to access to Federal sources of supply).
- `(7) Section 105(l) (relating to lease of facility used for administration and delivery of services).
- `(8) Section 106(f) (relating to limitation on remedies relating to cost allowances).
- `(9) Section 106(j) (relating to use of funds for matching or cost participation requirements).
- `(10) Section 106(k) (relating to allowable uses of funds).
- `(11) Section 108(c) (Model Agreements provisions (1)(a)(5) (relating to limitations of costs), (1)(a)(7) (relating to records and monitoring), (1)(a)(8) (relating to property), and (a)(1)(9) (relating to availability of funds).
- `(12) Section 109 (relating to reassumption).
- `(13) Section 111 (relating to sovereign immunity and trusteeship rights unaffected)

**Public Law 93-638 Indian Self-Determination and Education Assistance Act  
25CFR Indians Part 100**

900.3 Policy statements.

●(a) Congressional policy. (1) ..assuring maximum Indian participation in the direction, planning, conduct and administration of educational..services to Indian communities...

900.3 Policy statements.

●(a)(5) ..contracts ..shall be liberally construed for the benefit of the tribes ..to transfer the funding and the related functions, services, activities, and programs...

900.3 Policy statements.

●(a)(6) minimize ..burdensome reporting requirements. Reporting requirements over and above the annual audit report are to be negotiated with disagreements subject to declination procedures of section 102 of the Act.

900.3 Policy statements.

●(a)(8) ..self-determination contract proposals must be supported by the resolution..

900.3 Policy statements.

●(b)(1) ..remove any obstacles which might hinder Indian tribes ..including obstacles that might hinder tribal autonomy and flexibility in the administration of such programs.

900.3 Policy statements.

●(b)(3) ..afford Indian tribes ..flexibility, information and discretion necessary to design ..programs to meet the needs of their communities consistent with their diverse demographic, geographic, economic, cultural, health, social, religious and institutional needs.

**Laws and Regulations**

The Tribally Controlled Schools Act of 1988 (Public Law 100-297)

Law: United States Code 25 - USC 2501/Regulations: 25 CFR Part 44

The Indian Self-Determination and Education Assistance Act (Public Law 93-638)

Law: United States Code 25 - USC 450/Regulations: 25 CFR Part 900

Indian School Equalization Program/Regulations: 25 CFR Part 39

You can Google these or go to:

[www.gpoaccess.gov/cfr/index.html](http://www.gpoaccess.gov/cfr/index.html)

[www.law.cornell.edu/cfr/](http://www.law.cornell.edu/cfr/)

No Child Left Behind 2001 (amended the Elementary and Secondary Education

Act) <http://www.ed.gov/about/offices/list/oese/legislation.html>

**No Child Left Behind and Grant Issues:**

ACTS Testimony on NCLB reauthorization and other grant school issues from April 2007 is available on the ACTS web site ([acts@acts-tribal-org](mailto:acts@acts-tribal-org)/click on ACTS).

**ACTS Testimony** on grant school issues from 2005 is available by e-mailing [drbordeaux@acts-tribal.org](mailto:drbordeaux@acts-tribal.org)

**Policies including Board Policies:**

Little Wound (Taopi Cikala) School, Kyle, SD <http://www.lws.k12.sd.us/>

Oglala Lakota College, Kyle, SD [www.olc.edu](http://www.olc.edu)

(these are policies for a tribal college but many of them can be used by schools with little or no revision)

Porcupine (Pahin Sinte) School, Porcupine, SD from: [mitom@rushmore.com](mailto:mitom@rushmore.com)

Tiospa Zina Tribal School, Agency Village, SD from: [mitom@rushmore.com](mailto:mitom@rushmore.com)

## 2. Financial Adequacy

**CITA Standard:** "The school is adequately financed. Levels of income and expenditure are in reasonable balance. Overall financial resources are sufficient to assure the continuity and stability of services. Debt service or lines of credit are managed in such ways as to assure school policy remains under the control of school authority. The school is not, nor does it anticipate, financial reorganization under protection from creditors."

### Effective Practice

- Give monthly Budget/Expenditure Reports to Board
- Give quarterly revenue and investment report to Board
- Do annual budget 1st draft in April/have approved by June
- Do not give salary advances they are illegal
- When dealing with travel make sure travel liquidated after travel through a report that proves person went e.g. motel receipt
- Contract with auditor early in year to be audited/find out what they expect/  
have auditor give report directly to Board/copy to Tribe/copy to Education  
Line Officer/copy to cognizant agency- Dept. of Interior

### Key Information

#### Revenue

##### Tribe

Tribal Revenue: You should always approach the Tribe to see if they can fund some portion of your school operations. Some schools have more chance of this than others especially for Tribes who have substantial natural resource, casino or other enterprise revenues.

Tribal Health Services: Many Tribes have Health Offices that contract some portions of Indian Health Service programs or obtain grants from other sources. These can assist with health, vision and hearing screenings, physicals for athletics, supplies, speakers, etc.

#### Bureau of Indian Education ( formerly Office of Indian Education Programs)

Your grant budget will be shown on an Accounting Data Sheet as follows:

- School Operations
- Transportation
- Administrative Cost
- Facilities Operations
- Facilities Maintenance
- Title I Elementary and Secondary Education Act Schoolwide Programs
- Title IIA Elementary and Secondary Education Act Teacher Quality
- Title II D Part D Elementary and Secondary Education Act Enhancing  
Technology
- Title IV Elementary and Secondary Education Act Safe and Drug Free Schools  
and Communities
- Title IX Indian Education Grant/Indian Education Formula Grant (Title VII now)

### **Title I ESEA Schoolwide Programs**

Improving the Academic Achievement of Disadvantaged Children: State Administration (Section 1004): This part of Title I authorizes states to use a portion of funds for state-level administration of the program. This program provides extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging state academic standards.

### **Title IIA ESEA Teacher Quality**

Improving Teacher Quality State Grants (“Teacher and Principal Training and Recruiting”): Subgrants to Local Education Agencies (Subpart 2 of Part A of Title II). This subpart authorizes the allocation of subgrants to school districts for a variety of teacher quality interventions including professional development, recruitment initiatives, merit pay and many other activities.

### **Title IID Part D ESEA Enhancing Technology**

Enhancing Education through Technology (Subpart 1 of Part D of Title II). This program awards formula grants to states. States then distribute funds to high-need districts or consortia for high-quality professional development, increased access to the Internet, integration of technology into curricula, and the use of technology for promoting parental involvement and managing data for informed decision-making

### **Title IV ESEA Safe and Drug Free Schools and Communities**

Safe and Drug-Free Schools and Communities (Subpart 1 of Part A of Title IV). This program supports interventions that aim to: prevent violence in and around schools, prevent the use of alcohol, drugs, and tobacco by young people, and foster a safe and drug-free learning environment that supports academic achievement.

### **Administrative Cost**

This is supposed to be the funds that the BIE would have spent to administer the school. The funding is based on a formula derived from direct costs and the size of the budget using an economy of scale for smaller to larger schools e.g. 50% to 11%. Most schools get about 15% but the Administrative Cost appropriation is underfunded every year by BIE so schools get about 60 cents on the dollar.

### **Indian School Equalization Program (ISEP)**

The Indian School Equalization Program generates School Operations and Title funds through submission of your Average Daily Membership (Enrollment). The Native American Student Information System (NASIS) is an online system meant to track Averaged Daily Membership. Schools enter students by grade, Language Development, Gifted and Talented, Residential, etc. and this generates Weighted Student Units (WSU). These are then multiplied by the per WSU amount for the year. There is a Small School Adjustment for schools with under 200 enrollment and for small high schools of less than 50.

Average Daily Membership for the previous three years is used to compute funding. This replaces the old count week. Count weeks are still used for Transportation, Residential, and Special Education. The count weeks are usually in September or October. Education Line Officers are supposed to verify the correctness of the files. The Annual Summary Forms are due

to the BIE by June 15th each year. These include the ADM by categories for Weighted Student Units.

NASIS (Native American Student Information System) is contracted by Infinite Campus which is used by many schools and states throughout America. The NASIS site is:

<http://mambo.infinitecampus.com/nasis>

Contacts in BIE for NASIS are: Glenn Allison 202-208-3628  
Denise Salyers 505-563-5279

### **Restrictions on spending**

The Law requires you to spend 15% of ISEP on SPED. When calculating the 15% subtract Gifted & Talented, Language Development, Residential, and Small School revenues.

1% of Title I funds must be spent on parent involvement unless a school is in School Improvement, Corrective Action or Restructuring then it must be 5%. You can spend more.

10% of Title I funds must be spent on Professional Development. You can spend more.

ISEP funds cannot be spent for Administration but parts of most administrators salaries can be spent from ISEP if they do education. Principals are considered education personnel. If Custodians are under the Principals they are educational.

Schools can use School Operations funds to cover transportation shortfalls.

School Board spending limit does not apply to grant schools

ISEP generates your Transportation money through a count week usually in September with a report due in October.

ISEP generates your Residence Funds if you have dormitories by a count week usually two weeks in September.

The BIE site ( <http://enan.bia.edu/home.aspx> ) has information on the Indian School Equalization Program, Program Improvement Accountability Program, Title IV Annual Report, Native American Student Information System, and Office of Special Education Tables but some of the information is outdated. The Special Education Part B Application is up to date as of this time. Special Education Part B funds are generated by a report of the # of students receiving services on their Individual Education Plans as of the last Friday of October 2007 (can change next year).

Administrative Funds are generated by an Annual Program Administration Report that shows expenses for pest control, communication, GSA rental, etc. and amount of School Operations money. The Bureau uses a 3 year average to determine funding.

IDEA Part B report # of student receiving services on Individual Education Plan on last Friday in October

### **Special Education**

Part B funds are generated by the number of students with disabilities receiving special education or related services according to their Individual Education Plans (IEP's) at some time in the Fall e.g. last Friday in October 2007.

Special Education Part B funds are generated by an Application and Budget usually due in August or September. The Application Guidelines for 2007-2008 are on the BIE site:

<http://enan.bia.edu/home.aspx>

15% of academic base from ISEP must be used for services to students with disabilities (if a school can show that it is meeting the needs of students with disabilities then it can use all or part of this 15% for schoolwide services)

Special Education numbers are entered into NASIS and BIE extracts at certain times.

Codes for types of disability include: 40 = Mental Retardation, 41 = Hearing Impairments/Deafness, 42 = Speech or Language Impairments, 43 = Visual Impairments, 44 = Emotional Disturbance, 45 = Orthopedic Impairments, 46 = Other Health Impairments, 47 = Specific Learning Disability, 48 = Deaf-Blindness, 49 = Multiple Disabilities, 50 = Autism, 51 = Traumatic Brain Injury, 52 = Developmental Delay.

Codes for Environment include: A. Inside the regular classroom 80% or more of the day, B. Inside regular classroom no more than 79% of the day but no less than 40% of the day, C. Inside regular classroom for less than 40% of the day, D. Separate school, E. Residential facility, F. Homebound/hospital, G. Correctional facility, H. Parentally placed in private schools

Enter ISEP and non-ISEP.

### **Discretionary BIE Flow-Through**

The BIE has funds you can apply for at different times including 21st Century Grants (after school), Reading First, Homeless, and Family and Child Education (preschool). If you were a previously private school e.g. a mission school you can get Johnson-O'Malley funding based on a formula and number of students.

Transportation, Facilities and Administrative Costs have all been underfunded for years so that schools rarely if ever receive what they should from the formulas.

### **Title VII Indian Education Formula Grants (CFDA 84.060)**

This program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students, including preschool children, so that these students can achieve to the same challenging state performance standards expected of all students. The program is the Department's principal vehicle for addressing the particular needs of Indian children.

Grant funds supplement the regular school program. Projects help Indian children sharpen their academic skills, assisting students in becoming proficient in the core content areas, and provide students an opportunity to participate in enrichment programs that would otherwise be unavailable. Funds support such activities as after-school programs, early childhood education, tutoring, and dropout prevention.

You get funds based on your Indian Student Count. The application is done on the Formula Grant Electronic Application System for Indian Education. There is a two part process which includes: Part I Student Count and Part II Program and Budget Information. In 2007 the announcement came out in December 2006, Part I was due February 2007 and Part II in May 2007. The funds are based on a state allocation e.g. South Dakota schools get about \$190 a student. You must keep your eyes open for this since the government does not contact schools, they just publish in the Federal Register. Also, be persistent since the system sometimes has glitches. You can contact the EDFacts Partner Support Center, Telephone: 877-457-3336 (877-HLP-EDEN) or by e-mail at: [eden\\_OIE@ed.gov](mailto:eden_OIE@ed.gov).

### **Office of Facilities Management and Construction (OFMC)**

#### **Phone Contacts:**

Construction: Emerson Eskeets 505-563-5140/fax 5145  
Emergencies, MI&R, Portables: Dennis Rodriguez 505-563-5160  
Facilities Management Information System:  
Help Desk 800-834-9098 Ask for Mark Patterson

**Operations and Maintenance (O&M)** is based on Facilities Management Information System Inventory and Technology of Buildings/Operations. This is generated by a square footage inventory. Schools can enter information but the person has to be certified after attending training. The trainings are often postponed or full. Repairs less than \$1,000 are usually put in O&M. You can get on the FMIS system with a username and password to make sure all your buildings, correct square footage and room descriptions are on the system. You need to be trained and have an IPN. The system is often down.

Schools also submit a Quarterly Energy Report number of BTU/s by month which is used in the formula as a Fixed Cost.

Minor Improvement and Repair (MI&R) up to \$25,000

Facilities Improvement and Repair (FI&R) over \$25,000

Quarters Improvement and Repair (QI&R)

These are generated by the Backlog Report done by a BIA contractor who did an inventory in 2002. Funds are generated by priority including Health and Safety, Handicapped and Basic, Roofing, etc.

**School Replacement/Construction.** A list is compiled every few years by the school sending in information and the BIE rating the applications. The BIE plan is to build 3 schools a year. The current schools on the list as of 2/25/07 are: 1. Bread Springs Day School, Gallup, N.M. 2. Ojo Encino Day School, Cuba, N.M. 3. Chemawa Indian School, Salem, Ore. 4. Beclabito Day School, Shiprock, N.M. 5. Leupp School, Winslow, Ariz. The Replacement School Construction Priority List includes 14 schools/dorms: 1. Dilcon Community School, Winslow, Ariz. 2. Porcupine Day School, Porcupine, S.D. 3. Crown Point/T'iists'oozi'bi'olta Community School, Crownpoint, N.M. 4. Muckleshoot Tribal School, Auburn, Wash. 5. Dennehotso Boarding School, Dennehotso, Ariz. 6. Circle of Life Survival School, White Earth, Minn. 7. Keams Canyon Elementary School, Keams Canyon, Ariz. 8. Rough Rock Community School, Chinle, Ariz. 9. Crow Creek Elementary/Middle/High School, Stephen, S.D. 10. Kaibeto Boarding School, Kaibeto, Ariz. 11. Blackfeet Dormitory, Browning, Mont. 12. Beatrice Rafferty School, Perry, Maine. 13. Little Singer Community School, Winslow, Ariz. 14. Cove Day School, Red Valley, Ariz.

#### **Other Federal**

There are numerous other grants that are available from the Federal Government. Here are a few that pertain to Indian schools. You can find a list of all federal grants on [www.grants.gov](http://www.grants.gov). Most grant applications now are submitted on grants.gov. Your school must register to be able to submit a grant. You can download and work on a grant without registering but you will not be able to submit it. You can also go to ED.gov and click on Contracts and Grants and then Forecast of Funding Opportunities although they do not keep this very updated anymore.

**Department of Education** ED.gov click Grants and Contracts

**Title VII Demonstration Grants for Indian Children** have as their priorities the preparation of preschool students for Kindergarten and the preparation of students for postsecondary. About 10 grants are given each year and there is preference for Indian organizations and consortia of Indian organizations.

**Title VII Indian Professional Development Grants** provide funds for pre-service (obtaining degrees) or in-service (ongoing professional development) of paraprofessionals, teachers and principals/administrators. Usually need to partner with a college for this grant.

**Office of English Language Acquisition** provides funds for non-English proficient students to learn English. You can weave tribal language in but it is getting harder. This evolved from the old Bilingual program.

**Department of Health and Human Services**

**Indian Health Service** might not have direct grants to your school but there are programs that can help your school such as doing school athletic physicals, presentations by the Health Educator, screenings, etc.

**Administration for Native Americans/Language Preservation Act** provides funds for the preservation of languages. You need tribal approval to go for this grant. You can apply for a planning grant to research the state of your tribal language.

**State** Each state is different by you can check on: Child and Adult Nutrition Programs which provide for reimbursement for breakfast, lunch and snacks depending on economic levels of students; and Perkins Vocational Education. This funding provides money for vocational and career training. Contact your state department of education.

**Institute for Museum and Library Services (IMLS)**

The Institute for Museum and Library Services/Basic Program provides up to \$6,000 a year for libraries. The grant must go to the Tribe. IMLS Enhancement Program provides up to \$150,000 over two years for library services. You must have a Basic Grant to apply and the grant must go to the Tribe.

**eRate Universal Services AC.org** You must do an eRate application each year. The funding is based on % of students on Free or Reduced Meals. There is a 90% limit for basic telephone, internet connection, internal connectivity, etc. The BIE gets the funds for their network. There is an annual report required.

<http://www.universalservice.org/sl/applicants/>

**Impact Aid (874)** Some schools make agreements with public school districts to get funding for non-ISEP students either white or non-enrolled Indians.

### **Audits and Financial Management**

#### **Government Accounting Standards Board 34**

[www.gasb.org](http://www.gasb.org)

These are revised accounting standards that non-profits are now obliged to follow. Your auditor should be able to give a good summary of what these include.

#### **The Single Audit Act/OMB Circular A-133**

[www.grants.gov](http://www.grants.gov)

[www.whitehouse.gov/omb/grants/](http://www.whitehouse.gov/omb/grants/)

The single audit report (report) includes: the financial statements (auditee's responsibility to provide); a schedule of expenditures of Federal awards (auditee's responsibility to provide); auditor's opinions on the fair presentation of the financial statements and schedule of expenditures of Federal awards; auditor's report on internal control and compliance pertaining to financial reporting; auditor's report on internal control and opinion on compliance pertaining to major programs; auditor's schedule of findings and questioned costs; auditee's corrective action plans; and a summary schedule of prior audit findings which includes planned and completed corrective actions (auditee's responsibility to provide).

**CIRCULAR A-21(Revised 05/10/04) SUBJECT: Cost Principles for Educational Institutions** This Circular establishes principles for determining costs applicable to grants, contracts, and other agreements with educational institutions.

### **Summary of Applications to Generate Funds**

ISEP for Average Daily Membership through the NASIS (Native American

Student Information System from Infinite Campus)

ISEP Transportation Count Report    Count Week September/Report October

ISEP Residential Count Report        Count Weeks 2 Sept/Oct Report October

Special Education Part B                Count Week usually in October.

Title VII Indian Education Formula    EASIE System Part I (February) and Part II  
(May) but can change.

Title I Section 1114 Plan (2 years)/includes Budget        Due in June

### **Reports**

Annual Report/Report Card (usually due end of July or when Standardized Test

Scores are available from the State)

Safe and Drug Free Schools Report by June 30th

Facilities Report

Annual Transportation Information Report

Title VII Indian Education Formula Report

### **Distribution of Funds**

Distribution of funds by the BIE is always a problem. The BIE is supposed to get 100% of ISEP funds distributed upon the date of grant but in 2007 they held back 20% because of appeals. They are supposed to get 80% of Title funds distributed by 7/1 also and the final 20% upon submission of the Annual Report. In 2007 BIE only distributed 55% of Title funds when they were supposed to. As long as you are not in high risk which means monthly drawdowns you are ok but once you get on high risk/monthly drawdowns you can have a severe cash flow problem. The main way to get on high risk is to not file timely audits or to have serious findings and not address them.

### **Fiscal Management**

There are many computerized fiscal systems. The important thing to remember that our schools need to do fund accounting which is not business accounting. Many schools utilize the FUTEX fiscal management software on PC's with servers as backup. The FUTEX Representatives will tailor the programs to school needs.

[www.futex.com/](http://www.futex.com/) Omaha, NE

Some smaller schools contract out the bookkeeping, accounting and check writing to a bookkeeping/accounting firm. The school sends documentation and codes expenditures.

One key issue to remember is that after the Enron scandal organizations need to be careful to keep the firms that help with fiscal management separate from the firms that do the audit. Always make sure that your fiscal office staff is doing what they are supposed to so that you are not paying an outside firm to do what your staff is supposed to be doing.

### 3. Educational Services

**CITA Standard:** "The educational mission of the school is clearly documented and supported by school, staff, and administration. The curriculum is well defined and rigorous. Methods and materials are professionally sanctioned and instruction is in groups of a size that encourages and permits the effective treatment of individual differences. An effective program for students provides a balance of educational experiences, which actively involves each child in learning activities, is based on knowledge of human growth and development, and relies on sound learning principles. Educational operations reflect opposition to every form of bias or prejudice."

#### **Effective Practice**

The educational mission of most community tribal schools is contained in the strategic or school improvement plan. The two pieces of most of our school missions include providing the knowledge, skills and values for a successful life and preserving tribal culture and language.

It is very important for our schools to develop Essential Student Learnings or Student Outcomes that go beyond reading, math, science, social studies and technology. We need to address tribal culture and language, health and wellness, emotional quotient, and skills as family, community, and tribal members.

In terms of curriculum many of our schools have gone to state standards in areas such as reading, math, etc. We need to also develop curriculum for the outcomes mentioned above including tribal language, health and wellness, etc.

No Child Left Behind makes numerous references to scientific based research practices. The Department of Education has a web site for What Works in Education that studies the studies and gives ratings for different practices. Schools need to look around for strategies that are working in other Indian schools and commit to good practice. We are all looking for the magic bullet program and there is none.

The same applies to instructional materials. The idea is to use a variety of materials including print, hands on, internet, etc. Textbooks can be useful in some areas. Worksheets can have there place but not in an overwhelming percentage.

In terms of good practices that work for all schools the Effective Schools research of Dr. Larry Lezotte and others gives a good foundation.

***What Works in Schools : Translating Research Into Action* Robert Marzano  
(Association of Supervision and Curriculum Development, 2003)**

Factors affecting student achievement

|         |  |
|---------|--|
| School  | guaranteed and viable curriculum<br>challenging goals and effective feedback<br>safe and orderly environment<br>collegiality and professionalism |
| Teacher | instructional strategies<br>classroom management<br>classroom curriculum design  |
| Student | home atmosphere<br>learned intelligence and background knowledge<br>motivation   |

**Special Education**

**Critical Issues for School Administrators**

1. Recruitment and retention of certified special educators and related services staff (especially in rural, remote and isolated areas)
2. Providing adequate time for general education and special education teachers and paraprofessionals to plan, implement, and problem solve and monitor Individual Education Plan (IEP) services.
3. Providing research based intensive specialized curriculum to students with disabilities enabling them to make gains in the general curriculum, and, at the same time keeping them with their peers in an inclusive classroom.
4. Development and facilitation of a quality Teacher Assistance Team (TAT) to address individual student learning and social/emotional needs/challenges which could greatly impact the overidentification of students identified as needing special education services.

**Recommendations** for School Administrators related to special education:

1. Make sure that there are special education policies and procedures developed and understood by all staff. Of special importance are those policies and procedures related to the referral process, development and implementation of the IEP, and on-going progress monitoring.
2. Make sure services identified on the IEP are delivered.
3. Make sure the IEP team considers positive behavior supports, behavior assessments, and individual behavior plans for special education students whose behavior is interfering with their learning or that of other students.

4. Make sure the certified special education teacher is taking an active role in planning, communicating, and problem solving with general education staff and special education paraprofessionals.
5. Make sure the certified special education teacher is involved in direct provision of “specialized instruction” of students with IEPs, and not spending a disproportionate amount of time on special education “paperwork”.
6. As an administrator, be sure to understand all special education regulations related to suspension, expulsion, manifestation determinations, and alternative placement provision of special education services.
7. Make sure to reinforce that students with disabilities are general education students first, and that a partnership between special education and general education staff is essential.

**Resources** for School Administrators regarding special education:

[www.specialconnections.ku.edu](http://www.specialconnections.ku.edu)

[www.ideapartnership.org](http://www.ideapartnership.org)

[www.osepideasthatwork.org](http://www.osepideasthatwork.org)

<http://ies.ed.gov/ncee/wwc>

[www.nichcy.org](http://www.nichcy.org)

[www.wrightslaw.com](http://www.wrightslaw.com)

(The above information is from John Struck/Marsha LaFollette

[qualityedsupports@aol.com](mailto:qualityedsupports@aol.com) 319-268-9867 who do a lot of work with BIE funded schools in terms of special education)

**Effective Schools** [www.effectiveschools.com](http://www.effectiveschools.com) Dr. Larry Lezotte was one of the key researchers in the Effective Schools research that showed that schools with certain attributes (correlates) could help students from low socio-economic backgrounds be successful in school.

**What Works in Education** [www.w-w-c.org](http://www.w-w-c.org) is a site where the Department of Education rates educational practices and programs in the areas of reading, math, dropout prevention, etc. The site evaluates the research and gives a rating of how successful the programs are. What the site shows mainly is that there is no one size fits all program for educational success and much of the research is not definitive.

#### 4. Advertising and Marketing/Public Relations

**CITA Standard:** "Advertising and marketing are in accord with ethical canons that govern public discussion of educational offerings and accomplishments. The school explains what it attempts to do, its methods, and results reasonably anticipated. Changes in measured achievement are reserved to clinical discussion, and the school does not characterize the services of other educational institutions."

##### **Good Practice**

Put out a **Parent/Student Manual** with relevant policies, calendar, etc.

Develop a **web site** with school calendar, news, plans, policies, and contact information. Many schools put the Daily Bulletin on the site also.

**Relations with Other Educational Institutions** This can be consortia of schools in your area, agreements with local tribal or other colleges, membership in the National Indian School Board Association, Association of Community Tribal Schools, Navajo Grant School Association, etc.

**Newsletter:** Many schools put out monthly newsletters to inform parents and the community about school events and student accomplishments.

**Subscription to Local Paper:** Some schools have figured out it is cheaper and more efficient to buy a subscription to the local paper for all families. They ask the paper for an agreement for so much space each week for school news. This can be paid for from Title funds to communicate with parents and to get reading material in the homes. You can get a cheaper rate if you have the paper delivered in bulk to the school and then have students take it home. Having it mailed probably gives more of an assurance it will get home.

**Phone System** is your main contact with the public. Whatever system you have you need to make sure people can get through and that people are referred properly.

The **Annual Report to the Community** can be a very simple copied document or fancy 4 color printed document but it should show your progress based on your own objectives and emphasize positive student progress.

## 5. Educational Staff

**CITA Standard:** "The school presents convincing demonstration that each member of educational and administrative staff is fully qualified to perform the duties assigned. The school evaluates the performance of each member of its staff and provides appropriate consultation and guidance."

### Effective Practice

Keep updated personnel files with updated certificates.

Keep a tickler file or calendar of certificate renewals for each certified staff.

Do not accept word of mouth information, get the paper.

Utilize Teacher Evaluations for teachers with an improvement memo or contract stipulations and a development plan.

Utilize Work Expectations Forms for other staff.

### Key Information:

**Certification/Endorsement:** The key requirement in most accreditation standards is that administrators and teachers be certified by the state in which your school resides.

**Highly Qualified** staff is a requirement of No Child Left Behind. This means that teachers are certified to teach at the level they are teaching or the core subject they are teaching in Junior High or High School. Some states have Teacher Exams that must be passed to be Highly Qualified.

**Teacher Evaluation** for improvement is also a requirement of No Child Left Behind.

### References:

**Tiospa Zina Teacher Evaluation** available from [mitom@rushmore.com](mailto:mitom@rushmore.com)

**Work Expectations Form** available from [mitom@rushmore.com](mailto:mitom@rushmore.com)

## 6. Admission and Placement

**CITA Standard:** "Admission and placement procedures are well-defined and administered. The procedures include evaluation, counseling, and the development of productive relationships with students and parents. The student and family are informed of all known costs and of possible optional or contingency costs. Students are placed at developmentally appropriate levels and developmental goals are established. The school admission procedures reflect opposition to every form of bias or prejudice."

### **Effective Practice:**

**Student/Parent Handbooks** should be kept current with Policies and disseminated annually to all students and parents and given to new students/parents when they enroll. These handbooks should contain admission policies and procedures, etc.

**Assessment and Counseling of Entering Students** should include evaluation counseling, and development of productive relationships. Good schools often spend the first month of elementary and middle school finding out where students are in terms of at least core areas such as reading and math. High Schools need to definitely do this with Freshmen.

**Placement** of entering students should be done at the appropriate level after assessment and parents should be told the alternatives available and recommendations of the school. We lose many Freshmen because they are reading at the 3rd or 4th grade level. Schools are pushed to graduate Freshmen in 4 years. Schools need to begin to deal with this dilemma in a way that benefits students including collaboration with feeder schools, intense summer programs, Freshman academies, etc.

**Registration** should be automated and simplified as much as possible. The idea of having one day or even one week of registration is antiquated. Schools should have ongoing registration in the spring and summer so they can adequately plan for the year.

### **Key Information:**

**Portfolio Review/Individual Life and Learning Plan** [mitom@rushmore.com](mailto:mitom@rushmore.com) This information is available free. mitom is developing along with about five schools a program where students, parents and teachers assess a students strengths and weaknesses in all areas including academics, health, etc. and the student develops goals for life, for the next years e.g. an 8th grader for high school, and for the next one year. Outlines are available for elementary, for 8th-9th grade, and for 12 graders. These can be manipulated to any level including adults. The idea is to make school relevant through students doing what they need to do to progress toward their goals in terms of career, health, family, housing, transportation, etc.

## 7. Management and Supervision

**CITA Standard:** "There is a table of organization. Lines of authority, relationship, and accountability are defined. Job descriptions and work schedules are regularly reviewed. There is a plan for staff development. Staff appointment and termination practices reflect consistency and freedom of bias. Periodic state-of-the-school reports are issued. An up-to-date policies and procedures manual is printed and regularly reviewed."

### **Effective Practice:**

**Job Descriptions** are reviewed annually. The Work Expectations Form helps to update the Job Descriptions and make it real.

**Policy Manual including Personnel Policies** should be reviewed and passed annually before the beginning of the fiscal or program year so you always know what policies are in effect. The Policy Manual is put on the school website, on CD, and some hard copies.

**Work Expectations Forms** include Job Objectives, Professional/Values Objectives and Professional Development Objectives. The employee looks at their job description and school plans and negotiates this with the supervisor. The WEF can be used for monitoring and evaluation. It should motivate the employee by showing his/her importance.

**Teacher Evaluations** should be used to help teacher improve with a series of improvement objectives or prescriptions negotiated with the teacher.

**Lead Teacher** is where a school replaces the Principal position with a Lead Teacher at each key level e.g. K-2, 3-5, 6-8 and 9-12. The idea is to promote collegiality. The Lead Teacher has instructional duties for a certain portion of each day.

**Professional Development Plans** are done for whole staffs as part of Title program requirements but should be individualized in Teacher Improvement Plans and in the Work Expectations Forms for other staff.

### **References:**

- |  |  |
|--|--|
| <b>Job Descriptions</b>                  | Pahin Sinte Owayawa sample descriptions available from <a href="mailto:mitom@rushmore.com">mitom@rushmore.com</a>  |
| <b>Organization Chart</b>                | Pahin Sinte Owayawa sample chart available from <a href="mailto:mitom@rushmore.com">mitom@rushmore.com</a>   |
| <b>Personnel Policies</b>                | online Taopi Cikala <a href="http://www.lws.k12.sd.us/">http://www.lws.k12.sd.us/</a><br>Pahin Sinte and Tiospa Zina available from <a href="mailto:mitom@rushmore.com">mitom@rushmore.com</a> |
| <b>Work Expectations Forms</b>           | available from <a href="mailto:mitom@rushmore.com">mitom@rushmore.com</a>  |
| <b>Lead Teacher Position Description</b> | available from <a href="mailto:mitom@rushmore.com">mitom@rushmore.com</a>  |
| <b>Manager As Warrior</b>                | by Tom Allen available from Sinte Gleska University Bookstore, 605-856-8272, \$15  |

## **8. Student Attendance and Conduct**

**CITA Standard:** "The school accounts for the presence of its students and meets all local regulations for maintaining their health and safety. Unexplained absences are reported to parents or equivalent authority in a timely manner. A code or description of appropriate dress and conduct is in written form and consistently enforced. Procedures for the termination of any student for cause are known and consistently applied."

### **Effective Practice:**

**Student Attendance:** Schools account for students at all times. Parents are notified before noon if students are missing without a note. Schools work with parents to call when children are sick or send notes before they are gone when they know they will be gone.

### **Health and Safety**

**Code of Dress and Conduct:** See policies that are referenced in this Manual. The consistent enforcement of the policies is an ongoing issue for students and parents and always shows up low on parent and student surveys. One way to deal with this is to make sure the policies are written clearly, widely disseminated and there are written grievance policies that students and/or parents can follow if they feel the policies were not implemented in a fair manner. This especially applies to suspension and expulsion.

### **Key Information:**

## 9. Counseling, Records and Follow-up

**CITA Standard:** "Counseling is provided as needed during instruction. Exit counseling is proved at the conclusion of instruction. Records of admission, progress, achievement, and recommendations for future study are safely and securely preserved. Occasional follow-up studies of former students are conducted."

### **Effective Practice:**

**Counseling:** Students should receive all kinds of counseling throughout their schooling as to help in succeeding, how school relates to future school or life, etc. The teacher can work with the student as to recommended interventions when the student is not succeeding.

**Portfolio:** Schools should keep a Portfolio/Cumulative Folder of student progress. This can be paper or electronic.

**Life and Learning Portfolio and Plan:** Some schools are starting to use ongoing records of student achievement to have parents and students do a plan for life and for school. The Portfolio can be electronic and shared with students through a Powerstick. However the school keeps and uses these records there should be backup at a secure location.

**Follow-up Studies of Former Students:** This is one area where most schools fall short. Very few schools follow up and see how their 8th graders do in high school or how their high school graduates do after high school. One suggestion is to start with the latest graduation class and work backwards for about 4 years. Another suggestion is to invite graduates who return for homecoming to participate in focus groups on how the school could have helped them better.

### **Key Information:**

## **10. Communications and Relationships**

**CITA Standard:** "Communications among staff and with students, parents, and schools students regularly attend are clear and complete. All are informed of what they need to know in a timely manner. Relationships at all levels are constructive and mutually supporting."

**Effective Practice:**

**Annual Staff Orientation**

**Annual Student Orientation**

**Policy Manual**

**Hanbooks**

**Parent Newsletters**

**Use of Media**

**Transition Schools**

**Feeder Schools**

**Collegiality Marzano**

**Key Information:**

**Effective Schools Surveys:** The Effective Schools Products has parent, student and staff surveys that can be given online or on paper. They will tabulate and return results. They have a collection of thousands of questions and you can pick and choose to develop a survey. You can also add your own questions. Most good surveys are no more than two sides of paper or about 30 questions. The cost is only \$600 a year. [www.esrealitycheck.com](http://www.esrealitycheck.com)

## 11. Physical Facilities and Equipment

**CITA Standard:** "Educational and administrative areas are adequate in size. They are clean, comfortable, and functional. The building and grounds meet local codes established for educational occupancy for the maximum numbers the school schedules to be there at one time. There is a safe access and egress to and from all parts of the facility with adequate provisions for the movement of handicapped persons. Equipment and media required for the effective implementation of educational and administrative functions is adequate, up-to-date, and effectively used."

### **Effective Practice:**

**Safety and Health** The Bureau does annual safety and health inspections and gives a list of deficiencies. This inspections is supposed to deal with adequacy of size, codes, safe access and egress, provisions for handicapped persons, etc. There is never enough money but safety, health and handicapped issues are supposed to generate more FI&R and MI&R funds as a priority.

**Technology Plans** usually include the effective use of equipment and media for administration and education.

### **References:**

**Planning Guide for Maintaining School Facilities** is an online resource from the Institute of Educational Sciences/National Center for Education Statistics/Department of Education which has just about everthing you want to know about facilities maintenance.  
<http://nces.ed.gov/pubs2003/maintenance/chapter1.asp>

**Oceti Sakowin** is a group of Indian schools in North and South Dakota that came together to develop systems that work for their schools. OS can do technology plans, provide special education information and do many other support services.

[www.osdlc.org](http://www.osdlc.org)

605-455-2678

[Hamilton@gwtc.net](mailto:Hamilton@gwtc.net)

**Crisis Procedure Manual**

<http://www.tzts.bia.edu/>

## 12. School Improvement and Development

**CITA Standard:** "The school staff conducts a collegial self-study followed by an external peer review and action plan. The school maintains a disciplined knowledge of its future with projections of income, expense, enrollment, special populations, and trends in the business environment within which the school operates. The school maintains long-range planning (or a strategic planning) document, which reveals how it will maintain continuous improvement."

### **Effective Practice:**

**Self-study** The school does an overall self-study for CITA accreditation every five years and then an external peer review team comes in. The School Improvement, CITA Action plan and Title Program plans should all be integrated.

**Data** In addition to the Self-Study the school maintains important numbers in terms of school improvement including fiscal, student achievement, enrollment and attendance, and trends in the community.

**School Improvement Plan** Schools do a 3 year improvement/strategic plan with goals, strategic objectives, strategies, etc. Then each year the schools does annual objectives for that year based on the Plan. Most School Improvement /Strategic Plans contain mission, vision, philosophy, values, student outcomes, goals, strategic objectives, and strategies and performance indicators.

### **Key Information:**

**Planning Process:** Administrators meet to review data and then set the parameters of the plan and the planning process. The Board can then give input and meetings of staff, parents, etc. can be held. Some schools set up committees to assist in the process. Many schools have a School Improvement Team made up of staff, administrators, and parents who oversee the planning and implementation of the plan. One key piece of planning is to look at data, look at the accomplishments of previous plans, and incorporate ongoing Title I Section 1114 plans, funded proposal objectives, etc. in the plan.

### **Sample Plan Pieces:**

**Mission:** This is the basic reason the school exists. It is usually a rewording of the Purposes from the Charter or Constitution. Most community/tribal schools have a statement about preparing students for a successful life and preserving the tribal culture and language. A good rule of thumb is that the mission not be more than 25 words.

**Vision:** This is a statement of what your school will look like at the end of the Plan. Some schools make this a slogan and other flesh out what the outcomes will be.

**Values:** These are statements of basic principles the school will run by. Many community tribal schools use the basic tribal values e.g. wisdom, balance, respect, etc. It is a good idea to include a short definition.

**Philosophy:** This is related to values but some schools use this for their education philosophy. One good idea is to do philosophy statements based on CITA Accreditation Standards. These are questions in the Self-Study and make the Philosophy real.

**Student Outcomes:** Many schools fail to do student outcomes and therefore are at the whim of outside agencies. The Outcomes should come from what the community wants their

children to know, be able to do (skills), and act like (values) when they graduate. Most community/tribal schools would have reading, math and other core subjects as well as tribal culture and language. Some schools are looking even more holistically at health, financial literacy, family skills, tribal membership skills, etc.

**Goals:** These are overall outcomes to be achieved by the end of the plan.

**Strategic Objectives:** These are three year objectives under each goal.

**Performance Indicators:** These are specific ways to measure achievements. They usually are done for Strategic Objectives.

**Strategies:** These are ways that Strategic Objectives can be attained and are used to develop Annual Objectives.

**Annual Objectives:** We suggest Annual Objectives be done each year in May-June.

**Action Plans:** Depending on the complexity of Annual Objectives, Action Plans can be done by Departments. These include Objective, Activity or Task, Responsibility, and Timelines. These should be started in May-June and finalized in August of each year at Orientation.

**Work Expectations Forms:** Each staff member develops Job, Professionalism/Values and Professional Development Objectives in terms of their Job Description and their Department's Annual Objectives/Action Plans. They negotiate these with their supervisor e.g. Superintendent with the School Board and they are used for staff support and evaluation.

Teachers use their Evaluations and do Prescriptions or objectives in association with the Principal.

#### **References:**

##### **Accreditation**

|                                    |   |
|------------------------------------|---|
| CITA Accreditation Powerpoint      | request from <a href="mailto:mitom@rushmore.com">mitom@rushmore.com</a> |
| ACTS/CITA Accreditation Powerpoint | request from <a href="mailto:mitom@rushmore.com">mitom@rushmore.com</a> |
| CITA Cher Tufly                    | 303-499-1556 <a href="mailto:ctufly@ncasi.org">ctufly@ncasi.org</a>     |
| ACTS                               | <a href="http://www.acts-tribal.org/">http://www.acts-tribal.org/</a>   |

##### ***Leadership Beyond the Seventh Generation III: Creating Sacred Places for Children***

Leadership III is the third edition of the overall manual for *Creating Sacred Places for Children* school improvement process. It traces the history of Indian Education, Effective Schools, Comprehensive School Reform and *Creating Sacred Places*. It is built on the Effective Schools Research of the past 30 years as well as the implementation of Effective Schools in Indian Schools over the past 20 years. It includes what we learned through the *Creating Sacred Places for Children* school reform process. There are implementation strategies included along with a list of Resources and Links. Available from:

**National Indian School Board Association** **Carmen Cornelius Taylor**  
406-883-3603 <http://nisba.sk.edu/> Go to resources and books and find an order form:

***Creating Sacred Places for Children Resources*** ([Curriculum Order Form PDF](#))

NISBA can also provide training and technical assistance to schools in all areas of school improvement.

**Effective Schools** [www.effectiveschools.com](http://www.effectiveschools.com) As mentioned before the effective schools research produced many viable school improvement options for schools that serve low income students especially. There is a catalog of their products on the website but a very good

school improvement manual is : *Stepping Up: Leading the Charge to Improve Our Schools* by Dr. Lawrence Lezotte and Kathleen McKee, 2006.

**Education Labs** were established by the Department of Education many years ago. Those with Indian populations in their service areas have a wealth of information on school improvement and educational practices applicable to community/tribal schools available.

Northwest Regional Education Lab

[www.nwrel.org](http://www.nwrel.org)

Midcontinent Research for Ed and Learning

[www.mcrel.org](http://www.mcrel.org)

Center for Research on Education, Diversity and Excellence

[www.crede.ucsc.edu/](http://www.crede.ucsc.edu/)

*What Works in Schools: Translating Research Into Action*, Robert Marzano, 2003, is available from the Association of Supervision and Curriculum Development. Marzano worked for Midcontinent for years and has very practical advice on improving schools based on research. He treats factors such as a guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, safe and orderly environment, collegiality and professionalism, instructional strategies, classroom management, classroom curriculum design, home environment, background knowledge, and student motivation.

<http://www.ascd.org/> (also a lot of other good information on this site)

### 13. Cultural Relevance

**CITA Standard:** "The learning climate reflects a positive cultural image. Native American culture, history, and language are integrated into the curriculum. Community members and tribal elders contribute to classroom instruction. Tribal language and customs are valued. School staff are given training to increase their understanding of tribal culture and values."

**Effective Practice:**

**Learning Climate** reflects a positive cultural image Native American culture, history, and language are integrated into the curriculum.

**Community members and tribal elders** contribute to classroom instruction. School staff are given training to increase their understanding of tribal culture and values.

**Language** is taught as a subject if the tribal language is spoken.

**References:**

**Shannon County Lakota Studies Standards**      [www.shannon.ws](http://www.shannon.ws)

**Join the Circle Transition Curriculum/Onaakonon System**  
<http://ici1.umn.edu/etc>

**National Indian School Board Association**      **Carmen Cornelius Taylor**  
406-883-3603      <http://nisba.skc.edu/> Go to resources and books and find an order form:  
***Creating Sacred Places for Children Resources*** ([Curriculum Order Form PDF](#))

The following resources were developed to support the ***Creating Sacred Places for Children*** school reform process:

**Seven Cultural Curriculum Guides** that are Standards-based and address numerous content areas:

*Vol. I, K-3: Science, Math, Reading, Language Arts* – Suggested activities and literature for 4 integrated standards and culture-based units. (Themes: Birds; Sun, Moon and Stars; Food; Beavers to Buffalo)

*Vol. II, K-3: Science, Math, Reading, Language Arts* – Suggested activities and literature for 4 more integrated standards and culture-based units. (Themes: Hares to Horses; Art; Earth, Air, Water and Fire; Music and Dance)

*Vol. III, 4-6: Science, History/Social Studies, Language Arts* – Suggested activities and literature for developing 24 standards and culture-based units.

*Vol. IV, 7-8: Science, History/Social Studies, Language Arts* – Suggested activities and literature for developing 24 standards and culture-based units.

*Vol. V, 9-12 (Science):* Suggested activities and literature for developing 8 standards and culture-based science units.

*Vol. VI, 9-12 (Social Studies and Language Arts):* Suggested activities and literature for developing 8 social studies and 8 language arts standards and culture-based units.

*Vol. VII, K-12 (Math):* Standards and culture-based math activities for K-12.

#### D. Websites

|  |   |
|--|---|
| Association of Community Tribal Schools  | <a href="http://www.acts-tribal.org/">www.acts-tribal.org/</a>                              |
| National Indian School Board Association   | <a href="http://nisba.sk.edu/">http://nisba.sk.edu/</a>                                     |
| ACTS/CITA Accreditation<br>(contact Cher Tufly 303-499-1556 <a href="mailto:ctufly@ncasi.org">ctufly@ncasi.org</a> ) | <a href="http://www.ncacasi.org">www.ncacasi.org</a>  |
| Code of Federal Regulations  | <a href="http://law.justia.com">http://law.justia.com</a>                                   |
| Bureau of Indian Education   | <a href="http://enan.bia.edu/home.aspx">http://enan.bia.edu/home.aspx</a>                   |
| Office of Indian Education Programs  | <a href="http://www.oiep.bia.edu">www.oiep.bia.edu</a>                                      |
| Department of Education  | ED.gov  |
| Department of Health and Human Services  | <a href="http://www.dhhs.gov">www.dhhs.gov</a>  |
| Native American Student Information System<br>(Contact Denise Sayers Consultant W 505-563-5279/c 703-283-3110)       | <a href="http://mambo.infinitecampus.com/nasis/">http://mambo.infinitecampus.com/nasis/</a> |
| Education Resources Information Center   | <a href="http://www.eric.ed.gov">www.eric.ed.gov</a>  |

#### Cool School Sites:

|   |  |
|---|--|
| Gila Crossing School<br>(has QPR Suicide Prevention, SMART disaster plan, etc.)   | <a href="http://www.gccs.bia.edu">www.gccs.bia.edu</a>                   |
| Hannahville Indian School/ Nah Tah Wahsh Academy<br>(Code of Conduct/Employee Handbook/Student Handbook/Technology Plan/<br>Safety Management Plan) | <a href="http://www.hannahvilleschool.net">www.hannahvilleschool.net</a> |
| Taopi Cikala Owayawa (Little Wound School)  | <a href="http://www.lws.k12.sd.us/">www.lws.k12.sd.us/</a>               |

## E. Appendices

### No Child Left Behind: A Desktop Reference Dept. of Ed 9/02

#### Public Law

<http://www.ed.gov/admins/lead/account/nclbreferance/index.html>

**School Improvement** failure to make Adequate Yearly Progress 2 years in a row

**Corrective Action.** If a **school** fails to make adequate yearly progress for a fourth year, the school district must take corrective actions that are designed to bring about meaningful change at the school. These corrective actions must include at least one of the following: replacing school staff, implementing a new curriculum (with appropriate professional development), decreasing management authority at the school level, appointing an outside expert to advise the school, extending the school day or year or reorganizing the school internally. Similarly, if a **school district** fails to make adequate yearly progress for four years, the state must take corrective actions that must include at least one of the following: deferring programmatic funds or reducing administrative funds; implementing a new curriculum (with professional development); replacing personnel; establishing alternative governance arrangements; appointing a receiver or trustee to administer the district in place of the superintendent and school board; or abolishing or restructuring the school district. The state may also authorize students to transfer to higher-performing public schools operated by another school district (with transportation). States must provide information to parents and the public on any corrective action the state takes with school districts.

**Restructuring.** If a school fails to make adequate yearly progress for a fifth year, the school district must initiate plans to fundamentally restructure the school. This restructuring may include reopening the school as a charter school, replacing all or most of the school staff who are relevant to the failure to make adequate progress, or turning over school operations either to the state or to a private company with a demonstrated record of effectiveness.

#### Titles

Title I – Improving The Academic Achievement Of The Disadvantaged

Title II—Preparing, Training, And Recruiting High Quality Teachers And Principals

Title III—Language Instruction For Limited English Proficient And Immigrant Students

Title IV—21<sup>st</sup> Century Schools ( includes Safe and Drug Free Schools and

Communities (IV-A) and 21st Century Community Learning Centers (IV-B)

Title V—Promoting Informed Parental Choice And Innovative Programs

Title VI—Flexibility And Accountability

Title VII-Indian, Native Hawaiian, And Alaska Native Education (Indian Education (VII-A)

Title VIII—Impact Aid Program

Title IX—General Provisions

Title X—Repeals, Redesignations, And Amendments To Other Statutes

### Section 1114 (b)(1) Title I of No Child Left Behind Act (2003 Regulations)

#### Components of a Schoolwide Program:

- A. **Comprehensive needs assessment** which includes information on the achievement of children in relation to the State academic content standards and the State student academic achievement standards
- B. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student achievement and use effective methods

and instructional strategies that are based on scientifically based research that strengthen the core academic program; increase amount and quality of learning time such as providing and extended school year, before and after school and summer programs and opportunities, and help provide enriched and accelerated curriculum; include strategies meeting the needs of historically underserved populations; and include strategies such as counseling, pupil services, mentoring services, college and career awareness and preparation, personal finance education, and innovative teaching such as applied learning and team teaching, integration of vocational and technical education; address how school will determine how needs have been met; and are consistent with State and local improvement plans, if any.

C. Instruction by highly qualified teachers

D. High-quality and ongoing professional development for teachers, principals, paraprofessionals, et. al.

E. Strategies to attract high-quality highly qualified teachers to high-need schools

F. Strategies to increase parent involvement (section 1118) such as family literacy

G. Plans to assist preschool children to transition from preschool to Kindergarten

H. Measures to include teachers in the decisions regarding use of academic assessments in section 1111(b)(3)

I. Activities to ensure students who have difficulty mastering proficient levels of standards shall be provided with timely assistance and ensure students' difficulties are identified and provide sufficient information on which to base assistance

J. Coordination and integration of all services and programs which include NCLB, violence prevention, nutrition, housing, Head Start, adult ed, vocational and technical ed, and job training.

**Develop a Plan that:**

describes how school will implement components in section above

describes how school will use resources under this part and from other resources to implement components

includes list of programs that will be consolidated

describes how school will provide individual student academic assessment results in a language parents can understand with interpretation of those results to parents of a child participating in assessments required by 1111(b)(3)

## Key Numbers

### I. OIEP Report Card /Semester Reports to Board

Enrollment All/Special Education/English Language Learners  
Average Daily Attendance Rate (%) All/Special Education/English Language Learners  
Achievement ( On state test or alternative approved test)  
Math % Proficient/Advanced  
All (grades 3-8)  
Sped  
Reading  
All (3-8)  
Sped  
Violence Incidents  
Substance Abuse Incidents

In 2005-2006 the BIE went to Highly Qualified Teachers on the Report Card rather than Violence Incidents and Substance Abuse although these numbers are asked in the Safe and Drug Free School Reports.

Highly Qualified Core Teachers  
Principal Tenure  
Professional Development  
Highly Qualified Paraprofessionals (AA)  
Teachers Level in Technology Basic Proficient Advanced

### Semester Report January and June/Annual

#### Achievement of Objectives 07-08 for

School Improvement Plan Goals/Strategic Objectives/Strategies  
including Section 1114 Plan or Corrective Action or Restructuring

#### Attendance/Membership by grade/attendance area e.g. K-2, 3-5, 6-8, 9-12

Enrollment ADM ADA ADAR %  
Semester

List of Students Missing Most Days and Reasons

#### Reading

Analysis of State or Alternative Assessment  
More criterion referenced or other test  
Performance Based/Authentic e.g. essay, etc.

#### Math

Analysis of State or Alternative Assessment  
More criterion referenced or other test  
Performance Based/Authentic e.g.

#### Science

2008 Analysis of State or Alternative Assessment  
Text or Program Assessments

#### Tribal Language

Assessment of Progress Based on local language standards/rubrics

Grade # Non existent Minimal Emerging Progressing Accomplished

#### Behavior/Health and Wellness/Safe and Secure

Suspensions/Expulsions reasons  
Violence Incidents Dept of Ed definition  
Alcohol, Tobacco or Other Drug Incidents on campus  
Youth Risk Behavior Survey  
Violence Prevention and Health and Wellness Activities  
Staff Training in Emergency Plan, Violence Prevention, Suicide Prevention, etc.  
(BIE operated schools are required to have a Continuity of Operations Plan (COOP).  
although it is probably a good idea, it is not required for grant schools.)

**Parent Involvement**

Teacher Contacts  
Parent/Teacher Attendance  
Parent Night Attendance  
Other Communication e.g. Parent/Student Handbooks, Compacts, Committees, etc.)

**Professional Development/Staffing**

Teacher Certifications  
Staff Background Checks (follow state certification guidelines)  
Highly Qualified Teachers in Core Areas  
Highly Qualified Paraprofessionals (at least 60 college credits)  
Implementation of PD Plan in Section 1114, etc.

| Date | Activity | Level | Number | Plan Objective | Provider |
|------|----------|-------|--------|----------------|----------|
|------|----------|-------|--------|----------------|----------|

**Special Education**

| Grade | Referrals | Screenings | IEPs | Type |
|-------|-----------|------------|------|------|
|-------|-----------|------------|------|------|

Monitoring Results and Actions

**Technology**

Numbers, adequacy and usage of learning and data management technology  
Knowledge and skill levels of all users  
Principal and teacher observation of technology practices  
Effectiveness of data management and reporting  
Sufficiency of technology support (work order numbers, User Satisfaction Survey)

**Facilities**

Number of Safety and Health Deficiencies in School Safety Report  
Facilities Management Information System Square Footage/Building Inventory

**Financial**

Monthly Budget and Expenditure Report  
Property Management  
Indian School Equalization Program  
Part B  
Audits and Resolution of Findings

## **Planning, Budgeting, School Calendar**

|                  |   |
|------------------|---|
| <b>July</b>      | School Board Meeting<br>Contract with Audit Firm for previous year if don't have multi-year contract/<br>Board Approves Parent/Student/Staff Handbooks  |
| <b>August</b>    | School Board Meeting<br>Present Prior Year Financial Reports<br>First Distribution of Funding for New Year<br>Board approves Plan either 3 year or 1 year objectives<br>Staff Orientation/In-service<br>Parent/Student Orientation  |
| <b>September</b> | Labor Day (No School)<br>School Board Meeting/Monthly Financial Reports   |
| <b>October</b>   | School Board Meeting<br>Native American Day or Columbus Day (No School)<br>Parent/Teacher Conferences   |
| <b>November</b>  | Do Parent, Student, Staff Surveys<br>School Board Meeting/Monthly Financial Report<br>Veterans Day (No school)<br>Thanksgiving Break (No School)  |
| <b>December</b>  | School Board Meeting 5 PM/Monthly Financial Report<br>Christmas Vacation (No School)<br>OIEP Child Count 0-5  |
| <b>January</b>   | New Year's Day/ No School<br>School Board Meeting/Monthly Fiscal Report/Review CEO Evaluation/<br>Auditor Reports to Board on Previous Year's Audit<br>Modify Budget Based on 2nd Fund Distribution<br>Offer CEO/Principal Contract<br>Martin Luther King Day (No School)<br>Staff and Teacher Mid Year Evaluations |
| <b>February</b>  | School Board Meeting/Monthly Financial Report/<br>Review Other Administrator Evaluations and Offer Contracts/<br>Review Board, School Administration and Personnel Policies/<br>Do summary teacher evaluation/Recommend non-renewals<br>Presidents Day (No School)  |
| <b>March</b>     | School Board Meeting/Monthly Fiscal Report Offer/Notify Teacher Non-<br>renewals/Offer Contracts/Advertise for Teachers/Review Student and<br>Curriculum and Instruction Policies   |

- Spring Break  
Begin Budget Requests from Departments with guidelines  
State Testing Window
- April** School Board Meeting/Monthly Fiscal Report/ Approve School Calendar for Next Year/Projected Budget and Staffing Plan/Review School Operations, Fiscal and Property and Procurement Policies
- May** School Board Meeting/Monthly Fiscal Report/First Board Next Year Budget Revue/Offer support staff employment/Preliminary Objectives next year based on Strategic/Improvement Plan  
Last day of school for students  
Staff /Teacher End of Year Evaluations  
K and 8th Grade Continuation Ceremonies  
High School Graduation  
Memorial Day
- June** School Board Meeting /Monthly Financial Report/Approve Entire Policy Manual/Approve consultant contracts

**Schedule in** other Holidays, Board Retreats or Training, Professional Development , Parent/Teacher Conferences, Family/Parent Nights, etc.

### **Office of Indian Education Plan 2002/BIE Performance Information and Accountability Plan 2005**

These plans are included just to show schools what the Bureau plans look like. As a grant school you are not subject to these although you must follow grant law guidelines and title program requirements. The Bureau sometimes still tries to get Bureau-funded community/tribal schools to conform like Bureau-operated schools. The problem is that the government cannot really run a school system. There are too many masters who come up with plans. You can try to help your Education Line Officer by giving them information but remember they must prove to you that something is a requirement before you have to give it to them.

#### **Office of Indian Education Plan 2002**

**Values** Humility • Respect • Honor • Truth • Wisdom • Peace • Love

**Vision** Promoting healthy community thru lifelong learners.

**Mission** Provide quality education for lifelong learning.

**Stakeholders** Teachers - Parents - Students - Principals - School Boards

#### **Goals**

All students Reading independently by 3rd grade

70% Reading & math proficiency on multiple assessments

90% attendance

Knowledge of language & culture

Increase post-secondary opportunities

#### **Strategies**

Assessment & Accountability

Comprehensive School Reform Demonstration Plan

Continuous Improvement Monitoring Process

Criteria reference tests

#### **BIE Performance Improvement Accountability Plan (PIAP) 2005**

(Stan Holder, 505-563-5251 [sholder@bia.edu](mailto:sholder@bia.edu))

Corrective Action Plan for BIE - jeopardize funding/quarterly results monitored by DOE  
BIE-funded schools.

A. Achieve Adequate Yearly progress at all BIA funded schools

A.1 Hire, train and retain highly qualified staff

A.2 Core instructional programs are scientifically research based and all supplemental programs are aligned, meeting the NCLB requirements

A.3 Develop and implement school/student data information system

A.4 Effectively integrate Information Technology to include school/dorm programs

A.5 Establish a method with the States to validate testing data

A.6 Implement systemwide sanctions/rewards for schools who fail/succeed to achieve  
AYP

A.7 Address title programs

A.8 Ensure all schools are accredited

A.9 Ensure that special conditions for Tribally Controlled Schools are in compliance  
with all required statutes

A.10 Create supplementary school programs and special initiatives

B. Ensure safe and secure schools.

B.1 Construct 3 new schools per year, taking no more than 4 years to complete per

- school
- B.2 Assess the safety, operations and maintenance of the current facilities and correct as necessary
- B.3 Ensure student/staff safety
- C. IDEA-2004 Provide free and appropriate public education for all eligible students
- C. 1 Review Special Education performance to ensure FAPE
- C.2 Coordinate policies, procedures and regulations of IDEA
- C.3 Conduct second tier monitoring
- C.4 Conduct continuous improvement focus monitoring system
- D. Improve administrative, organizational and management capability
- D.1 Restructure OIEP
- D.1 Streamline records and information management system
- D.2 Utilize property management system
- D.3 Improve OIEP operating policies, procedures and systems
- D.5 Implement Five-level performance management system
- D.6 Implement procedures to dismiss non-performing employees.
- E. Improve program and financial accountability
- E.1 Implement program and achievement accountability
- E.2 Improve allocation process for title appropriated funds
- E.3 Improve funding cycle for special education
- E.4 Improve fiscal responsiveness to ensure timely expenditure of funds
- E.5 Ensure A-133 requirements are complete on Tribally Controlled Schools
- F. Improve communication
- F.1 Ensure parent and community involvement
- F.2 Communicate new NCLB regulations and definitions of negotiated rulemaking
- F.3 Ensure clear communications and collaborations processes at all levels of OIEP
- F.4 Identify critical issues affecting Indian education by meeting with tribes, grantees, school boards, parents, and other interested parties
- F.5 Improve communication with States
- F.6 Utilize the Gallup Q12 survey and training to improve OIEP

**Grantipedia** is a living manual. Please send suggestions, corrections, samples, websites, etc. that you think will help other community/tribal schools to :

[drbordeaux@acts-tribal.org](mailto:drbordeaux@acts-tribal.org)

**or**

[\*\*mitom@rushmore.com\*\*](mailto:mitom@rushmore.com)