

SANTA CLARA PUEBLO

P.L. 100-297 GRANT APPLICATION (DATE)

AS AUTHORIZED BY P.L. 100-297
PART A APPLICATION

TYPE OF SCHOOL APPLICANT:

- A. A school operated as a Bureau school on the date of enactment of P.L. 100-297 hereby requests the Secretary of the Interior to transfer the operation of the school to the Tribe or Tribal Organization
- B. A school which is not a Bureau funded school hereby requests the Secretary of the Interior to make a determination whether the school is eligible for assistance under P.L. 100-297, Part B.

If "A" is checked the applicant must complete pages 1-4 only, as described in Section 5296 (1) (1) (C).

THE EDUCATION LINE OFFICER WILL PROVIDE TECHNICAL ASSISTANCE TO TRIBES AND TRIBAL ORGANIZATIONS TO CORRECTED NOTED DEFICIENCIES, AND WHEN REQUESTED BY TRIBES OR TRIBAL ORGANIZATIONS FOR ANY PURPOSE.

PAGE 2- GENERAL INFORMATION

1. Name, address and phone number of the Tribal Government(s)/Organization(s) authorizing this application.

Santa Clara Pueblo
PO Box

Telephone: (505)-

2. Name of Tribe(s) or Tribal Organization(s) to benefit from this application.

The Santa Clara Pueblo will benefit from this conversion.

3. Tribal document (resolution number) authorizing this application.

Tribal Council Resolution 2015-37

4. Description of academic standards.

Based on the 2004 Negotiated Rule Making between the Bureau of Indian Affairs (BIA) and Indian Tribes, each school is mandated to follow the state standards in the state in which the school is located.

The State of New Mexico has adopted the Common Core State Standards (CCSS). These standards have a college-and-career readiness focus that prepare students for success upon high school graduation. They are a set of reading and math standards created by Governors, state education chiefs, and educators nationwide that set a high level of expectations and rigor for student academic performance. For other subjects such as science, social studies, and health, New Mexico uses the New Mexico Content Standards.

PAGE 3 – PROGRAM NARRATIVE STATEMENT – PROGRAM PLAN

Background

On September 19, 2014 the Tribal Council passed a resolution authorizing the Department of Youth and Learning (DYL) to explore the opportunity of converting the Santa Clara Day School (SCDS) to a tribally controlled K-6 school that supports cultural history and the Tewa Language. This resolution aligns with the Bureau of Indian Education (BIE)'s current strategic plan. Published in 2014, the plan promotes tribal self-determination in education, including increased support to tribes seeking to convert to tribally controlled status.

Throughout 2014 and the spring of 2015 a community outreach campaign; which included community meetings, focus groups, and one-on-one interviews; culminated in a synthesized community vision for education. As a result of examining several different options to achieve the community vision for education, the tribe has chosen to move forward to convert SCDS to a tribally controlled school under P.L. 100-297 effective July 1, 2016.

SCDS is a K-6 elementary school with a current enrollment of 120 students. Students are primarily Santa Clara members, and the school has a 100 percent Free/Reduced Price Lunch (FRPL) student population. Under the mandates of the No Child Left Behind Act (NCLB), SCDS was listed as SI-2 (School Improvement Level 2) for SY 2012-2013, but made Adequate Yearly Progress (AYP) for SY 2013-2014.

Academic Plan Overview

A Culturally Responsive Teaching (CRT) philosophy, with a focus on tribal culture, history, and language, also known as indigenous education, will be the school's academic foundation. Research has shown that incorporating meaningful CRT methodologies in the classrooms shows a correlation to increased achievement for Native youth (Castagno 2008). CRT requires schools and educators to "contextualize issues...and [include] multiple kinds of knowledge and perspectives" (Gay 2002). Overall, CRT values local cultural traditions and beliefs, thereby allowing students to explore and exercise their cultural identity. Studies have shown the value of CRT, particularly with indigenous populations (McCarty & Lee 2014).

Following this paradigm will require the granted school in Santa Clara and its affiliates to use the Kha-p'ó Owinge culture and tradition as a foundational asset, reflecting the core values and strengths of the surrounding community. Leveraging these values, the school will focus on preparing the youth to embrace learning and become leaders of the Pueblo in the 21st Century.

This preparation will require a balance of Western academic standards, holistic wellness, and grounded in community, family, and traditional lifeways. These items will be driven by the school's soon-to-be-developed mission that will include four community-identified focus areas: (1) fluency in the Tewa Language, (2) academic success, (3) physical and emotional health, and (4) building Kha-p'ó minded strengths.

- (1) The most prominent concern for community members was that a comprehensive, fluency-focused Tewa language program be included at the school. Community research shows 92 percent of school aged children are not fluent in the language, while a majority of new

parent-aged community members (ages 20-30) are not fluent as well (Community Health Survey 2007). Increased Tewa fluency will also serve to revitalize and continue the strong Pueblo culture and value system in Santa Clara. Additionally, research shows a correlation between indigenous students acquiring their native language and western academic achievement (McCarty 2014), further supporting the inclusion of a robust language program in Santa Clara.

The scope and sequence of this program will take into account other successful indigenous language programs, including early-childhood immersion programs from the Maori in New Zealand, bilingual and language shift programs from the Navajo Nation in New Mexico, and Master-Apprentice programming used by several tribes in California (Hinton 2001). The Grantee will use various components and best practices from all of these successful programs to guide the school's development of language policies, procedures, curriculum, and assessment.

In addition to Santa Clara history and government classes, Tewa language incorporation will be organized during physical education classes, art and music, during recess, and in many other avenues of the school. A language capstone will also be a requirement for all students graduating from SCDS, and will involve a differentiated performance of language proficiency. The guidelines, assessment rubric and specifics of this program will be developed with the Founding Board, Executive Director/Principal, Tribal Council, school staff, and community members during 2015-2016.

- (2) The academic program will align with the reading and math Common Core State Standards, as those are the standards adopted by the State of New Mexico. The Grantee assumes responsibility for creating an environment of continuous improvement, rigorous academic opportunity, and excellent standards. The Grantee will continue the best practices of collecting and analyzing student and school data, setting SMART goals, establishing action plans, monitoring program effectiveness, and appropriately adjusting school level achievement goals.

However, alignment of these standards and achievement of these goals will be completed through comprehensive curricular redesign at the school. The grantee plans to build upon Santa Clara Day School's recent success and tap into current staff expertise whenever possible. Combining current teacher curriculum with Grant Wiggins and Jay McTighe's Understanding by Design (UbD) (Wiggins & McTighe 2007) curricular development strategies will ensure a community driven, differentiated student experience. Subjects will expand from the current Math and English Language Arts offerings to also include Tewa Language, Pueblo and US History, as well as art, music, and physical education.

Using the UbD curriculum design model, the school will work to incorporate interdisciplinary project based learning opportunities and assessments for students. This will allow students to use concepts in various settings, layering the learning opportunities available to them as Pueblo youth with centuries old knowledge to build upon. Staff will work together to create unit plans that involve partnerships with the DYL, the Santa Clara Pueblo, and other community organizations will allow, for example, the creation of a school garden that will be used for science and cultural lessons. Additionally, an MOU with the DYL will allow the

school to offer several services such as physical education, art class, and outdoor leadership activities without burdening the school budget.

To achieve this plan of excellence, the Grantee will put into place a long-term professional development plan for teachers to help support them as they expand their teaching repertoire. This professional development plan will be developed with school leaders, the founding board, and through a partnership with the NACA Inspired Schools Network (NISN). The professional development plan will focus on instructional strategies for teachers to incorporate effective response to intervention (RTI), cross-curricular lessons, outdoor learning opportunities, and CRT methods. A final prioritized professional development plan will be created during the transition year.

- (3) Another primary component to be included in the school's developing mission is for programming that supports the physical and emotional health of students. Through community focused discussions, it is clear community members are concerned about obesity, diabetes, heart disease, and increasing rates of substance abuse and suicide ideation in the Pueblo (Community Health Survey 2007). The school's plan for student academic success in Santa Clara needs to carefully and respectfully consider these very important factors. The Grantee assumes the responsibility to provide professional development to teachers to incorporate kinesthetic learning opportunities for students throughout the day. Additionally, the school schedule will include organized recess as well as a consistent, rigorous physical education program operated by the DYL.

Programming at the school that appreciates students' emotional growth will also be incorporated. A large component of this will be created with guidance from the current school counselor, as well as tribal leaders, parents, school staff, and community members. Community partnerships will be established to provide services as needed. Potential service providers include the local Indian Health Services (IHS) branch, the DYL's Domestic Violence Prevention Initiative (DVPI), and other non-profits located in Espanola and Santa Fe.

- (4) Student programming will include intentional curriculum and programming that provide students the opportunity to explore their cultural identity and community. Community can signal a sense of collective identity and responsibility, and engagement with the community has shown increases in student achievement (Dobia 2011, Mapp 2010). The school will build upon these values in students through leadership skill-building and Kha-p'o-based curriculum. As determined to be appropriate by the community, school-wide experiences will provide students the opportunity to access their cultural knowledge on a consistent basis.

Each graduating class will complete a community-based project and presentation on topics defined by the community and/or tribal leadership. The rubric, guidelines, and development of this requirement will be completed by the Founding Board, Executive Director, and school staff during the transition year. Outside of this project, the DYL will provide outdoor team building and leadership opportunities offered to several different regional schools.

All of these focus areas are contingent on programming that rises above the current divide between community and school and brings the two together. A primary focus during the transition year will be to build trust within the community. The creation of a Community

Outreach Specialist at the school will assist in the development of providing community-wide learning opportunities – such as adult education classes, after-school internet access, open gym times, and community events – in a meaningful, impactful, and intentional way. School policies and operations will also adjust to become more welcoming to parents and staff. The Department of Education’s (DOE) Family and Community Engagement Framework supports this transition, and will serve as a guideline for increasing community engagement.

Procedurally, school staff will continue to meet the highly-qualified standards defined in NCLB. School staff will take a meaningful role in their professional development, using Teacher Teams and Teacher Rounds (Troen & Boles 2012) to examine data, critique classroom instruction, and make recommendations to their colleagues to improve the educational opportunities for the children of the Santa Clara Pueblo. Professional development will also be developed with the CRT paradigm in mind. Working with indigenous curriculum specialists within Santa Clara (Gregory Cajete, Joseph Abeyta, Beverly Singer, Anya Dozier-Enos and others) throughout New Mexico, the grantee will support staff to reflect the extent to which their curriculum follows CRTs pedagogical and philosophical view. A 5-year professional development arc will be developed during the transition year to give new and returning teachers an understanding of their expectations for growth and skill-building.

Resource List

Anne T. Henderson, K.M. (2007). *A New Wave of Evidence*. Austin: National Center for Family and Community Connections with Schools.

Castagno, A. E., & Brayboy, B. (2008). Culturally Responsive Schooling for Indigenous Youth: a Review of the Literature. *Review of Educational Research* , 78 (4), 941-993.

Dobia, B. & O’Rourke, V. G. (2011). Promoting the mental health and wellbeing of Indigenous children in Australian primary schools. Canberra: Commonwealth of Australia.

Gay, Geneva. (2002). Preparing for Culturally Responsive Teaching. *Journal for Teacher Education*; 53; 106

Hinton, Linda (2001) *Greenbook of Language Revitalization*. San Diego. Academic Press

McCarty, T. L., & Lee, T. S. (2014). Critical Culturally Sustaining/ Revitalizing Pedagogy and Indigenous Education Sovereignty. *Harvard Education Review* , 84 (1), 101-124.

Troen, V., & Boles, K. C. (2012). *The Power of Teacher Teams*. Thousand Oaks: Corwin.

Wiggins, Grant, & McTighe, Jay. (2007). *Schooling by Design: Mission, Action, and Government*. Association for Supervision and Curriculum Development.

PAGE 4 – ADDITIONAL REQUIREMENTS

1. **EQUIPMENT**

The Grantee is aware of the equipment inventory to be completed by the Bureau of Indian Affairs and Bureau of Indian Education. Upon converting, equipment and personal property currently being used at the Santa Clara Day School request be transferred or donated to the Grantee.

The Grantee will be responsible and accountable for appropriate piece of equipment and personal property beginning at the effective conversion date.

2. **BOOKKEEPING AND ACCOUNTING PROCEDURES**

Bookkeeping and accounting procedures can be found in Appendix A.

3. **SUBSTANTIVE KNOWLEDGE OF OPERATING THE SCHOOL**

The following is a demonstration of the Grantee's substantive knowledge of operating a school. Supporting items can be found in respective Appendices as noted. The Grantee recognizes its right to amend, edit, and revise any or all portions of policies and procedures after application submission and/or approval. The Grantee or its designee will communicate with the Grant Officer during the 120-day decision period any necessary revisions or additions to this application.

Organizational Governance

The prospective organizational chart for the school can be found in **APPENDIX**, along with job descriptions. The following is a brief outline of the responsibilities and relationships between the School Board and the principal.

School Board (Grantee)

Per the Tribal Council Resolution, the school board is the appointed grantee of the Tribally Controlled School. During 2015-2016, the tribal council will appoint the school's first board. The board will consist of five (5) or seven (7) members, in addition to a non-voting Tribal Council liaison. The board will hire the school's Executive Director/Principal and be responsible for approving board by-laws and school policies and procedures. Governing by-laws and handbooks will be developed during the transition year. A draft version of the School Board By-Laws can be found in **APPENDIX** which outlines appointment processes and other guidelines the School Board will operate in conjunction with.

The board will also assist in the development of a holistic, culturally responsive curriculum for the school. At this point in Santa Clara's history, there is a unique capacity of tribal members with advanced degrees in education, experience in administrating schools, and are active in the traditions of the community. These tribal members are expected to join the school board, and will assist in the development of a curriculum that reflects the community driven mission and vision of the school.

In addition to these responsibilities, the board will also serve as the Board of Finance, overseeing federal audits and reporting. The board will approve annual budget plans. The board also is responsible for reviews of the Executive Director/Principal’s performance on an annual basis. Finally, the board will report to the Tribal Council at the council’s discretion.

Executive Director/Principal

The Executive Director/Principal will be responsible for managing day-to-day operations at the school. This position will be primarily responsible for hiring, terminating and managing school faculty and support staff while also conducting their respective evaluations. A primary goal for the Executive Director/Principal will be to ensure all school programming and operations aligns with the school’s mission and vision, as determined by the community.

The Executive Director/Principal will also have administrative responsibilities to provide updates to the school board regarding the budget, school operations, and student progress. Budgeting policies and procedures will be developed during the transition year.

School Evaluation

School Accountability

As a BIE-funded school, the grantee understands the requirements of Adequate Yearly Progress (AYP) as defined in the No Child Left Behind Act (NCLB). The grantee assumes responsibility for continuous school improvement. The Northwest Evaluation Association’s (NWEA) Measured Academic Progress (MAP) test will be administered three times a year (fall, winter, spring) to assist in determining growth. These data will be triangulated with DIBELS, State required assessments (SBA and PARCC) and local assessments to determine student achievement.

Recognizing these requirements, the grantee also understands the opportunities available to Tribal Education Departments in creating Tribal Education Code to form alternate definitions of AYP. The grantee will be exploring these options, and until such Codes are established and approved by the respective and appropriate entities, will follow AYP guidelines set forth by NCLB.

Progress Monitoring and Assessment

The grantee assumes responsibility for ensuring that local and state assessments are administered in a timely fashion. Local assessments will include teacher daily assessments, performance based assessments reflective of CRT, unit tests, and end of year exams. The table below shows the tentative formative, summative, and local assessment schedule. All assessments are school-wide unless otherwise noted.

Test	Grade Levels	Subjects	Type	Time Period Given
NWEA MAP	K-6	Reading, Math, Science	Beginning of Year (BOY) Formative	August-September

DIBELS	K-6	Reading (Fluency)	BOY Formative	August-September
WIDA ACCESS for ELL's	K-6	English Proficiency	Formative	August-September
DIBELS	K-6	Reading (Fluency)	Progress Monitored (Formative)	Ongoing
Local Chapter and Unit Assessments	K-6	All	Formative	Ongoing
NWEA MAP	K-6	Reading, Math, Science	Middle of Year (MOY) Formative	December-January
Partnership for Assessment of Readiness for College and Careers (PARCC)	3-6	English Language Arts, Math	Mid-Year Formative	December
NWEA MAP	K-6	Reading, Math, Science	End of Year (EOY) Formative	April
Holistic Self-Assessment	K-6	Physical/Emotional Wellness	Formative	Weekly/Quarterly
New Mexico Standards Based Assessment (NMSBA)		Science	Summative	March
PARCC	3-6	English Language Arts, Math	Summative	April-May
Community-Based Project	5-6		Summative	May
Language Capstone	6	Tewa	Summative	May

The school will use NWEA’s MAP assessment to determine student growth in reading, math, and science. Baseline, mid-year, and end-of-year assessments will not only provide evidence of school success following each academic year, but also provide teachers with a nationally normed, short-cycle, formative assessment to monitor student progress. Student progress will be determined by tier growth goals; school standards are outlined below.

Reading Goals	
Status	Standards
Exceeds Standard	> 85 percent of students meet tiered growth goal on NWEA MAP Reading assessment
Meets Standard	75 - 84 percent of students meet tiered growth goal on NWEA MAP Reading assessment
Does Not Meet Standard	60-74 percent of students meet tiered growth goal on NWEA MAP Reading Assessment
Falls Far Below Standard	<60 percent of students meet tiered growth goal on NWEA MAP Reading Assessment

Math Goals	
Status	Standards
Exceeds Standard	> 85 percent of students meet tiered growth goal on NWEA MAP Math assessment
Meets Standard	75 - 84 percent of students meet tiered growth goal on NWEA MAP Math assessment
Does Not Meet Standard	60-74 percent of students meet tiered growth goal on NWEA MAP Math Assessment
Falls Far Below Standard	<60 percent of students meet tiered growth goal on NWEA MAP Math Assessment

Science Goals	
Status	Standards
Exceeds Standard	> 85 percent of students meet tiered growth goal on NWEA MAP Science assessment
Meets Standard	75 - 84 percent of students meet tiered growth goal on NWEA MAP Science assessment
Does Not Meet Standard	60-74 percent of students meet tiered growth goal on NWEA MAP Science Assessment
Falls Far Below Standard	<60 percent of students meet tiered growth goal on NWEA MAP Science Assessment

Other standardized assessments such as DIBELS, the New Mexico Standards Based Assessment (NMSBA) and the Partnership for Assessment of Readiness for College and Careers (PARCC) will also be administered to appropriate required grade levels. These data, along with those collected during MAP and local assessment, will assist in RTI strategic groupings.

A language capstone, community-based project, and holistic wellness self-assessment will also be integrated into school curriculum. Expectations for these assessments and the overall school curriculum, including policies, procedures, and rubrics, will be developed during the transition year. The school curriculum development calendar is found below:

Objective	Steps to Completion	Expected Completion Date
Create Meta-Curriculum with Planning Team	3-day meeting facilitated by University of New Mexico Native Studies Professor Dr. Gregory Cajete and his Meta-Curriculum structure	August 7, 2015
Finalize Mission, Vision	Grantee approves mission and vision grounded in community discussion findings and Meta-Curriculum session	Prior to 120 day deadline
Understanding by Design Plan	Work with NACA Inspired Schools Network to develop	Prior to 120 day deadline

	curriculum framework	
Language and Community Project Assessment	Develop rubric for Language Capstone and Community Projects	March 2016
Staff Hired	<ul style="list-style-type: none"> ● Orientation ● Introduction to Meta-Curriculum developed in August 2015 	May 2016
Finalize Curriculum for Year One		July 2016
Teacher professional development	<ul style="list-style-type: none"> ● Understanding By Design professional development ● Establish Teacher Teams culture ● Culturally Responsive Teaching 	July 2015

Student Services

Special Education

The grantee assumes responsibility to ensure the needs of students requiring Special Education (SPED) services are met, congruent to the definitions, standards, and expectations set forth in the Bureau of Indian Education Division of Performance and Accountability Special Education Practices and Processes guidelines. The grantee understands that BIE funded schools must use the special education criteria and eligibility criteria of the state in which they exist, in this case New Mexico, as well as policies and procedures aligning with 34 CFR, Parts 300. The grantee also understands that the school must provide a free, appropriate public education (FAPE) to all students.

Specific SPED policies and procedures will be developed, based on current law, during the transition year. The overarching philosophy establish the least restrictive environment that allows students requiring SPED services to spend the maximum amount of time with their peers, depending on requirements of their Individualized Education Plan (IEP). The Special Education Coordinator (SEC) will be responsible for managing IEP requirements, setting student goals, and scheduling stakeholder meetings, as well as coordinating ancillary services and working with classroom teachers to ensure student needs are being met.

Ancillary services, including, but not limited to, speech therapy, occupational therapy, physical therapy, and counseling, will be contracted out to community members or local contracting agencies with the appropriate and required credentials. Schedules will be coordinated by the SEC to accommodate students' needs while limiting the amount of classroom time missed.

The SEC will work within state and federal guidelines to meet the needs of students with Section 504 Plans. The SEC will work with federal and state agencies, tribal administrators, school administrators,

families, and students to ensure the school will appropriately, effectively, and efficiently evaluate and monitor the progress of students with Section 504 plans. These policies and procedures will also be developed during the transition year.

English Language Learners

The grantee assumes the responsibility of identifying and meeting the needs of all English Language Learner (ELL) students at the school. The school will use the WIDA ACCESS for ELL's (Assessing Comprehension and Communication in English State-to-State for English Language Learners) exam to determine student eligibility. The grantee assumes responsibility for training appropriate staff to administer the test.

The school will use data from the WIDA ACCESS for ELL's to create differentiated curriculum and programming that meets the needs of students and is aligned with the school's mission and vision. Educators will receive professional development in ELL strategies, as well as ways to incorporate those strategies in cross-curricular activities. The school has budgeted for teachers with New Mexico Public Education Department (NMPED) Levels II and III teacher licensure and TESOL certifications to assist in the development of intentional ELL programming. The planning team has also budgeted for an instruction specialist who will work with teachers on specific curricular needs within their respective classrooms, including ELL strategies.

Operations and Management

Facilities Operation and Management, Transportation, and Food Services

The grantee is requesting the transfer of facilities operations and management (O&M), student transportation, and food services at the school. The grantee will continue to use the Facilities Management Information System (FMIS) and Maximo systems that BIE-funded schools use to determine O&M funding. The grantee understands that facility funding is determined in three categories; scheduled maintenance, unscheduled maintenance, and operations; and the responsibilities that lie within.

The grantee will work with the BIE to train facility staff in using the respective systems. The grantee also understands the requirements under the Environmental Protection Agency (EPA) that the school must uphold, including trainings (e.g. AHERA) and environmental mandates. The grantee will work with the BIE and other third party entities to ensure all requirements are met in full.

The grantee is requesting the transfer of responsibility for transporting students between home and school each day. The grantee understands the formula used to determine transportation funding depends on the amount of road and dirt miles the bus traverses each day. The grantee assumes responsibility for hiring appropriately licensed transportation employees and providing necessary training.

The grantee requesting the transfer of responsibility to provide food services to students, including breakfast and lunch. The school will follow USDA guidelines in providing appropriate, healthy meals. The school will also ensure necessary training completion for all food service staff to meet the needs of

students. This work will align with the physical/emotional wellness component of the to-be-developed school mission.

Finance and Budget Management

The grantee assumes responsibility for financial management of school funds. The grantee understands the different funding streams flowing from the BIE and DOE to the school including, but not limited to:

- Indian School Equalization Program (ISEP)
- Title I, II, III, VI, VII and X
- 21st Century
- Administrative Cost Grant
- Individuals with Disabilities Education Act (IDEA)

The grantee understands the audit responsibilities it carries to the BIE, including the following:

- Quarterly Financial Statement reporting revenues and expenditures
- A-133 Annual Financial Audit
- Biennial compliance audit
- Annual program description narrative
- Program evaluation

Transition Timelines

The grantee assumes the responsibility to wholly and fully complete the transition process before July 1, 2016. The tables below are tentative timelines for May 30, 2015 - June 30, 2016 for application, instructional, facilities, and finances.

Transition Timeline 2015

Item	Responsible Party	Tentative Completion Date
Pass resolution Grant Santa Clara Day School	Tribal Council	June 30, 2015
Community Meeting and Outreach	Tribal Council, Founding Board and Team	Ongoing
Complete and submit P.L. 100-297 Tribally Controlled Grant Application	Founding Board and Team	September 30, 2015
Acknowledgement of Receipt of	Bureau of Indian Education Grant Officer	Five Days after

Application		submission
Establish Founding School Board and Approve Org Chart	Tribal Council	November 15, 2015
Approve and submit HR, Budget, Student, and Employee Policies and Procedures	Founding Board and Team	December 19, 2015
Grant Application determination (Approved/Disapprove)	BIE Director	120 Days after submission
Meta-Curriculum process begins	Dr. Greg Cajete, Founding Board and Team, SCDS staff, Community Members	August 2015
Staff Professional Development Long Term plan completed	Founding Board and Team, SCDS Staff	September 2015
Determine timeline for Facilities Inventory and training	Founding Board and Team, BIE Grant Officer	September 2015

Transition Timeline 2016

Item	Responsible Party	Tentative Completion Date
Community Meeting and Outreach	Tribal Council, Founding Board and Team	Ongoing
Final date for BIE Notice of Reduction in Force	BIE, School Staff	February 26, 2016
Select Health and Retirement benefits package	Founding Board and Team	March 1, 2016
Student Recruitment Plan Finalized and Initiated	Founding Board and Team, Community Members, Tribal Council	March 1, 2016
Staff contracts drafted and legally approved	Founding Board and Team, Legal Counsel	March 30, 2016
Hire Executive Director/Principal	Founding Board	March 30, 2016
Draft any necessary MOU's	Founding Board and Executive Director	April 30, 2016
Finalize 2016-2017 School	Founding Board, Executive Director	April 30, 2016

Calendar		
Finalize Community Engagement School-wide plan	Executive Director, Staff, Founding Board	May 30, 2016
Finalize DYL MOU	Executive Director, DYL Director	May 30, 2016
Hire Staff, Background checks completed	Founding Board and Executive Director	June 30, 2016

The PL 100-297 Grant Checklist provides an outline of the items the Grant Officer will be examining when the application to convert the Santa Clara Day School to tribally controlled status is submitted.

4. ADEQUATELY TRAINED PERSONNEL

The instructional staff of the school will be certified and highly qualified in accordance with state guidelines and the No Child Left Behind Act of 2001, as amended.

The school will work with local community colleges and universities to create a pipeline of high quality teachers aligned with the school’s mission and vision. The school will incorporate a student-teaching program to bolster the pool of educators familiar with Santa Clara and with the appropriate licensure.

5. ANY OTHER NECESSARY COMPONENTS IN THE OPERATION OF THE SCHOOL

Property Management System

The Grantee assumes responsibility for training facility staff in the required items outlined in the Certification Checklist for Grantee/Grant Officers for Public Law 100-207. Additionally, the school will train and use the Facility Management Information System (FMIS) and Maximo systems the BIE uses to allocate facility funding and repairs schedules.

The following policies and procedures will be developed and submitted with assistance from the BIE and the Grant Officer during the 120-day submission period:

- *Personnel Policies and Procedures*
- *Financial Policies and Procedures*
- *Procurement Policies and Procedures*
- *Risk Management Programs*