



# Implementing a Tribally Managed School System: Tribal Presentations

August 21, 2015

Sovereignty in Indian Education (SIE) Enhancement Program

Bureau of Indian Education

U.S. Department of the Interior



# United States Department of the Interior

BUREAU OF INDIAN EDUCATION  
Washington, D.C. 20240

IN REPLY, REFER TO:

Dear Sovereignty in Indian Education (SIE) Awardees,

In 2013, the Secretary of the Interior and the Secretary of Education convened an American Indian Education Study Group to propose a comprehensive reform plan to ensure that all students attending BIE-funded schools receive a world-class education. Based on listening sessions throughout Indian Country, the study group issued a Blueprint for Reform on June 13, 2014. One of the main pillars of the Blueprint was educational self-determination for tribes, recommending that BIE support tribal nations in their efforts to manage and operate BIE-funded schools. Educational self-determination for tribes recognizes their sovereign status and allows tribes, who best understand their communities and culture, to make the key decisions concerning the education of their children. This ultimately contributes to improved student achievement as well as greater recognition and preservation of tribal languages and cultures.

In support of this objective of tribal self-determination, the Department of the Interior announced the Sovereignty in Indian Education initiative and awarded \$1 million in funding to federally recognized tribes and their tribal education departments to promote tribal control and operation of BIE-funded schools on their reservations. The funds were designed to support development of a tribal school reform plan with the goals of improved educational outcomes for students and improved efficiencies and effectiveness in operating and managing schools. On September 22, 2014, the Department of the Interior awarded these grants to the Gila River Indian Community, the Navajo Nation, the Tohono O'odham Nation, the Standing Rock Sioux Tribe, and the Turtle Mountain Band of Chippewa Indians.

Today, we gather to recognize the tribes that have undertaken the important work of furthering tribal sovereignty in Indian education and to learn from the presentation of their implementation plans for the coming year. These implementation plans articulate the tribes' strategies for the creation and refinement of Tribal Education Departments to establish a tribally managed school system that can successfully operate in the areas of finance, human resources, school governance, and academics. The program provided in the following pages documents the basic details of each tribe's grant project, background information on each tribe, and each tribe's goals, objectives, and progress in their pursuit of sovereignty in Indian education.

The Bureau of Indian Education is honored to partner with these tribes, and we look forward to supporting future endeavors toward educational self-determination for tribes.

Dr. Charles M. Roessel  
Director, Bureau of Indian Education



## Sovereignty in Indian Education (SIE) Enhancement Program

Bureau of Indian Education (BIE)  
 U.S. Department of the Interior  
 North Penthouse, 1849 C. Street N.W.  
 Washington, DC

August 21, 2015 – Friday

Time	Presenter	Topic
<i>Moving School Improvement Forward: The Sovereignty in Indian Education Enhancement Initiative</i>		
8 a.m. to 8:15 a.m.	Kevin Washburn, Assistant Secretary of Indian Affairs Department of Interior	Welcome
8:15 a.m. to 8:30 a.m.	Dr. Monty Roessel, Director Bureau of Indian Education Department of Interior	Overview of the Sovereignty in Indian Education in Year 1
<i>Researching and Designing a Tribally Managed School System : Year 1 Tribal Presentations</i>		
8:30 a.m. to 9:30 a.m.	Mr. Isaac Salcido, Director Mr. Aaron Allery, Consultant <i>Gila River Indian Community Education Department</i>	
9:30 a.m. to 10:30 a.m.	Mrs. Emma Jean Blue Earth, TED Director Mrs. Sharon Two Bears, Project Director <i>Standing Rock Sioux Tribe Education Department</i>	
<i>10:30 a.m. to 10:45 a.m. – Break</i>		
10:45 a.m. to 11:45 a.m.	Dr. Tommy Lewis, Superintendent Dr. Janet Slowman Chee, Project Director Mr. Darrick Franklin, Education Program Specialist <i>Department of Diné Education, Navajo Nation</i>	
<i>11:45 a.m. to 1:00 p.m. – Lunch</i>		
1 p.m. to 2 p.m.	Mrs. Victoria Hobbs, Director <i>Tohono O'odham Education Department</i>	
2 p.m. to 3 p.m.	Chairman Richard McCloud, Director Mr. Mario Molina, Consultant <i>Turtle Mountain Band of Chippewa Indians</i>	
<i>3:00 p.m. to 3:15 p.m. - Break</i>		
<i>Year 2 Assistance: Supporting Tribes to Establish Effective Tribally Managed School Systems</i>		
3:15 p.m. to 4:15 p.m.	Dr. Monty Roessel, Director Bureau of Indian Education Department of the Interior	BIE's next steps to support tribally managed school systems.

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## GILA RIVER INDIAN COMMUNITY

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<b>Project Title:</b>	Gila River Indian Community Sovereignty in Indian Education Grant Program
<b>Award Amount:</b>	\$200,000
<b>Project Period:</b>	Oct. 2014 – Sept. 2015
<b>Schools:</b>	3 Tribally Controlled Schools
<b>TED Est.:</b>	Unknown

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### BACKGROUND

The Gila River Indian Community is a federally recognized Indian tribe—comprised of the Akimel O’Otham (Pima) and Pee Posh (Maricopa), two culturally and linguistically distinct indigenous populations—located on the southern boundary of the Phoenix metropolitan area in Maricopa and Pinal Counties, Arizona. The Community is divided into seven districts. Each district has its own jurisdiction and maintains one to four seats on the Tribal Council with a total of 17 Council seats; the Community is governed by a Governor and Lieutenant Governor. As of 2013, certified enrollment of the Community is 21,277 of which 12,284 reside on the reservation. The educational system of the Community includes three tribally controlled grant schools serving 1,068 students. In the past, the Community had not exercised their authority to govern the three schools; now, the tribe is exploring how it can influence and unify the local grant

schools to provide quality education for students.

### SOVEREIGNTY IN ACTION

- Research and design for the unification of the three grant schools
- Hiring of local university consultants to assist with project implementation
  - Hiring of finance administrator, budget analyst, administrative support
  - Revision of the human resources department
- Research on consolidating services
- Revision of academic standards, curriculum, professional development, incorporating Indigenous culture
- Partnerships with community entities for culture and language coursework
- Support of unified recruitment of teachers and principals
- Expansion of in-house auditor

*“Gone will be the ideas of silos, whereby different areas of assistance are closed off unto themselves; instead we would like to share information and resources between the schools and the tribe and unite our efforts, erasing the thought of silos.”*

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## PURPOSE AND OBJECTIVES

In order to exercise this authority in the local grant schools for the purpose of providing students with high-quality education, the Tribe developed a comprehensive plan with key objectives for the first year of the grant:

(1) The Community would employ a Native-owned school reform consulting firm to assist in a unification plan for the three grant schools.

(2) The Community would create a Research and School Reform Committee to advise the Tribal Education Department and the consultant.

(3) The Community would identify crucial areas of school operation in the areas of finance, human resources, school governance, academics, cultural influence, and the community's vision, resulting in a formal plan.

(4) The Community would inform stakeholders of the plan to unify the BIE grant schools and invite questions from the community.

(5) Finally, the Community would conduct research in the areas outlined above to inform further decision-making regarding the consolidation of the three grant schools.

## RECOMMENDATIONS

The Gila River Indian Community Tribal Education Department received the following recommendations:

### (1) *Human Resources*

- Modify the existing Human Resources policies and procedures to create a unified

GRCS Fiscal and Personnel Policy Manuals.

### (2) *Finance*

- Tribe will mandate all grant schools operating to provide more detailed financial information for all expenditures.
- Tribe will assume responsibility for the financial and operational functions of the three grant schools by July 1, 2017.

- Modify the existing Financial policies and procedures to create a unified GRCS Fiscal and Personnel Policy Manuals.

### (3) *Academics*

- Establishment of a Curriculum Steering Committee in Year 2 to establish structure and consistency of academic learning across all three grant schools.
- Alignment of curriculum and instructional practices across all three schools.

### (4) *School Governance*

- Tribe will strengthen relationships between the grant schools and tribal council to include more regularly planned collaboration between stakeholders.
- Tribe will revise the existing education code to clarify and transfer the responsibility for all three Grant Schools to the GRIC.
- Modify the existing Governance policies and procedures to create a unified GRCS Fiscal and Personnel Policy Manuals.



## NEXT STEPS

In year 2, the GRIC Tribal Education Department will continue to gather input through surveys that will be collected and analyzed by September 30, 2015, they intend to establish an Ad Hoc Committee at the request of Governor Stephen Lewis. The committee will be made up of

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representatives from legislative and policy stakeholder groups including school administrators, school board members, GRIC Council members, and community members. In addition, a separate Curriculum Steering Committee will guide the alignment of the Curriculum, Assessment and Instructional Practices across the three GRIC Grant Schools.

## **TRIBALLY CONTROLLED SCHOOLS**

### *Arizona*

- Blackwater Community School
- Casa Blanca Community School
- Gila Crossing Community School

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## NAVAJO NATION

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<b>Project Title:</b>	Promoting Tribal Control of Education and Establishment of a Navajo Nation Education System
<b>Award Amount:</b>	\$200,000
<b>Project Period:</b>	Oct. 2014 – Sept. 2015
<b>Schools:</b>	32 Bureau-operated Schools 34 Tribally Controlled Schools
<b>Established:</b>	1970

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### BACKGROUND

The Navajo Nation encompasses substantial portions of Arizona, New Mexico, and Utah. Approximately 267,000 Navajo citizens reside on the 25-million acre reservation. The Navajo Nation interacts with three state education departments to provide education services to its children. There are 38,109 school age children (K-12) living on the Nation and 48,172 Navajo students living in off-Nation communities. The BIE operates 33 schools serving Navajo students, while the Navajo Nation has oversight over 32 grant schools and one contract school. Each of these schools has their own unique system in these areas, leading to a highly fragmented system that severely hinders the accountability process. In this project, the Department of Diné Education seeks to develop a uniform system that can be applied to all schools equally and effectively, including human resources, finance, school governance, and academics.

*“The Nation wishes to see their youth take advantage of their learning potential to the fullest extent possible. To facilitate this, the proposed Navajo Nation School System will develop strategies that steadily increase yearly achievement scores, improve graduation rates, and reduce the unacceptably high dropout rate.”*

### SOVEREIGNTY IN ACTION

- Standardization of personnel policies
- Development of competitive salary scale and merit pay models
- Development of uniform teacher/principal evaluation system tied to student achievement
  - Research on school financial systems
  - Accountability in appropriate and effective use of school funds
  - Survey and analysis of school governance and recommendations on board duties and procedures
- Development of unified school board operations and governance processes
- Uniform set of academic goals and standards-based curriculum
- Uniform assessment system
- Uniform schedule to incorporate Diné language and culture standards
- Research on special education services

- Hiring of consultants to assist in project implementation

## PURPOSE AND OBJECTIVES

This project supports development of a Navajo Nation-wide school reform plan to improve educational outcomes for students, revitalize Navajo language and cultural instruction, to improve efficiencies and effectiveness in the operation of BIE-funded schools within the Navajo Nation, and to build the capacity of the Department of Diné Education to effectively serve Navajo Nation schools. This project seeks to strengthen and unify all Navajo BIE-funded schools and to integrate the Navajo Nation’s unique culture into the curriculum.

The first year would focus on the design and implementation of tasks pursuant to the management of the 66 schools; this includes human resources, finance, governance, MOUs with state departments of education, and facilities inventory tasks. Academic tasks would focus on student needs assessments, faculty quality, stakeholder meetings, and continuous assessment of student work under the rubrics of Arizona, New Mexico, and Utah. These would lay the groundwork for the establishment of the Navajo Nation School System.

The second year would be devoted to academic tasks pursuant to creation of a Diné-centered curriculum. This initiative would include all Common Core disciplines. Integration of the tribe’s Diné Content Standards would be developed after a substantial revision of the current rubrics to

align with the new curriculum model and the Common Core’s reliance upon authentic assessments. Other features of academic work would include professional development strategies to engage the tribe’s “Grow Your Own” philosophy, essential to strengthening tribal language and culture. Creation of a series of “academies” would be accomplished for tasks as diverse as parent involvement, residential campus operations, licensure and reaccreditation of teachers, and establishment of a data center.

## RECOMMENDATIONS

The Department of Diné Education intends to present to the Navajo Nation tribal council to begin the major steps of transferring the authority and resources of the 32 BIE operated schools to the Navajo Nation. This transfer will activate the Navajo Nation Code, Title X, which will align the schools and will depend upon the framework formulated by the research team established by the DODE. These areas have

been highlighted through their feasibility study which was completed on December 2014. Since then, the DODE has held six public hearings, meetings with school boards, conferences, and BIE Principal meetings, and to the Navajo Nation 23<sup>rd</sup> Tribal Council and the Navajo Nation Board of Education. These meetings helped to refine the recommendations highlighted by the Feasibility Study.

The recommendations from those sessions are highlighted under these areas, which describe the tribe’s next steps for their implementation plan. The targeted areas are:



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*(1) Human Resources*

- Align a single Human Resources policies and procedures with a professional development program
- Align position descriptions and salary scales
- Refine school staff evaluations to promote student success
- Implement effective recruitment processes to attract and retain highly qualified personnel

*(2) Finance*

- Align a single Finance policies and procedures manual
- Establish internal controls that ensure fiscal responsibility and accountability, strengthens process for procurement, administrative cost, student counts, property policies and procedures, etc.
- Attract and retain finance staffing
- Define roles and responsibilities of staffing with an aligned Organizational charts
- Monitor the effectiveness of the Finance system in schools to support best practices

*(3) Academics*

- Deploy the existing curriculum framework developed by the Diné Content Standards (DCS) to the BIE schools into classroom instruction
- Train tribally controlled schools staff on the DCS
- Align the DCS to Common Core State Standards

*(4) School Governance*

- Review and refine a single School Governance and School Board policies and procedures manual that addresses the code of ethics and by-laws
- Review and refine school board roles and responsibilities
- Refine and establish best practices and requirements
- Collaborate with school board associations on professional development programs

- Refine self evaluations for school board members

**NEXT STEPS**

In year 2, the Department of Diné Education will proceed with their implementation plan to align policies and procedures for all four areas, which will be presented to the Navajo Nation public, Navajo Nation Board of Education (NNBOE), the tribal education sub-committee called the Health, Education, and Human Services Committee (HEHSC), Naabik'íy'áti' Committee, the Navajo Nation Council, the Bureau of Indian Education, and continuous public meetings. Their goal is to begin the next steps to transfer the 32 Bureau-Operated schools to operate and manage the schools by the Navajo Nation.

**BUREAU OPERATED SCHOOLS**

*Arizona*

- Cottonwood Day School
- Cove Day School
- Dennehotso Boarding School
- Jeehdeez'a Academy, Inc.
- Kaibeto Boarding School
- Kayenta Community School
- Many Farms High School
- Pine Springs Day School
- Red Rock Day School
- Rocky Ridge Boarding School
- Seba Dalkai Boarding School
- T'iis Nazbas Community School
- Tonalea (Red Lake) Day School
- Tuba City Boarding School

*New Mexico*

- Baca/Dlo'ay Azhi Community School
- Beclabito Day School

- Bread Springs Day School
- Chi Chil'tah Community School
- Crystal Boarding School
- Lake Valley Navajo School
- Mariano Lake Community School
- Nenahnezad Community School
- Ojo Encino Day School
- Pueblo Pintado Community School
- Sanostee Day School
- T'iis Ts'ozi Bi'Olta' (Crownpoint)
- Tohaali' Community School
- Tse'ii'ahi' Community School (Standing Rock)
- Wingate Elementary School
- Wingate High School

*Utah*

- Aneth Community School

**TRIBALLY CONTROLLED SCHOOLS**

*Arizona*

- Black Mesa Community School
- Chilchinbeto Community School
- Dilcon Community School
- Greasewood Springs Community School, Inc.
- Greyhills Academy High School
- Hunters Point Boarding School
- Kin Dah Lichi'i Olta
- KinLani Bordertown Dormitory
- Leupp School, Inc.
- Little Singer Community School
- Lukachukai Community School
- Many Farms Community School
- Naa Tsis'aan
- Nazlini Community School
- Pinon Community School
- Rock Point Community School
- Rough Rock Community School
- Shonto Preparatory School
- T'iisyaakin Residential Hall (Holbrook)
- Wide Ruins Community School

- Winslow Residential Hall

*New Mexico*

- Alamo Navajo Community School
- Atsa' Biya' a'zh Community School
- Ch'ooshgai Community School
- Dibe Yazhi Habitiin Olta', Inc. (Borrogo Pass )
- Dzilh-Na-O-Dith-Hle Community School
- Hanaa'dli Community School/Dormitory, Inc.
- Kinteel Residential Academy (Aztec Dorm)
- Na'Neelzhiin Ji'Olta (Torreon)
- Navajo Preparatory School
- Pine Hill Schools
- Shiprock Northwest High School
- Shiprock Reservation Dormitory
- To'hajiilee Day School

*Utah*

- Richfield Residential Hall

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## TOHONO O'ODHAM NATION

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<b>Project Title:</b>	Tohono O'odham Nation Education Department Sovereignty in Indian Education Grant Program
<b>Award Amount:</b>	\$200,000
<b>Project Period:</b>	Oct. 2014 – Sept. 2015
<b>Schools:</b>	4 Bureau-Operated Schools
<b>TED Est.:</b>	Unknown

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### BACKGROUND

The Tohono O'odham Nation includes about 28,000 members with a land base of 4,460 square miles in the Sonoran Desert of southwestern Arizona. It serves approximately 2,000 students on the reservation, while about 1,700 students attend school off the reservation at public, charter, and boarding schools. The Nation has four BIE-operated schools serving about 700 students. Prior to this project, the Tohono O'odham Nation had minimal authority in the education of its students. The Nation seeks to invest in their children through education both to prepare their children for the challenges of the future and to ensure their children's knowledge of O'odham Himdag (way of life) through language classes and culturally relevant curriculum. This project aims to build the Tohono O'odham Nation Education Department's capacity to develop an education plan and to potentially manage and operate tribally controlled schools in the future.

*"Our goal is to encourage a lifetime of learning, the pursuit of excellence, and pride in our cultural identity, to draw strength and guidance from our culture, [and] to nurture O'odham families by listening, communicating, respecting, sharing and supporting all educational goals."*

### SOVEREIGNTY IN ACTION

- Research and design of a Comprehensive Education Plan
- Implementation plan evaluating a transition to tribal control, including school finances and governance
- Professional development opportunities regarding management of tribally controlled schools
- Hiring of a Project Director, a Research Analyst, and consultants
- Building the capacity of the Tohono O'odham Nation in educational leadership, curriculum and instruction, and assessment
  - Alignment of teacher manual and early childhood curriculum with updated standards
  - Integration of O'odham language and culture
  - Certification of Tohono O'odham language teachers

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## PURPOSE AND OBJECTIVES

The Tohono O’odham Nation Education Department aims to expand its role by taking on the responsibility of creating a pathway to sovereignty in education through the following objectives:

(1) Research, design, and develop a Comprehensive Education Plan for the Tohono O’odham Nation to improve education outcomes for students.

(2) Improve the efficiency and effectiveness of the operation of BIE-funded schools located on the Tohono O’odham Nation by developing an implementation plan for stakeholders to make an informed decision on the feasibility of moving in the direction of a tribally controlled BIE school system.

(3) Build the professional capacity of the Tohono O’odham Nation Education Department by providing professional development opportunities to gain knowledge in the operation and management of tribally controlled schools.

Throughout these three objectives, the Nation will focus on the areas of finance, human resources, school governance, and academics. Over time, the Nation seeks to address challenges such as improving BIE schools on the Reservation, preserving the Tohono O’odham language, and strengthening the Tohono O’odham Himdag (way of life).

## RECOMMENDATIONS

The Tohono O’odham Tribal Education Department currently is in the process of developing their implementation plan for the following four areas and is expected to complete by Fall 2015:

- (1) *Human Resources*
- (2) *Finance*
- (3) *Academics*
- (4) *School Governance*

## NEXT STEPS

In year 2, the Tohono O’odham Tribal Education Department will develop and finalize its implementation plan. The Nation will determine whether or not to adopt the plan. The goals for the tribes are to consider converting their existing Bureau Operated schools to Tribally Controlled schools. They expect in Year 2 that they will gain tribal council approval to implement Year 2 plans and begin their research of the BIE

conversion process under P.L. 100-297 Tribally Controlled Schools Act. By January 2016, the TED expects to provide a cost-benefit analysis to their tribal council and school board to gain their support. By July 1, 2016, the TED expects to submit to BIE a tribal resolution supporting the conversion of their schools. By school year 2016-2017, the TED expects to establish a team to start the conversion process for its schools.

## BUREAU OPERATED SCHOOLS

### *Arizona*

- San Simon School
- Santa Rosa Day School
- Santa Rosa Ranch School
- Tohono O’odham High School



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## STANDING ROCK SIOUX TRIBE

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<b>Project Title:</b>	Exploring Sovereignty in Tribal Education (ESITE)
<b>Award Amount:</b>	\$200,000
<b>Project Period:</b>	Oct. 2014 – Sept. 2015
<b>Schools:</b>	3 Tribally Controlled Schools
<b>TED Est.:</b>	Unknown

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### BACKGROUND

Standing Rock has a population of about 8,500 and consists of about 3600 square miles across two states, North Dakota and South Dakota. It is unique in that all education entities located on the reservation work together in a consortium of the schools through the Standing Rock Education Consortium (SREC). The SREC is facilitated by the TDE and strives to link the educational entities that serve tribal and community members. In addition to the programs within the TDE, the school based educational entities on Standing Rock that participate in the SREC include the Standing Rock Head Start, Sitting Bull College, and ten K-12 schools. Three of the K-12 schools are tribally controlled grant schools serving approximately 1,059 students.

*“As a sovereign nation the Standing Rock Oyate will be empowered with the wisdom and knowledge to realize their dreams and prosper.”*

### SOVEREIGNTY IN ACTION

- Creation of the Standing Rock Board of Education
- Tribal Education Measures for Student Success
- Comprehensive systems analysis
- Alignment of assessments/data

- Consolidation of functions within school governance, academics, personnel, and finances
- Survey of community input
- Identification of barriers to local tribal control
- Oceti Sakowin Education Commission meetings
- Research on treating school employees as tribal employees
  - Research on impact of schools adopting unified policies
  - Hiring of Director and consultants
- Exploring Sovereignty in Tribal Education (ESITE) committee

### PURPOSE AND OBJECTIVES

Exploring Sovereignty in Tribal Education (ESITE) has the following goals and objectives:

- (1) Execute a comprehensive analysis and risk assessment of the current Finance, Human Resources, School Governance, and Academic systems in place at each of the three BIE funded tribal grant schools and the Standing Rock Sioux Tribe to determine the tribe's capacity to manage tribal schools. In

the first year, this would include a comprehensive analysis and risk assessment of the school governance, academic, human resources, and finance systems in place, as well as a determination of whether any functions should be consolidated and the means for consolidation. In the second year, this would include the implementation of recommended policy and procedural changes.

(2) Create, measure, and evaluate Tribal Education Measures for Student Success (TEMSS) for tribally controlled schools that would include but not be limited to ESEA requirements. TEMSS would lay the foundation for future school reform. This would include a survey to be administered in all the schools and districts to obtain community input and baseline data to develop the foundation of TEMSS; Consortium meetings to facilitate discussion and report progress; and the creation of the tools and methods to evaluate TEMSS.

(3) Identify the barriers to tribal control of education as well as the legislative changes needed to address those barriers. This would include working with a consultant; meetings with Tribal Council, key stakeholders, and local BIE staff to determine local perception of barriers; OSEC meetings to create a unified list of barriers; and the determination and pursuit of necessary legislative action.

(4) Create a relationship with North Dakota Department of Public Instruction, South Dakota Department of Education and the Bureau of Indian Education to identify the processes and procedures utilized in the management of their schools. In the first year, this would include meeting with these partners to inform them of activities and

develop working relationships; in the second year, this would include identifying the processes and procedures of these entities for managing their schools.

## RECOMMENDATIONS

The Standing Rock Sioux Tribal Education Department organized a team of consultants to develop a comprehensive analysis and risk assessment of the four components. Based on the results of the assessments, the consultants recommended the following:

### (1) Human Resources

- Tribe will have to add HR personnel to absorb the nearly 250 new employees from the schools.

### (2) Finance

- Let the tribal schools finance remain as is and have the three schools maintain their

own respective finance operation. Schools are set up to conduct a more thorough audit and timelier audit completion than if the tribe conducted these audits. The tribal indirect cost will impact the school's administrative cost.



### (3) Academics

- Address language development because Indian children are not proficient in either English or their Native Language.
- Provide Culture and Language Integration.
- Provide Cultural Pedagogy.
- Address basic needs.
- Integrate Headstart into the tribal grant schools. Headstart needs to become a true part of the Standing Rock School System, coordinating and working daily with the other schools in the effort to teach and reach all children.
- Each school superintendent should meet and compare academic policies and

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procedures to determine which policies should be in all schools.

- Each school should have a Handbook or Policies and Procedures or Policy Reference guide.
- Updated and new policies should be presented to respective school boards for approval.

#### *(4) School Governance*

- Consultants state that it's currently not recommended to have all schools combine under the tribe for school governance purposes. This could be phased in the next five years. Until then, the consultant recommends these next steps:
- Conduct an annual joint policy review.
- Conduct an annual joint school board professional development.
- Conduct an annual administrative meeting before school starts.
- Conduct an annual uniform reporting to the tribe.
- Quarterly administrator's collaboration meetings.
- Monthly meeting with other service agencies

### **NEXT STEPS**

In year 2, the Standing Rock Sioux Tribal Education Department accepts the current structure. As they state all tribal schools have been chartered by the Standing Rock Sioux Tribe with the understanding that the People have the capabilities and determination to operate and manage their schools in a competent manner. Therefore, the TED will target their focus on areas that would have the most significant impact on the academic achievement of our students. The tribe and school boards will prioritize the Academic recommendations as follows:

*Goal 1:* Capacity building for tribal grant school boards to enhance their abilities to govern schools effectively.

*Goal 2:* Establish consistent government documents for each tribal grant school to ensure the integrity and effective operation of the tribal grant schools to enhance their ability to govern schools effectively.

*Goal 3:* Create, measure, and evaluate the Tribal Education Measures of Student Success (TEMSS) that will include but not be limited to Elementary and Secondary Education Act (ESEA) requirements with TEMSS laying the foundation for future school reform.

### **TRIBALLY CONTROLLED SCHOOLS**

#### *North Dakota*

- Standing Rock Community School
- Rock Creek Grant School
- Sitting Bull School

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## TURTLE MOUNTAIN BAND OF CHIPPEWA INDIANS

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<b>Project Title:</b>	Turtle Mountain Band of Chippewa Indians Sovereignty in Indian Education Grant Program
<b>Award Amount:</b>	\$200,000
<b>Project Period:</b>	Oct. 2014 – Sept. 2015
<b>Schools:</b>	5 Bureau-Operated Schools
<b>TED Est.:</b>	No TED

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### BACKGROUND

The Turtle Mountain Band of Chippewa Indians is located on the Turtle Mountain Indian Reservation in North Dakota. The Reservation is located within Rolette County, which has a poverty rate of 29.4% to 40.9% based on the town within the county. The Tribe's enrollment is approximately 33,830. 48% of the Reservation population is under the age of 21 with 35.14% of members being under 18. The Turtle Mountain Tribe is the fastest growing population in the state. There are four BIE-operated schools and one tribally controlled school serving Turtle Mountain children; prior to this project, the tribe did not have an Education Department, which it seeks to re-establish with this grant. The Reservation has a large percentage of high risk youth, and members have long suffered from systemic poverty and accompanying stresses. Ensuring safety, daily nutrition, stability, and learning for students along with providing an education that honors Tribal culture is the only answer to breaking down the effects of daily trauma.

*"School improvement is based on our Tribe's terms, not BIE, to produce students with a strong and stable self-identity and self-worth and well-being."*

Through tribal control in children's education, this project aims to ensure that Turtle Mountain children are prepared for their futures and understand and value their Chippewa heritage.

### SOVEREIGNTY IN ACTION

- Research on consolidating curricula
- Common Core standards alignment
- Hire Project Director and consultant
- Partnerships with tribal youth programs and federal agencies
  - Research on impact of one school board; training on governance
  - Monthly expenditure reports
  - Plan for positive school environment and greater staff retention
- Research on recruitment and retention of teachers and principals
- Professional development for Tribal Council members and key staff
- Development of culturally and linguistically appropriate standards
- Training for staff on blending cultural education with core courses

- Establishment of a Tribal Education Department

## PURPOSE AND OBJECTIVES

The Turtle Mountain SIE project has the following educational goals and objectives:

(1) Identify and recruit collaborative partners inclusive of school administrators, parents, social workers, counselors, teachers, school board members.

(2) Produce students with a strong self-identity and self-worth and well-being through the implementation of a curriculum that helps students acquire an appreciation of their native cultural identity to encourage the development of a positive self-identity. This would also include training in strategies to enhance the emotional growth and development of students.

(3) Utilize current technology to enhance educational opportunities and allow for assessments and data analysis.

(4) Focus administrators and teachers' attention on student performance as the most important driving force for school improvement.

(5) Increase student outcomes and opportunities through the enhancement of early childhood programs, instructional strategies, technology, data collection and analysis, research, facilities, and professional development.

(6) Improve the schools through Tribal capacity building.

(7) Ensure cost effectiveness of education to allow for a greater investment in cultural and language revitalization.

## RECOMMENDATIONS

Should the Tribal Council choose to expand their control of its school systems

and exercise authority in Indian education in the future, the Turtle Mountain implementation plan recommends action in the following areas:

### (1) School governance

- Create a Tribal Education Department
- Build partnership with the local Belcourt School District (BSD), with tribally controlled schools under BSD
- Enact a Tribal Education Code delineating school policies and duties
- Establish an Education Committee to provide an extra layer of accountability

### (2) Finance

- Expand agreement with BSD to include financial management, with finances outside of tribe's management

- Streamline procurement and financing

### (3) Human resources

- Partner with current BSD management
- Hire two new human resource clerks
- Unify professional development of all staff

### (4) Academics

- Increase family involvement
- Develop truancy code, behavior program
- Offer incentives for teacher certification
- Unify and align school curricula
- Integrate language into school day, with culture program after school



## NEXT STEPS

The Tribal Council has determined against the establishment of a tribally managed school system. However, the Turtle Mountain Band of Chippewa's implementation plan provides a comprehensive framework for the possibility of expanding its Sovereignty in Indian Education plan at a later date, allowing time

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for the tribal community to consider the best options for their children in the future.

The Bureau of Indian Education (BIE) will provide continued support through the following areas:

- 1) Ensure communication is strengthened with the inclusion of tribes in the BIE's TED Directory.
- 2) Ensure tribes are included on tribal listserv to notify of upcoming webinars and events occurring at the BIE.
- 3) Include in the annual needs assessment for technical assistance support that is relevant and localized.
- 4) Provide opportunities for developing an alternative AYP workbook.
- 5) Possible support for tribal council to assume the functions of the current Education Line Office (ELO) through the 638 contract.
- 6) Provide Native Language Framework training for bureau funded schools on Indian reservations to support the tribe's development of native language and culture.
- 7) BIE will support any tribal wide training that the tribe prioritizes for its schools on its reservations.
- 8) Data FERPA Exchange Agreements opportunity webinars.

## **TRIBALLY CONTROLLED SCHOOL**

*North Dakota*

- Turtle Mountain High School

## **BUREAU OPERATED SCHOOLS**

*North Dakota*

- Dunseith Day School
- Ojibwa Indian School
- Turtle Mountain Elementary School
- Turtle Mountain Middle School

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**APPENDIX A: SIE ENHANCEMENT FUNDING**

<b>TRIBE – COHORT 1</b>	<b>YEAR 1 AWARD</b>
Gila River Community	\$ 200,000
Navajo Nation	\$ 200,000
Tohono O’odham Nation	\$ 200,000
Standing Rock Sioux Tribe	\$ 200,000
Turtle Mountain Band of Chippewa Indians	\$ 200,000
<b>TOTAL</b>	<b>\$ 1,000,000</b>

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## APPENDIX B: PRESS COVERAGE

- “Interior Department Announces \$2.5 million to Promote Tribal Control and Operation of BIE-Funded Schools.” *U.S. Department of the Interior*. Press release. July 23, 2014. <http://www.bie.edu/cs/groups/xbie/documents/document/idc1-027407.pdf>.
- “Interior Announces \$1.2 Million to Be Awarded to Tribes to Take Control, Operate Their Bureau of Indian Education-Funded Schools.” *U.S. Department of the Interior*. Press release. October 23, 2014. <http://www.bia.gov/cs/groups/public/documents/text/idc1-028214.pdf>.
- “Investing in the Future of Tribal Nations.” *Executive Office of the President*. 2014 White House Tribal Nations Conference Progress Report. February 2015. [https://www.whitehouse.gov/sites/default/files/docs/whtnc\\_report\\_final\\_0.pdf](https://www.whitehouse.gov/sites/default/files/docs/whtnc_report_final_0.pdf).
- “Six Tribes Receive Funds to Take Control of BIE-Funded Schools.” *Indian Country Today Media Network*. News article. October 26, 2014. <http://indiancountrytodaymedianetwork.com/2014/10/26/6-tribes-receive-funds-take-control-bie-funded-schools-157506>.
- “DOI Announces \$2.4 Million to Promote Tribal Control and Operation of BIE-Funded Schools.” *Tribal Education Departments National Assembly*. Announcement. August 21, 2014. <http://tedna.org/2014/08/21/doi-announces-2-5-million-to-promote-tribal-control-and-operation-of-bie-funded-schools/>.
- “Department of Interior Announces \$2.5 Million Grant to Improve Tribal Schools.” *Education News*. News Article. July 30, 2014. <http://www.educationnews.org/education-policy-and-politics/dept-of-interior-announces-2-5m-grant-to-improve-tribal-schools/>.
- “Interior Announces Plan to Promote Tribal Control of BIE-Funded Schools.” *Native News Online*. News Article. June 16, 2014. <http://nativenewsonline.net/currents/interior-announces-plan-promote-tribal-control-bie-funded-schools/>.
- “Secretary Jewell Fields Questions Previewing Tribal Youth Gathering.” *Kayenta Township*. Interview Transcript. July 9, 2015. <http://www.kayentatownship-nsn.gov/blog/?p=6058>.
- “BIE Schools and Sovereignty in Indian Education.” *Partnership with Native Americans*. Blog post. August 26, 2014. <http://blog.nativepartnership.org/bie-schools-sovereignty-in-indian-education/>.

collection burden associated with OMB Control Number 2502-0600.

*Respondents:* Business or other for-profit.

*Estimated Number of Respondents:* 1,831.

*Estimated Number of Responses:* 135,682.

*Frequency of Response:* Annually.

*Average Hours per Response:* .52.

*Total Estimated Burdens:* 71,017.

### B. Solicitation of Public Comment

This notice is soliciting comments from members of the public and affected parties concerning the collection of information described in Section A on the following:

(1) Whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information will have practical utility;

(2) The accuracy of the agency's estimate of the burden of the proposed collection of information;

(3) Ways to enhance the quality, utility, and clarity of the information to be collected; and

(4) Ways to minimize the burden of the collection of information on those who are to respond; including through the use of appropriate automated collection techniques or other forms of information technology, e.g., permitting electronic submission of responses.

HUD encourages interested parties to submit comment in response to these questions.

### C. Authority: Section 3507 of the Paperwork Reduction Act of 1995, 44 U.S.C. Chapter 35

Date: July 17, 2014.

**Colette Pollard,**

*Department Reports Management Officer  
Office of the Chief Information Officer.*

[FR Doc. 2014-17460 Filed 7-23-14; 8:45 am]

BILLING CODE 4210-67-P

## DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

[Docket No. FR-5747-C-03]

### Public Housing Assessment System (PHAS) Capital Fund Final Scoring Notice: Reinstitution of Five Points for Occupancy Sub-Indicator; Correction

**AGENCY:** Office of General Counsel, HUD.

**ACTION:** Notice; technical correction.

**SUMMARY:** On July 2, 2014, HUD published a notice that made final an earlier notice published on December 16, 2013, for public comment. The

December 16, 2013, notice was entitled "Public Housing Assessment System (PHAS) Capital Fund Interim Scoring Notice: Reinstitution of Five Points for Occupancy Sub-Indicator and Request for Comment." These notices pertain to the scoring of PHAs by HUD and have the effect of reinstating, temporarily, the automatic award of 5 points for the occupancy sub-indicator of the Capital Fund Program Indicator to all PHAs that passed a basic threshold scoring level for the Public Housing Assessment System (PHAS) Capital Fund Program Indicator. However, in the July 2, 2014, notice HUD inadvertently failed to revise the title of the notice by replacing "interim" with "final" and by removing the phrase "and Request for Comment." Since the July 2, 2014, notice is final and does not request public comments, the title may be misleading to the public. HUD, therefore, is publishing today's notice to correct its July 2, 2014, notice.

### SUPPLEMENTARY INFORMATION:

#### I. Background

On December 16, 2013, (78 FR 76160), HUD published a notice proposing for public comment its intent to reinstitute, temporarily, the award of 5 points for the occupancy sub-indicator of the Capital Fund Program Indicator to all PHAs for the PHAS Capital Fund Program Indicator. On July 2, 2014, (79 FR 37766), HUD published a final notice addressing the public comments received and implementing the 5 point award. In the July 2, 2014, notice, HUD should have revised the title to substituting "final" for "interim" and removing the indication that public comments were requested. Public comments were received and considered after publication of the December 16, 2013, notice on the same subject, and are not solicited in the July 2, 2014, notice.

#### II. Correction

This notice advises that the title of the July 2, 2014, notice is corrected to read: "Public Housing Assessment System (PHAS) Capital Fund Final Scoring Notice: Reinstitution of Five Points for Occupancy Sub-Indicator."

Date: July 21, 2014.

**Aaron Santa Anna,**

*Assistant General Counsel for Regulations.*

[FR Doc. 2014-17463 Filed 7-23-14; 8:45 am]

BILLING CODE 4210-67-P

## DEPARTMENT OF THE INTERIOR

### Office of the Secretary

[DR-5B711-IA000814]

### Sovereignty in Indian Education Grant Program

**AGENCY:** Bureau of Indian Education, Interior.

**ACTION:** Notice of availability and request for proposals.

**SUMMARY:** The Bureau of Indian Education announces the availability of competitive grants to tribes and their tribal education agencies to promote tribal control and operation of bureau-funded schools on their reservations. This notice invites tribes with three or more Bureau of Indian Education-funded schools to submit grant proposals.

**DATES:** Grant proposals must be received by September 12, 2014, at 4:00 p.m. Eastern Time. Questions related to the grant process must be received by August 20, 2014. Questions received after August 20, 2014, and before September 12, 2014, may not be considered.

**ADDRESSES:** Complete details on requirements for proposals and the evaluation and selection process can be found on the BIE Web site at this address: [www.bie.edu](http://www.bie.edu). Submit grant applications to: Bureau of Indian Education, Attn: Wendy Greyeyes, 1849 C Street NW., MS-4655-MIB, Washington, DC 20240. Email submissions will be accepted at this address: [wendy.greyeyes@bie.edu](mailto:wendy.greyeyes@bie.edu). Limit email submissions to attachments compatible with Microsoft Office Word 2007 or later and files with a .pdf file extension. Emailed submissions may not exceed 3MB total in size. Fax submissions are not acceptable.

**FOR FURTHER INFORMATION CONTACT:** Ms. Wendy Greyeyes, Bureau of Indian Education, Office of the Director, (202) 208-5810; [wendy.greyeyes@bie.edu](mailto:wendy.greyeyes@bie.edu).

**SUPPLEMENTARY INFORMATION:** In 2013, the Secretary of the Interior and the Secretary of Education convened an American Indian Education Study Group to diagnose the systemic challenges facing the Bureau of Indian Education (BIE) and to propose a comprehensive plan for reform to ensure that all students attending BIE-funded schools receive a world-class education.

The Study Group drafted a framework for reform based on several listening sessions last fall with tribal leaders, Indian educators and others throughout Indian Country on how to facilitate

tribal sovereignty in American Indian education and how to improve educational outcomes for students at BIE-funded schools. Overall, the Study Group met with nearly 400 individuals and received nearly 200 comments that helped it prepare the draft framework for educational reform that became the subject of four tribal consultation sessions held in April and May of 2014. The Study Group incorporated feedback it received from tribal leaders and other BIE stakeholders into the final *Blueprint for Reform*, released on June 13, 2014.

Acting on the recommendations in the *Blueprint*, BIE will award competitive grants to tribes and their tribal education agencies to promote tribal control and operation of BIE-funded schools on their Indian reservations. The purpose of the grants is to support the tribe's capacity to manage and operate tribally controlled schools as defined in the Tribally Controlled Schools Act of 1988 (Pub. L. 100-297). These funds will (a) support development of a school-reform plan to improve educational outcomes for students and (b) improve efficiencies and effectiveness in the operation of BIE-funded schools within a reservation.

Grant awards will range from \$100,000 to \$200,000 per fiscal year depending on the number of schools involved, number of students, complexity of creating new tribally managed school system and the tribe's technical approach. The grants will provide funds for the tribe to:

- Develop an implementation plan that will reform a tribe's current organizational structure towards an expert and independent tribal education agency that will support schools and students; and
- Cover the execution of the implementation plan with identified staffing, projected timelines, proposed budgets, and activities.

BIE is seeking proposals from tribes that support efforts to take control and operate BIE-funded schools located on the tribe's reservation. Each proposal must include a project narrative, a budget narrative, a work plan outline, and a Project Director to manage the execution of the grant. The Project Directors will participate in monthly collaboration meetings, submit quarterly budget updates, ensure an annual report is submitted at the end of each project year, and ultimately ensure that the tribal education agency fulfills the obligations of the grant. Complete details on requirements for proposals and the evaluation and selection process can be found on the BIE Web site at the

address in the **ADDRESSES** section of this notice.

The grant proposal is due *September 12, 2014, at 4:00 p.m. Eastern Time*. The proposal should be packaged for delivery to permit timely arrival. The proposal package should be sent or hand delivered to the address in the **ADDRESSES** section of this notice.

Fax applications will NOT be accepted. Email submissions will be accepted at the address in the **ADDRESSES** section of this notice. Email submissions are limited to attachments compatible with Microsoft Office Word 2007 or later or files with a .pdf file extension. Emailed submissions must not exceed 3MB total in size.

Proposals submitted by Federal Express or Express Mail should be sent two or more days before the closing date. The proposal package should be sent to the address shown in the **ADDRESSES** section of this notice. The tribe is solely responsible for ensuring that its proposal arrives in a timely manner.

Dated: July 16, 2014.

**Kevin K. Washburn**,  
Assistant Secretary, Indian Affairs.

[FR Doc. 2014-17397 Filed 7-23-14; 8:45 am]

**BILLING CODE 4310-4N-P**

## DEPARTMENT OF THE INTERIOR

### Fish and Wildlife Service

[FWS-R8-ES-2014-N151; FXES11120000-145-FF08ECAR00]

#### **Endangered and Threatened Wildlife and Plants; NewMark Merrill Companies Incidental Take Permit Application and Proposed Low-Effect Habitat Conservation Plan and Associated Documents; San Bernardino County, CA**

**AGENCY:** Fish and Wildlife Service, Interior.

**ACTION:** Notice of availability; request for comments.

**SUMMARY:** We, the U.S. Fish and Wildlife Service (Service), have received an application from NewMark Merrill Companies (applicant) for a 5-year incidental take permit (permit). The application includes the applicant's proposed habitat conservation plan (HCP), as required by the Endangered Species Act of 1973, as amended (Act). If approved, the permit would authorize incidental take of the endangered Delhi Sands flower-loving fly in the course of routine construction activities associated with the construction of a commercial retail development bounded by West San Bernardino Avenue,

Riverside Avenue, and Willow Avenue in the City of Rialto, California. We invite public comment on the permit application and proposed HCP, and on our preliminary determination that the HCP qualifies as "low-effect" for a categorical exclusion under the National Environmental Policy Act. To make this determination, we used our environmental action statement and low-effect screening form, which are also available for review.

**DATES:** To ensure consideration, please send your written comments by August 25, 2014.

**ADDRESSES:** *Obtaining Documents:* You may request a copy of the incidental take permit application, proposed HCP, and associated documents by email, telephone, fax, or U.S. mail (see below). These documents are also available for public inspection by appointment during normal business hours at the office below. Please send your requests or comments by any one of the following methods, and specify "Walmart Commercial Retail HCP" in your request or comment.

*Submitting Comments:* You may submit comments or requests for more information by any of the following methods:

*Email:* ken\_corey@fws.gov. Include "Walmart Commercial Retail HCP" in the subject line of your message.

*Telephone:* Kennon A. Corey, Palm Springs Fish and Wildlife Office, 760-322-2070.

*Fax:* Kennon A. Corey, Palm Springs Fish and Wildlife Office, 760-322-4648, Attn.: Walmart Commercial Retail HCP.

*U.S. Mail:* Kennon A. Corey, Palm Springs Fish and Wildlife Office, Attn.: Walmart Commercial Retail HCP, U.S. Fish and Wildlife Service, 777 East Tahquitz Canyon Way, Suite 208, Palm Springs, CA 92262.

*In-Person Viewing or Pickup of Documents, or Delivery of Comments:* Call 760-322-2070 to make an appointment during regular business hours at the above address.

**FOR FURTHER INFORMATION CONTACT:** Kennon A. Corey, Assistant Field Supervisor, Palm Springs Fish and Wildlife Office; telephone 760-332-2070. If you use a telecommunications device for the deaf (TDD), please call the Federal Information Relay Service (FIRS) at 800-877-8339.

#### **SUPPLEMENTARY INFORMATION:**

##### **Introduction**

The applicant, NewMark Merrill Companies, requests an incidental take permit under section 10(a)(1)(B) of the Act. If we approve the permit, the applicant anticipates taking Delhi Sands