

Edmo, Jack

From: Hoskins, Merle
Sent: Tuesday, January 15, 2013 9:59 AM
To: Edmo, Jack
Cc: Fox, Everall; Renville, Tammy
Subject: Flandreau Indian School, ~~21st Century Grant Part 2~~
Attachments: 21st Century Grant Flandreau Indian School Submitted Copy Part 2 Jan 15 2013.pdf

Mr. Edmo:
Part 2, as mentioned in first email.

Merle Hoskins
Flandreau Indian School

FEI-838-930 read

Edmo, Jack

From: Hoskins, Merle
Sent: Tuesday, January 15, 2013 9:57 AM
To: Edmo, Jack
Cc: Fox, Everall; Renville, Tammy
Subject: Flandreau Indian School 21st Grant Application Digital Copy Part 1
Attachments: 21st Century Grant Flandreau Indian School Submitted Copy Part 1 Jan 15 2013.pdf

Mr. Edmo:

Three hard copies of our 21st century grant are headed your way, FEDEX shipped today. This is the first half of our grant. The second half will be in another email, due to size.

Merle Hoskins
Flandreau Indian School

TAB

A

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s) _____ * Other (Specify) _____
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* 3. Date Received _____	4. Applicant Identifier _____
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5a. Federal Entity Identifier _____	* 5b. Federal Award Identifier _____
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State Use Only:

6. Date Received by State _____	7. State Application Identifier _____
------------------------------------	--

B. APPLICANT INFORMATION:

* a. Legal Name: Flandreau Indian School	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 84-1024566	* c. Organizational DUNS: 072920614

d. Address:

* Street 1	1132 North Crescent St
* Street 2	_____
* City	Flandreau
* County	Moody
* State	SD
* Province	_____
* Country	USA UNITED STATES
* Zip / Postal Code	57028

e. Organizational Unit:

Department Name Bureau of Indian Education	Division Name Flandreau Indian School
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix Mr.	* First Name Merle
Middle Name _____	
* Last Name Hoskins	
Suffix _____	
Title Student Services Director	
Organizational Affiliation _____	
* Telephone Number 605-997-3773 x	Fax Number 605-997-5202
* Email merle.hoskins@bie.edu	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1 - Select Applicant Type:

Type of Applicant 2 - Select Applicant Type

Type of Applicant 3 - Select Applicant Type

* Other (specify)

* 10 Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

CFDA Title

* 12. Funding Opportunity Number:

* Title

13. Competition Identification Number:

Title

14. Areas Affected by Project (Cities, Counties, States, etc.):

* 15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424		Version 02
16. Congressional Districts Of:		
* a Applicant	<input type="text" value="5001"/>	* b Program/Project
		<input type="text" value="3001"/>
Attach an additional list of Program/Project Congressional Districts if needed		
<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>		
17. Proposed Project:		
* a Start Date:	<input type="text"/>	* b End Date:
		<input type="text"/>
18. Estimated Funding (\$):		
* a Federal	<input type="text"/>	\$
* b Applicant	<input type="text"/>	
* c State	<input type="text"/>	
* d Local	<input type="text"/>	
* e Other	<input type="text"/>	
* f Program Income	<input type="text"/>	
* g TOTAL	<input type="text"/>	\$
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?		
<input type="checkbox"/> a This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/>		
<input type="checkbox"/> b Program is subject to E.O. 12372 but has not been selected by the State for review		
<input type="checkbox"/> c Program is not covered by E.O. 12372		
* 20. Is the Applicant Delinquent On Any Federal Debt? (if "Yes", provide explanation.)		
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="text" value="Explanation"/>		
21. *By signing this application, I certify (1) to the statements contained in the list of certifications- and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances ** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 28, Section 1001)		
<input type="checkbox"/> ** I AGREE		
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions		
Authorized Representative:		
Prefix	<input type="text" value="Mr."/>	* First Name
		<input type="text" value="Everett"/>
Middle Name	<input type="text"/>	
* Last Name	<input type="text" value="Fox"/>	
Suffix	<input type="text"/>	
* Title	<input type="text" value="Chief, School Administration"/>	
* Telephone Number	<input type="text" value="605-997-3773"/>	Fax Number
		<input type="text" value="(605) 997-2601"/>
* Email	<input type="text" value="everett.fox@bde.edu"/>	
* Signature of Authorized Representative		* Date Signed
		<input type="text" value="1-15-13"/>

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

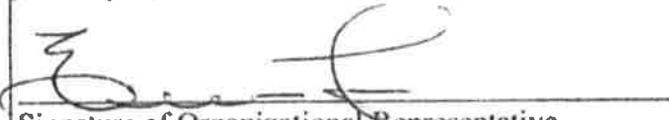
The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4 000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

[Empty text input area for Applicant Federal Debt Delinquency Explanation]

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B

**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

FLANDREAU INDIAN SCHOOL	
Organization	
TAMMY RENVILLE	605-997-3773 X2177
Name of Contact Person	Telephone
<u>Tammy.renville@bic.edu</u>	605-99-2601
E-mail Address	Fax Number
	1/14/13
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p><i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></p>	
	Jan 14, 13
Signature of Organizational Representative	Date
EVERALL FOX, CHIEF SCHOOL ADMINISTRATOR	
<u>CSA</u>	
Title	

\$ 402,900.27
Total Funding Requested Per Year
\$ 1,208,700.08
Total Funding Requested for Three Years

BIE Use Only Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

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Program Summary and Abstract

This funding request covers two components: After school activities and summer school.

After School Activities: Flandreau Indian School is an Off Reservation Boarding School. As such, the time we have available to provide services covers a longer period than the typical day school. Flandreau Indian School will be partnering with several outside entities to ensure the quality of our program is one of high quality and resolute. The following is a list of these supporting partnerships; Boys and Girls Club of Moody County, Indian Health Services, Moody County Police Department, Sheriff's Office of Moody County, Office of Victims of Crime (OVC) and the FSST Wellness Center in Flandreau, SD.

Partnerships with the various programs mentioned above give us a unique opportunity to support our school's day programs, but they are not intended to supplant any services provided during the school day. The after school activities are scheduled during the evening hours, after the students have completed their sports practices, had their dinner meal and are available for educational activities. The activities will include tutoring, College awareness programs, art and cultural exchanges, employment counseling, mentoring, supervised recreation and athletic programs.

Because we are a boarding school, and we are in-fact their parents nine months of the year, we want to develop programs that strengthen the bonds between staff and students. To achieve that goal, we intend to have a family night every month, with structured activities for the staff and students to share and develop bonds that will make the school experience worthy of memories.

Summer School: As a boarding school located in the heart of one of the nation's most economical depressed regions, our school faces challenges different than most other schools. One of those challenges is our students come from home environments that many cannot imagine. We have students that do not want to go home for the holidays or the summer. It is heart wrenching to have to send students home, realizing how much they do not want to go.

One solution is for Flandreau Indian School to operate a summer school.

As a boarding school, the cost associated with maintaining a personnel structure necessary to maintain a safe and secure school environment far exceeds the costs associated with operating a summer school from a day school environment.

We offered a summer school in 2012, and it was a great success. We were fortunate to have some carry-over funds from last school year. However, this year, we are in financial shortfalls and will not have the funds, internally, to offer this vital service.

We intend to use the same structure and programs we utilized last summer. They are:

- Core classes (English, Reading, Math, and Science) 4 Hours each day
- Work study 4 hours each day
- College visits (Haskell Indian University, for example)
- Educational field trips
- Culture field trips (Crazy Horse Monument)
- Different ethnic exposure trips
- Recreation field trips
- Powwows

Last summer students, as a group had the greatest improvements on NWEA testing, comparing fall 2012 to spring 2012. Individually, the students with the greatest improvements in all three categories were summer school students. The summer school staff were understandable proud of those students accomplishment.

In conclusion, we are applying for a grant to operate an after school program, utilizing partnerships with various local organizations to extend the funds available.

In addition, we are seeking to operate a summer school to improve the student's academic progress, as well as provide a safe and secure environment during the summer months.

We ask that consideration be given to the different between operating a summer school program from an off reservation boarding school and a day school program. When comparing the services provided by the off reservation boarding school, the higher cost associated will be funds well spent.

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E

Competitive Points (15 points)

Flandreau Indian School will be partnering with several outside entities to ensure the quality of our program is one of high quality and resolute. The following is a list of these supporting partnerships; Boys and Girls Club of Moody County, Indian Health Services, Moody County Police Department, Sheriff's Office of Moody County, Office of Victims of Crime (OVC) and the FSST Wellness Center in Flandreau, SD.

There are many aspects of our student's lives working against us, whether it is the 30% poverty rate, 30% graduation rate, suicide rates that are twice as high as any other nationality or the 50% chance of having some form of diabetes. According to the Pediatrics & Adolescent Medicine article (June 1999, Vol. 153, No. 6) "several factors significantly reduced the odds of attempting suicide. Both male and female adolescents who reported that they discussed problems with friends or family members, were in good emotional health or had a sense of connectedness with family were much less likely to ponder suicide."

We are very aware it is important to service the 'whole child' in order to bring about academic success. We are very privileged to have the ability to partner with some amazing programs and coupled with the fact that we are advantaged enough to have our student body housed right here on campus, it gives us the perfect opportunity to make some huge gains.

Flandreau Indian School (FIS) staff is indeed the surrogate parents for our children during their duration here on campus and we must find ways to pull them in and be the positive role-models and caring adults that they need in their lives to be successful. "Replicating the extended family structure within the school culture enhances a Native American student's sense of belonging and fortifies Native American student's academic persistence." (Pavel and Pilla (1993)

The Boys and Girls Club of Moody County (BGCMC)

We are partnering with the Boys and Girls Club of Moody County (BGCMC) to support us in our endeavor. During the school year, the BGCMC will provide ten staff members to work with our students in the students centers, Monday through Friday from 5:00 p.m. to 7:00 p.m. Each staff member that the BGCMC provides will have a minimum of 60 credit hours towards their degree in education. The BGCMC staff will provide tutoring, small-skill flex groups (1:2 ratios), relationship building, leadership opportunities and mentoring. Within the BGCMC programming, the BGCMC is able to offer our students the opportunity to participate in work study (for our summer school students), Peer Legislative Day (trip to Pierre with programming leading up to the event), Youth of the Year, SMART MOVES (Decision Making/HealthyLifestyle Choices Program for Teens), Rock the Vote (How/Why/When/Where Voting Program for Teens), Teen Survivor, dances, automotive skills, life skills, community projects and the Diplomas 2 Degrees program.

In return, the FIS 21st Century staff will provide the professional development to the BGCMC staff on the NWEA and STAR assessments and how to read them, interpret them and utilize them to teach specific skills that each student needs to maximize their academic learning. FIS will also provide incentives for student achievement, supplies needed for all activities and transportation for all of the outings that FIS 21st Century staff plan or to transport students to or from work-study sites. The FIS students will also be putting on presentations for the BGCMC students on various cultural topics such as, drumming, art, dance, games and traditional cooking. The FIS students will also become mentors for the BGCMC students by becoming their reading buddies, pen-pals, assist in the utilization of FIS ropes course, games/sports and activities put on by the BGCMC.

Contractor
or partner?

Moody County Sherriff's department and the Flandreau City Police

We are also partnering with Mr. Troy Wellman, Moody County Sherriff's department and the Flandreau City Police to provide awareness during our Family Nights, to our student body on making positive and more informed choices in areas such as, drunk-driving, alcohol or drug abuse, domestic violence, suicide prevention, gang activity and career choices in law enforcement. Mr. Wellman is also offering the opportunity for our summer school students to be part of a 'ride along,' to form a positive relationship between our students and law enforcement.

FSST Wellness Center

Another partnership is with the FSST Wellness Center. The FSST Wellness Center has agreed to do a diabetic screening for all of our staff and students in January. This will segue way into a series of monthly presentations to the students on various topics related to diabetes prevention, such as risk factors and symptoms, healthy cooking and eating choices, obesity and physical fitness. FIS students will be transported to the Wellness Center throughout the week to utilize the equipment and work with the Wellness Center's fitness trainers. The progress of the students will be logged as their overall health and wellness is improving. We are also proposing a plan to have healthy competitions within the school for both staff (campus wide) and students. Teams of four will be registered and will be logged by physical fitness indicators.

The Wellness Center will also provide a complete fitness evaluation on our summer school students and track them throughout the year for continual support and guidance throughout the school-year. The Wellness Center will also provide an opportunity for three of our summer school students to work at the Wellness Center throughout the duration of summer school. Our FIS students will be assisting in planning and promoting a community Triathlon, summer youth fitness program for community students that attend the Wellness Center and a possible boot camp, utilizing our FIS campus.

Office of Victims of Crime (OVC)

Another partnership is with the Office of Victims of Crime (OVC). The OVC grant was awarded to us on the justification that 100% of our students have been directly or indirectly affected by an act of violence in some way, shape or form throughout their young lives. The OVC grant funds one Clinical Psychologist and one social worker that work with the students on a myriad of topics throughout the school year and will continue services for our summer school students as well. The OVC staff provides group therapy on drug and alcohol, anger management, healthy relationships and goal setting. The OVC staff also provides services dealing with more specific issues on an individual basis. The OVC grant also provides funding for our Women's Society and Warrior's Society groups, here on campus.

Women's Society – The Women's society is also funded by the OVC grant and has been a wonderful addition to our school culture. The mission of the Women's Society is to bring together young Native American females, regardless of which tribe they are from and teach them the roles and responsibilities for their cultural heritage. This blending of cultures allows the students to learn, share and grow with and from each other in a non-threatening and positive manner. The students are taught the values given to our people by the White Buffalo Calf Woman, which include; courage, perseverance, fortitude, generosity, compassion, self-respect, humility and modesty. The students are also taught the fundamentals of positive relationship building, pride and respect for themselves and others. The

students meet twice a week to partake in various speakers, such as Sherman Alexie and Russell Means, presentations, sweat lodge and ceremonies with a meal shared together afterwards. The students recently put on a presentation at the Dakota 38 Rider's conference. The ladies were able to speak about their lives and what the women's society has done for them. Ms. Josette Peltier, Women's Society mentor, has been a strong and positive role model for these students and continues to find opportunities to help the girls grow in every aspect of their life.

Summer school will include a Native American cultural immersion camp component with the students having the opportunity to spend time in tipis, learn from elders and guest speakers. Plans are being developed to incorporate equine therapy as a treatment option.

Warrior Society – The Flandreau Indian School (FIS) Warrior Society was designed and implemented as an interactive/participatory individual and group counseling program to assist male students in their transition to a boarding school setting. This culturally relevant program utilizes the medicine wheel approach to create a family environment that supports the student's native heritage, assesses social interaction and behavior, promotes a positive self-image and builds upon the traditional warrior values of bravery, generosity, fortitude and wisdom. The emphasis is on empowering victims and survivors of crime, prevention, behavior modification, inclusion goal setting and transitional supportive services and becoming mentors for others.

FIS Family Night:

As mentioned earlier, the family unit is extremely important to the continued success of our Native children in every aspect of their lives and through the structure and support of the 21st Century Grant, we would like to create a Flandreau Indian School Family Night. One night a month from 5:00 to 8:00, we will have a structured evening that provides the opportunity for us to come together as one nation, FIS staff, students and community members to share a meal, attend student and staff led activities and learn from presentations by community members on various topics that address the very issues that hinder our students' academic, social, emotional and physical growth. We are asking that each FIS staff member be the 'surrogate parent' for several FIS students on these Family Nights to attend or lead sessions/presentation, participate in the different activities and share a meal with.

Each month would be thematic based, such as Christmas across the World, where everyone can learn about the origination and significance of Christmas and how it is celebrated within each culture. This will give our children an insight into how other cultures celebrate with foods, games and other cultural activities. We could also do fun and fitness night, have a variety of physical activities and have teams compete against each other. Shakespeare Night, where everyone can dress up as their favorite Shakespeare character and have medieval foods for the meal that evening and the students performing a Shakespearean play. Finding activities to accompany National Pi Day, which could be the theme for the March Family Night, will be fun to try to tackle.

Need for project (18 points)

Flandreau Indian School is asking for the financial support to offer a structured program that will allow us to address the educational needs of the students as well as providing a safe and healthy school environment. While analyzing the alarming statistics that plague our Native American youth, we have to look at our academic programs and truly evaluate the education that we are providing our students and ask ourselves how we can strive to become better. The following is just a few of those alarming statistics.

- Twenty-three percent of Native Americans older than 25 years of age do not have a high school diploma as opposed to the overall population at fourteen percent, according to the 2010 Census.
- Native Americans have a poverty rate of 28.4%, with our Non-Native counterparts at 15.3%, as identified by the 2010 Census Poverty Data (U.S. Census Bureau, 2010).
- The majority of our students come from North Dakota, with a Native American graduation rate of only 38% and South Dakota, which has a Native American graduation rate of 30.4%.
- On top of that, Native American students have a dropout rate twice the national average; the highest dropout rate of any United States ethnic or racial group.

The economic future for our youth at our school is bleak without an education that is designed to equip them with the skills and knowledge necessary to compete in a technological and service society. Building students' literacy, math, science and social skills is necessary to enhance their educational success in the future. If we are unable to intervene now and give our students the tools necessary to be successful in the future, we will have failed our students and generations to come. The Flandreau Indian School is striving to do just that.

The Flandreau Indian School (FIS), located in eastern South Dakota, is the oldest continuously operating off-reservation boarding schools in the United States. It serves around 200 students, in grades 9-12th. Our students come to us from forty to forty-five different tribes and almost as many linguistic environments.

Serving Native American adolescents in grades nine through twelve, we offer a traditional secondary curriculum with additional options and programs to give students who are out of sequence the opportunity to catch up.

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served, If Appropriate	Grade Levels to be Served
Flandreau Indian School	Level 3 School Improvement	80% to 90% <i>Could possibly be more, but our forms are not returned for every student.</i>	160 students or about 80% of our population	25 adults	9 th – 12 th grade

1B. Describe how your program will identify, target and recruit the sub-population of students and/or families that are MOST in need of these services and the extent to which the proposed project is appropriate to, and will successfully address the needs of the target population. Describe the measurements that you will be using to determine high need.

Our program will identify student's with the greatest need, utilizing several criteria, but focusing on the following; 1) Students identified as homeless, which we currently have 14 that fall within this category. 2) Students that fall within the Tier 3 range, in math, reading and science, according to our NWEA and STAR data. 3) Students that self-identify as in need of a safe and secure living environment.

The Flandreau Indian School uses a three-pronged student assessment component. These assessments include the South Dakota State Assessment, the NWEA (Northern Evaluation Association) assessment and the STAR reading/math assessment. The NWEA data will provide a framework for us to follow and the DeCartes system, partnered with the STAR assessment, allows us the ability to address specific needs of each student in a way that will permit for maximum academic growth.

1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population. Applicants are advised that a needs inventory may be helpful in determining the needs of the target population and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs. (For example, how the program would fit into a school wide Three Tier Model Implementation, what supplemental activities the after school program would address.)

During the summer, we will use a portion of the funds to sustain the academic success that we experienced last summer, but on a larger scale and with a more focused curriculum. Last summer, without the 21st Century funding, we were able to pilot a summer school program that consisted of all hands-on, problem-based learning in math, science and reading, which we supported with field trips to the Science Discovery Center at the Washington Pavilion in Sioux Falls, SD. We also spent weekends at different location each weekend, grilling out, playing Frisbee golf, swimming and just relaxing with the students. The literature component had the students reading high interest books that focused on a different culture every week and the end of the week; we'd take our students to a restaurant that offered food relating to that culture. For many of these students, it was the first that they had ever tried that particular type of food or have been to that kind of restaurant. We not only focused on expanding their culinary palates with other cultural foods, we strived to bring that sense of "family dining" experience to them as well. This summer, we'd like to focus more on having the students cook foods from the various cultures as well.

Our culminating trip included taking in the Haskell Indian Nations University, where the students were given a tour of their beautiful campus and sat in on presentations given by the faculty on the benefits of attending a smaller university. The importance of this component is that for the first time, these students were given the opportunity to see that college is attainable for them and there are people and programs to support them along the way.

The end result, we had the majority of our students show significant growth in math, reading and science, with two of our students showing the most growth, school-wide, on our NWEA testing in the fall. If we can do this much without the 21st Century funding, imagine the possibilities for our students with the additional funding and support.

Improvement of student literacy skills has an impact on overall student achievement. Didier (1984) states that "skills instruction and general library media programs can make a positive

contribution to the development of reading skills, overall academic achievement, library skills, vocabulary and word study skills, verbal expression, problem-solving ability, and breadth and quality of general reading" (pg. 1).

The Flandreau Indian School is in a unique position, being that the students live here on campus and we plan on using that to our advantage. The 21st Century program will be set up to align to and dovetail with our academic focus in the regular school day, but with an emphasis on specific skills being mastered and more of a hands-on, problem-based learning curriculum.

Throughout the school year, a portion of the funding will be allocated to increase literature within the school library; purchase programs that will supplement content being taught in the classroom and provide family night activities on a monthly basis to build a sense of community. In the dorms, education centers will be created in both the male and female dormitories. The education centers will be set up with a rotating schedule that provides problem-based learning activities in all 3 content areas, tutoring center, and education-based games, field trips that support the curriculum, communication center and Jeopardy bowl competitions. We are partnering with the Boy's and Girl's Club of Moody County, who will provide staff that have a minimum of 60 credit hours completed in an educational program to work with our students in the study centers.

1E. Provide information on how your goals of supporting academic achievement for youth are directly related to the most recent data provided through the state assessments or other available data

The following chart is where our students are in each area school-wide, using our NWEA data. The different in total numbers being tested in each area is due to the fact that we tested reading first on everyone and some of our students had already left by the time we were able to test math and science.

The range of the Tier 1 level is for student at one grade level below their grade up to the highest score. For example: a freshman student should be on the 9th grade level but may be reading on an 8th grade level. This particular student is reflective in both the On or above grade level number (80) AND the Tier 1 grade level (96). They are included in the Tier 1 level, being that they need minimal support to get them up to grade level. Tier 2 consist of students that are 2 and 3 grade levels below and tier 3 consists of 4 and everything below.

Total # tested in each area	Reading		Math		Science	
	243		232		234	
On or above Grade Level	80	33%	57	25%	59	25%
Tier 1 (GL to High)	96	40%	66	29%	79	34%
Tier 2 (2 GL below)	55	23%	42	18%	47	20%
Tier 3 (4 or More GL below)	92	38%	124	53%	108	46%

Our proposed plan is to provide the supplemental services that will target and remedy the skills lacking for each student as to move students up tier by tier, until they are proficient. The instruction will be teaching the explicit skill that the student is currently lacking and move them on to the next skill that is hindering their academic success.

The next chart, taken from our fall of 2012 NWEA data is broken down to show the greatest needs for our students in each sub-category within each content area. The information on the chart reflects our targeted tier 3 students and how they rate within each sub category.

The first line, Comprehend Text, shows that out of a total of 68 students, 36 or 53% of them are in tier 3. The DeCartes will allow staff to go in and see exactly which skills need to be addressed for each student in order to move them up to the next tier.

Reading	Freshmen		Sophomore		Junior		Senior	
Total number of students tested	68		57		58		57	
Comprehend Text	36	53%	22	39%	25	43%	16	28%
Informational Text	35	51%	23	40%	23	40%	16	28%
Literary Text	28	41%	23	40%	23	40%	16	28%
Recognize & Analyze Words	29	43%	23	40%	24	41%	16	28%

The after-school reading program will consist of small skill flex-groups that address the specific needs of each student. High interest literature, strategies and literacy activities will be provided to build students up in vocabulary, comprehension and fluency. The literature will have a huge focus on informational text and we will rely on the STAR assessment to continually guide instruction on a weekly basis; whereas the NWEA assessment provides us with an overarching guide.

The following chart shows the sub-groups for the NWEA Math and Science assessments. Again, what you are looking at is the information for just our targeted Tier 3 students.

Math	Freshmen		Sophomore		Junior		Senior	
Total number of students tested	66		57		54		55	
Algebra	43	65%	36	63%	28	51%	20	36%
Geometry	44	67%	37	65%	28	51%	20	36%
Measurement	44	67%	36	63%	28	51%	21	38%
Number Sense	42	64%	37	65%	28	51%	20	36%
Statistics & Probability	43	65%	37	65%	29	53%	20	36%

Science	Freshmen		Sophomore		Junior		Senior	
Total number of students tested	66		57		54		57	
Earth & Space	42	64%	21	37%	24	44%	22	39%
Life Science	43	65%	21	37%	24	44%	22	39%
Physical Science	44	67%	21	37%	23	43%	22	39%

The after-school math and science program will consist of all hands-on and problem based learning activities, utilizing the AIMS (Activities in Math and Science) curriculum. The AIMS program is a nonprofit foundation that focuses on hands-on experiences to address major topics in grades K-9 math and science content areas. The staff will receive training, through the AIMS foundation, on how to facilitate student engagement and ignite a love of math and science. "The most effective teaching techniques for increasing intelligence unite both mind and body" (Wilson, 1999). Although we are a high school, the majority of our students are lacking skills that should have been taught and solidified in the elementary or middle school grades.

"When students connect the new to the known, they fit new learning into their personal world (Caine & Caine, 1994). If we are only giving students worksheets or problems out of a textbook, without the hands-on experience, that information will never be retrieved as easily as if they were able to actually have that experience manipulating the content. In order to ensure that our students are learning in a fun and engaging manner and are prepared for any test or life itself, they need to have a solid base from which to draw from and our problem-based learning system will provide that.

1F. Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration, such as dropout prevention etc.

Many of our students come from an economical challenging environment. We estimate that around 80-90% of our students qualify for the USDA-Free and Reduced Meal Reimbursement program, which could possibly be more but many of the forms do not come back to us. The majority of students who come to us are extremely high risk, with social, legal and emotional histories that interfere with learning.

The Office of Victims of Crime (OVC) program assessed the students that attended FIS last year to qualify for services through the program. To qualify for services through the OVC program the student must have been affected by some form of victimization, directly or indirectly. The results of the assessment indicated 100% of FIS students qualified for services. Through the assistance of the OVC grant, we are able to provide counseling services to our students throughout the school year and have extended it to our summer school program.

As reported by the American Indian Education article, "American Indian and Alaska Native students have a dropout rate twice the national average; the highest dropout rate of any United States ethnic or racial group. About three out of every ten Native students drop out of school before graduating from high school both on reservations and in cities. Academically capable Native students often drop out of school because their needs are not being met while others are pushed out because they protest in a variety of ways how they are treated in school."

There are usually two main reasons why students act out in the classrooms or in school in general and they are; 1) The work asked of them is too challenging and they would rather shift the focus to their negative behavior rather than have you know that they are not capable of the work or 2) The work is not challenging enough and the student is bored. Every student wants to learn and be challenged. When students are met at their level of academic readiness and they achieve success, their negative behaviors will decrease and will be replaced by positive ones. This also has to be supported by a nurturing and supportive school culture.

According to the Archives of Pediatrics & Adolescent Medicine, of all ethnic groups in the United States, American Indians and Alaska Natives have the highest suicide rates in the nation. The suicide rate for American Indian and Alaska Native youth is more than twice the national rate for all youth, making suicide the second leading cause of death for American Indian and Alaska Native Youth." Now is the time to pool all of our resources and create a positive and supportive foundation from which our students can experience success and move forward to bigger and better things as opposed to the continued path of negativity and broken spirits.

2. Quality of Project Design (51 points)

2A. Describe goals, performance measure and activities that address the needs of the identified and targeted population. The goals, objectives, and outcomes to be achieved by the proposed project should be SMART: specific, measureable, attainable, realistic and timely. SMART goals need to be aligned with Native Star SMART goals.

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>SMART Goal All Flandreau Indian School will students will increase the reading level on their NWEA Spring Assessment by achieving the RIT score identified on the NWEA Academic Projected Growth Model on the individual assessment given to them in the same year.</p> <p>A percentage of students scoring at proficiency or higher in reading will increase from 30% to 40% by the end of 2012-2013 school year, as measured by NWEA MAP assessment administered three times during the school year.</p>	<ol style="list-style-type: none"> Continually Analyze the NWEA, STARS and DACS data to determine the needs of the students. Order high-interest reading material Create literacy activities that will increase students' progress in specific skills, such as vocabulary, making inferences, predictions, main idea etc. Order education-based games that can be used in small group settings. Provide professional development for 21st Century staff and the BGCMC staff on how to read and use our school's assessment data and how to engage students. Boys & Girls Club staff will be in the after-school study centers to assist students with tutoring and small skill groups and book clubs, based on the information gained from assessments. Plan education-based field trips that support and expand the content knowledge of the students. Students' progress will be tracked and shared with them on a weekly basis. Incentives built in to the program for continuous success. 	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<ol style="list-style-type: none"> The NWEA assessment is given 3 times a year for continuous monitoring. <ol style="list-style-type: none"> Sept 28th Jan 19th May 16th STAR assessment is used on a weekly basis for Tier 3 students and every other week for tier 2 students. South Dakota State Assessment (DACs) is given on a yearly basis. April 15th Attendance will be collected at each session, activity etc. and the activity listed that each student participated in. This information will give us insight into who is taking advantage of the opportunities and how can we ensure that we are getting the ones in that need it the post. 	<ol style="list-style-type: none"> NWEA data will be analyzed for growth after each testing window has been closed. STAR data will be used on a weekly basis for summer school and tier 3 students and every week for 2 students. Compilation and analysis of all data to show growth. Sign in sheets or data logs to show growth for each student.

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>SMART Goal All Flandreau Indian School will students will increase the math level on their NWEA Spring Assessment by achieving the RIT score identified on the NWEA Academic Projected Growth Model on the individual assessment given to them in the same year.</p>	<ol style="list-style-type: none"> Continually Analyze the NWEA, STARS and DACS data to determine the needs of the students. Create math centers that provide hands-on, problem-based learning activities that target specific students skills needed to increase overall student growth. Provide education-based games that can be used in small group settings. Provide professional development for 21st Century staff and the BGCMC staff on how to read and use our school's assessment data and how to engage students. Boys & Girls Club staff will be in the after-school study centers to assist students with tutoring and small skill groups, based on the information gained from assessments. Plan education-based field trips that support and expand the content knowledge of the students. Students' progress will be tracked and shared with them on a weekly basis. Incentives built in to the program for continuous success. 	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<ol style="list-style-type: none"> The NWEA assessment is given 3 times a year for continuous monitoring. <ol style="list-style-type: none"> Sept 28th Jan 19th May 16th STAR assessment is used on a weekly basis for Tier 3 students and every other week for tier 2 students. South Dakota State Assessment (DACs) is given on a yearly basis. April 15th Attendance will be collected at each session, activity etc. and the activity listed that each student participated in. This information will give us insight into who is taking advantage of the opportunities and how can we ensure that we are getting the ones in that need it the most. 	<ol style="list-style-type: none"> NWEA data will be analyzed for growth after each testing window has been closed. STAR data will be used on a weekly basis for summer school and tier 3 students and every week for 2 students. Compilation and analysis of all data to show growth. Sign in sheets or data logs to show growth for each student.

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>College & Career Readiness</p> <p>All Flandreau Indian School will students will have and maintain an inventory on career choices, college choices, college prep classes, etc.</p>	<ol style="list-style-type: none"> 1. A portion of the grant will be used to provide someone to be available to the students one night a week to work on college applications, scholarship and essay writing. 2. Create individual student portfolios that have all of the documentation needed on them, such as transcripts, intent after high-school, inventory of college choices, career choices etc. 3. Creating partnerships with colleges/universities to give our students information about each entity through webinars and/or college tours. 4. Looking for colleges to partner with that would provide opportunities for our students to gain college courses, while still attending high school. 5. Setting up presentations by Native Americans that have found success in academics and careers. This could be guest speakers for the FIS Family Nights. 6. Seek out people in various fields, such as auto-mechanic, nursing, wood working etc. to provide evening classes throughout the week to give students insight into other career choices. 	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<p>To be determined through FIS Family nights, application deadlines, scholarship deadlines.</p> <p>Matrix of dates for applications, grants, loans and tests displayed on each floor in the academics and also in the both dorms.</p>	<ol style="list-style-type: none"> 1. Individual student portfolios created that display all of their pertinent information, such as transcript information, inventories, essays, college applications, service learning hours, volunteering etc. 2. Attendance and log kept of students that have utilized the services provided. 3. Follow up on students that have graduated our school and track where they are and what they are doing. 4. Electronic Student Portfolio database that have all demographic information regarding that particular student, including transcripts, assessments, plans for career or college, scholarship information etc.

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>Life Skills</p> <p><i>not measurable</i></p>	<p>1. To provide funding for evening classes in cooking, sewing, shopping, communication, budgeting, washing clothes and cleaning, hygiene etc.</p> <p>2. OVC staff on board to work with students on coping skills, anger-management, positive relationship building, interpersonal skills, decision making, problem solving</p> <p>3. Physical wellness: healthy choices with food, exercise, STD's, teen-pregnancy, abstinence, smoking, drugs, alcohol.</p> <p>4. Cultural and heritage: Men and Women's society to work with students on ceremonies, foods, prayers, sweats, values, etc.</p> <p>5. Building rapport with others, non-verbal communication, personal appearance and job interviewing skills, managing disappointments and honoring commitments, awareness of the world and how they impact others.</p> <p>6. Social Etiquette outings during the summer school session. Students will be afforded opportunities to try various ethnic foods in restaurants chosen by FIS summer school staff that directly relates to cultural relevant reading material.</p>	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p> <p>OVC staff</p>	<p>1. The majority of the information will be shared and worked on with students on a weekly basis.</p> <p>2. Some of the topics will be addressed during the FIS Family Nights.</p>	<p>1. Sign in sheets- logs of which sessions are being attended by who and reflection pieces written by attending students on what they've learned from each session and what topics they would like to have more information on.</p> <p>2. Work-study opportunities set up for students during summer school.</p> <p>3. Mock interviews set up throughout the course of the year.</p> <p>4. Job shadowing set up for students.</p>

2B. Provide a detailed description of all evidenced based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measurable objectives and the needs identified in the Needs Section 1A through 1F.

The evening classes will use hands-on, problem-based learning activities to engage students in the act of learning as opposed to passive learning. Students need to be able to "own" their learning in order for it to make a sustainable difference in their learning. The students need to learn these skills that they are lacking, in order to provide that solid foundation on which the rest of their experiences and learning will be built upon. "Project- and problem-based instruction links new information to previously stored information that enables participants to realize that they already have some knowledge about the new topic and that the activity is relevant to their personal lives."(Westwater& Wolfe, 2000)

"Collecting data is the thread that binds all the other school improvement processes together. Developing a school improvement plan, implementing professional development, and supervising teaching and learning all depend on data to encourage thoughtful decision making." (N.J. Mooney and A. T. Mausbach pg.58) The effective use of data is imperative when you are discussing student achievement and expecting positive results. Teachers have to be knowledgeable about where each student is and what they need to overcome academic obstacles. Students have to become actively involved in their own progress and take ownership of their own learning for continued success.

As mentioned earlier, our students are coming to us with a Boeing 747 worth of cargo attached to them and we, as caring adults and educators, must find ways to help them sort through and make sense of all that cargo in every aspect of their lives. "Those who advocate for educating the whole child echo much of what is promoted by the Partnership for 21st Century Skills. They support the idea that education today must go beyond the three Rs of yesterday to encompass a range of skills that will help students function as productive citizens who are health conscious, appreciative of the arts, and aware of the importance of good manners and social skills." (Scherer, 2007)

2C. describe how your program will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.

A student portfolio will be set up for each student that will display their transcripts, scores and progress on each assessment given. The NWEA data, which is given 3 times a year, will show the over-arching skill level and needs of each student and the STARS assessment will give the week by week data that will be used to drive instruction on a weekly basis.

Fluency and spelling assessments will be included for the summer school session to help focus and better prepare our students for the upcoming school year.

This student portfolio will also show the student's intent for beyond high school, whether it is college, trade school or working and what they've done to pursue their goals.

2D. describe how you will use the NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities.

The counseling department and attendance clerk have NASIS access and capabilities to monitor the behaviors and detect trends that may need counseling support.

2E. Include information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys.

The data will be collected from the NASIS behavioral portal, and counselor portal to assess behavioral rates. Each student will be administered a personal history, which includes who the student lives with, how many siblings, drug and alcohol issues, law enforcement instances, any assigned probation officers or any other problems. The personal history is a self-reporting document; therefore, it gives a student perception of their life.

2F. Describe how your program will expand opportunities and/or increase student motivation in an after school program that may not be addressed in the regular school day.

Our school has made a positive shift, within the last couple of years on making more data driven decisions and with CORE assisting our staff in creating a school culture of candor and high expectations, we are definitely on the right track for academic success. Within the last year, staff and students have taken the NWEA assessments very seriously and this brings about a focus and support for continued academic progress.

how many attended?
The success of our summer-school program last year has been a buzz throughout the school all fall and we can only continue to get better and build on it for this up-coming summer school session. Students from last summer will be brought in to assist in the building of the program with ideas that they feel would make it even stronger. The summer school staff has kept close ties with the summer school students all fall. Several meetings have taken place and we've taken them out to eat and to the movies. We know that in order for any of it to be successful, the students have to know that we truly care about them and only want what's best for them.

The addition of the Boy's and Girl's Club of Moody County staffing our dorms after school will be a huge addition. With the professional development that they will be receiving and the focus that they will have to better serve our students will be phenomenal. The addition of the hands-on, problem based learning will allow our students to gain those elementary level skills that they are lacking in a fun and engaging manner in a positive and supportive environment.

The smaller group setting will also be very beneficial. Our students are used to getting 'lost' in the classroom and prefer to stay under the radar, knowing that they are not at the same level of the rest of the students. The small groups will allow them to learn and shine as they master each skill.

Another component that we have going for us is staff commitment. The summer school staff donated numerous hours in the evening and on the weekends to make it a positive and successful endeavor and was rewarded with the connections, bonds and respect that is shared with the students.

2G. Complete a "Schedule of Operations" for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

Flandreau Indian School | 2013

Appendix VI: Schedule of Operations

Schedule of Operations

School Served: Flandreau Indian School

SUMMER SCHOOL (5-23-2013 to 7-27-2013)

Number of Weeks during the Summer School Session: 9

Activity	Time	Where? By Whom?	Mon	Tues	Wed	Thurs	Friday	Sat	Sun
Reading	8:00-12:00	Shop B FIS staff	X	X	X	X	X		
Math	8:00-12:00	Shop B FIS Staff	X	X	X	X	X		
Science	8:00-12:00	Shop B FIS staff	X	X	X	X	X		
Lunch	12:00-1:00	Tea Room S & Stude	X	X	X	X	X		
Work study	1:00-5:00	Various Locations	X	X	X	X	X		
Social Hour	5:00-6:00	Tea Room S & Stude	X	X	X	X	X		
Personal Time	6:00-7:00	Dorm	X	X	X	X	X		
Group Therapy	7:00-10:00	OVC Dorms	X	X	X	X	X		
Individual Therapy	7:00-10:00	OVC Dorms	X	X	X	X	X		
Social Etiquette	6:00-10:00	Various Locations					X		
Life Skills	8:00-10:00	Dorm	X	X	X	X	X		
Cultural	8:00-9:00	Dorm	X	X	X	X	X	X	X
Picnics - Outings	12:00-9:00	Various Locations						X	X
Pow-Wow	9:00-10:00 pm	Various Locations						X	X
College Tours	9:00-10:00	Various Locations						X	X
Education al Field Trips	8:30-1:00	Various Locations					X		
Physical Fitness	6:00-9:00	Various locations	X	X	X	X	X	X	X

Leaving activities?

*Social Etiquette: this is where we bring students to various restaurants, depending on the ethnic and cultural background the students are reading about in English.

*Life Skills: Each evening, FIS staff will cook with the students, creating a snack that can be enjoyed by all and giving the students the opportunity to share recipes, building math skills (measuring, temperature, and mixture vs. chemical reaction) This could also be a time when students are taught how to sew or wash clothes, for those that do not know how. This is also a time to share quality time, as a family would, talking and sharing information about their day.

Physical Fitness activities include: Staff and students participated in all activities, such as swimming, Frisbee golf, biking, wellness center, open gym, rock-climbing, zumba, weight-lifting, basketball, kickball etc.

2H. Identify the key community partners for your project. Describe the specific roles to be played by each partners.

The Boys and Girls Club of Moody County (BGCMC)

We are partnering with the Boys and Girls Club of Moody County (BGCMC) to support us in our endeavor. During the school year, the BGCMC will provide ten staff members to work with our students in the students centers, Monday through Friday from 3:00 p.m. to 7:00 p.m. Each staff member that the BGCMC provides will have a minimum of 60 credit hours towards their degree in education. The BGCMC staff will provide tutoring, small-skill flex groups (1:2 ratios), relationship building, leadership opportunities and mentoring. Within the BGCMC programming, the BGCMC is able to offer our students the opportunity participate in work study (for our summer school students), Peer Legislative Day (trip to Pierre with programming leading up to the event), Youth of the Year, SMART MOVES (Decision Making/Healthy Lifestyle Choices Program for Teens), Rock the Vote (How/Why/When/Where Voting Program for Teens), Teen Survivor, dances, automotive skills, life skills, community projects and the Diplomas 2 Degrees program.

In return, the FIS 21st Century staff will provide the professional development to the BGCMC staff on our assessments and how to utilize them to teach specific skills that each student needs to maximize their academic learning, incentives for student achievement, supplies needed for all activities and transportation for all of the outings that FIS 21st Century staff plan or to transport students for work-study. The FIS students will also be putting on presentations for the BGCMC students on various cultural topics such as, drumming, art, dance, games and traditional cooking. The FIS students will also become mentors for the BGCMC students by becoming their reading buddies, pen-pals, assist in the utilization of FIS ropes course, games/sports and assist with activities put on by the BGCMC.

Moody County Sherriff's department and the Flandreau City Police

We are also partnering with Mr. Troy Wellman, Moody County Sherriff's department and the Flandreau City Police to provide awareness during our Family Nights, to our student body on making positive and more informed choices in areas such as, drunk-driving, alcohol or drug abuse, domestic violence, suicide prevention, gang activity and career choices in law enforcement. Mr. Wellman is also offering the opportunity for our summer school students to be part of a 'ride along,' to form a positive relationship between our students and law enforcement.

FSST Wellness Center

Another partnership is with the FSST Wellness Center. The FSST Wellness Center has agreed to do a diabetic screening for all of our staff and students in January. This will segue way into a series of monthly presentations to the students on various topics related to diabetes prevention, such as risk factors and symptoms, healthy cooking and eating choices, obesity and physical fitness. FIS students will be transported to the Wellness Center throughout the week to utilize the equipment and work with the Wellness Center's fitness trainers. The progress of the students will be logged as their overall health and wellness is improving. We are also proposing a plan to have healthy competitions within the school for both staff (campus wide) and students. Teams of four will be registered and will be logged by physical fitness indicators.

The Wellness Center will also provide a complete fitness evaluation on our summer school students and track them throughout the year for continual support and guidance throughout the school-year. The Wellness Center will also provide an opportunity for three of our summer school students to work at the Wellness Center throughout the duration of summer school. Our FIS students will be assisting in planning and promoting a community Triathlon, summer youth fitness program for community students that attend the Wellness Center and a possible boot camp, utilizing our FIS campus.

Office of Victims of Crime (OVC)

Another partnership is with the Office of Victims of Crime (OVC). The OVC grant was awarded to us on the justification that 100% of our students have been directly or indirectly affected by an act of violence in some way, shape or form throughout their young lives. The OVC grant funds one Clinical Psychologist and one social worker that work with the students on a myriad of topics throughout the school year and will continue services for our summer school students as well. The OVC staff provides group therapy on drug and alcohol, anger management, healthy relationships and goal setting. The OVC staff also provides services dealing with more specific issues on an individual basis.

Women's Society – The Women's society is also funded by the OVC grant and has been a wonderful addition to our school culture. The mission of the Women's Society is to bring together young Native American females, regardless of which tribe they are from and teach them the roles and responsibilities for their cultural heritage. This blending of cultures allows the students to learn, share and grow with and from each other in a non-threatening and positive manner. The students are taught the values given to our people by the White Buffalo Calf Woman, which include; courage, perseverance, fortitude, generosity, compassion, self-respect, humility and modesty. The students are also taught the fundamentals of positive relationship building, pride and respect for themselves and others. The students meet twice a week to partake in various speakers, such as Sherman Alexie and Russell Means, presentations, sweat lodge and ceremonies with a meal shared together afterwards. The students recently put on a presentation at the Dakota 38 Rider's conference. The ladies were able to speak about their lives and what the women's society has done for them. Ms. Josette Peltier, Women's Society mentor, has been a strong and positive role model for these students and continues to find opportunities to help the girl's grow in every aspect of their life.

Summer school will include a Native American cultural immersion camp component with the students having the opportunity to spend time in tipis, learn from elders and guest speakers. Plans are being developed to incorporate equine therapy as a treatment option.

Warrior Society –The Flandreau Indian School (FIS) Warrior Society was designed and implemented as an interactive/participatory individual and group counseling program to assist male students in their transition to a boarding school setting. This culturally relevant program utilizes the medicine wheel approach to create a family environment that supports the student's native heritage, assesses social interaction and behavior, promotes a positive self-image and builds upon the traditional warrior values of bravery, generosity, fortitude and wisdom. The emphasis is on empowering victims and survivors of crime, prevention, behavior modification, inclusion goal setting and transitional supportive services and becoming mentors for others.

FIS Family Night:

As mentioned earlier, the family unit is extremely important to the continued success of our Native children in every aspect of their lives and through the structure and support of the 21st Century Grant, we would like to create a Flandreau Indian School Family Night. One night a month from 5:00 to 8:00, structured events in the evening will provide the opportunity for us to come together as one nation, FIS staff, students and community members to share a meal, attend student and staff led activities and learn from presentations by community members on various topics that address the very issues that hinder our students' academic, social, emotional and physical growth. We are asking that each FIS staff member be the 'surrogate parent' for several FIS students on these Family Nights to attend or lead sessions/presentation, participate in the different activities and share a meal with.

Each month will bring about a diverse theme, such as Christmas across the World, where everyone can learn about the origination and significance of Christmas and how it is celebrated within each culture. This will give our children an insight into how other cultures celebrate with foods, games and other cultural activities. We could also do fun and fitness night, have a variety of physical activities and have teams compete against each other. Shakespeare Night, where everyone can dress up as their favorite Shakespeare character and have medieval foods for the meal that evening and the students performing a Shakespearian play. Finding activities to accompany National PI Day, which could be the theme for the March Family Night, will be fun to try to tackle.

*More on
Native
Culture →*

2I. Describe how the program will link to the school day for homework, tutoring, interventions and enrichment programs.

During the school year, the BGCMC will provide ten staff members to work with our students in the students centers, Monday through Friday from 3:00 p.m. to 7:00 p.m. Each staff member that the BGCMC provides will have a minimum of 60 credit hours towards their degree in education. The BGCMC staff will provide tutoring, small-skill flex groups (1:2 ratios). The BGCMC will be providing hands-on, problem based learning activities that will be directly linked to the assessments and necessary for building the scaffolding for the students to be more successful in the regular education classroom.

Every activity scheduled, whether it be the tutoring, problem-based learning, FIS Family nights, Women's society or health and fitness will be used to benefit the whole child. Through the use to the 21st Century grant funds, we will be able to offer more and keep a much better handle on the documentation to show progress.

2J. Describe how your program proposes to attract youth and/or their families.

The biggest draw will be to offer a program that is engaging and exciting. When the students learn that they can come in and learn science and math by making ice cream or by building 6 foot tall Ferris wheels using the K-NEX kits, students will be interested. Children are curious by nature and we must foster that curiosity with learning activities that they can get involved with and allow them to learn and grow. They will also be reinforcing those elementary level skills quickly and begin to build upon them at a much faster pace and higher level.

With our unique situation of being a boarding school, once our students let their parents, friends and communities know how much they are learning and the ways in which they are learning, our enrollment

will steadily increase and we can become a school that puts out very successful students that are truly ready for life in general, whether it be a career or college.

However; we would not just rely on word of mouth, monthly newsletters would go out to parents and communities showing all of the positive things that are happening at our school on a daily basis. We could also place articles and pictures on our school web-page displaying students who are truly engaged in active learning.

2K. Describe why students will want to attend your programs/services. Also, explain how you will maintain student enrollment over time. If you have made agreements with the day school regarding participation for sports eligibility requirements or for students performing below a certain standard, describe these agreements.

As stated in 2J, by word of mouth, newsletters and school website, our student enrollment will steadily increase and the students that we attract will be ones that want to be challenged.

The coaching staff doubles as our teaching staff, so they realize the importance of a quality education and are making it mandatory for students that need the extra help in areas will be allowed the time off of practice to participate in the after-school tutoring until they are caught up again.

2L. Describe how your program will coordinate with other providers of after school activities (including school sponsored extracurricular sports activities and other extra-curricular activities offered by the school and/or community, if applicable).

We have a school-wide calendar on our school's web page that allows students and staff to see everything that is going on each evening. The Boy's and Girl's club tutoring and activities will be right after school until 7:00 pm each evening, which leaves the students time to partake in the numerous activities going on around campus from 7:00 to 10:00 each evening.

The coaching staff also doubles as our teaching staff, so they realize the importance of a quality education and are making it mandatory for students that need the extra help in areas will be allowed the time off of practice to participate in the after-school tutoring until they are caught up again.

2M. describe how elders (senior citizens) will be used as volunteers to support activities (if applicable).

Elders are brought in for the various cultural presentations, sweats, ceremonies. They offer guidance, wisdom and knowledge to our young students. The elders that have been brought in have also shared their personal stories on they've overcome poverty and adversity to become successful in life.

2N. describe how you will evaluate your program's effectiveness and need for improvement. Explain your data driven decision and how that translates into the after school program.

First and foremost, we want to look at having a strong academic component. The 21st Century and the staff from the Boy's and Girl's Club must all be properly trained in reading, interpreting and utilizing the NWEA and STAR assessments to drive their instruction. The AIMS (Activities in Math and Science)

training will also be imperative in preparing the staff to work with students on setting up and preparing hands-on activities and problem based learning to teach math and science.

Next, student portfolios must be created and shared with students to keep track of their own progress and be active in their own academic success. Student growth should be apparent on each testing assessment given and letters of intent back from colleges or scholarships will be scanned and kept in each student's electronic version of their portfolio. There will also be a main database that will be kept on our school's server that will be updated by staff for documentation purposes and to better assist each student.

Student sign in sheets with a reflection piece for each class, tutoring session or presentation that they take part in will give us the constant feedback we need to meet their needs.

20. Describe a 3-year sustainability plan designed to sustain key elements of the program after the end of federal funding.

The partnerships, with the various agencies, will be self-sustaining with in-kind contributions from FIS. The fact that we have continuous professional development embedded within the program and staff itself, coupled with high expectations and a solid foundation will not only retain our staff and students, it will also increase our student enrollment, which will provide additional funding that will sustain it financially after the end of federal funding. The data will provide documentation that the program is working and monies can be utilized from other school funding sources, such as Title I funding, McKinney Vento and various programs under the ISEP funding to sustain programming.

FIS and Boy's and Girl's Club staff will be trained in on NWEA and STAR assessments on how to read, interpret and utilize School-wide assessments to drive instruction and increase academic success for students. The professional development for staff on the AIMS activities to increase student engagement and skill building in the math and sciences will continue through the sharing of projects and conversations on the betterment of the curriculum. Weekly professional development meetings will be provided to ensure that everyone is on the same page with the student data and student issues can be addressed for continued success.

The Boy's and Girl's Club staff will be in the Education Centers in the dormitories throughout the school year and are paid for through the Boy's and Girl's Club of Moody County budget.

The activities with the FSST Wellness Center will be provided by their staff and maintained by their budget as well. FIS will purchase the materials needed for fitness assessments taken on our students. The materials will be housed within the FIS academic building.

The counselor, social worker, warrior society and women's society are all maintained through the OVC budget. We will however; if provided the grant, supplement with materials that are needed for their groups.

The greatest indicators that the program will have continued success is built through the proven success with the program in regards to student achievement, the positive relationship building with our partnerships and the positive exposure to communities and stakeholders alike.

2P. Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.

The Boy's and Girl's Club staff will be learning and using all of the same information that our regular education staff does, they just will not be learning it at the same time. The 21st Century coordinator and curriculum coordinator will work with the Boy's and Girl's staff on a continual basis to ensure that they are privy to the exact same educational assessment and pedagogies that the regular education staff is. The 21st Century coordinator will also work with all other entities to ensure that documentation is in order and sharing ways for improvement. The 21st Century coordinator will be key in keeping everyone on the same page and aware of the needs of the program and everyone involved.

2Q. Describe your school's restructuring plan and the role the after school program has in raising academic achievement.

Our school is currently working off of the SIG checklist to develop our school's restructuring plan and the 21st Century grant will allow our after-school and summer school programs to align and dovetail the plan when completed. The chart below shows which indicators are found as a priority for our school improvement plan and how the 21st Century program will support each indicator.

#	Native Star	Curriculum and Instruction
2		A school wide Response to Intervention model is implemented. *NWEA/STAR data is assessed and used to develop a needs assessment for each individual student and drives the instruction in math, science and reading. The study centers in the dorms will be utilized and staffed with members from the BCGMC.
3	IID06	Using assessment data establish challenging annual goals for student achievement that will strive for a 30% - 40% growth in both reading/language arts and mathematics as determined by Fall to Spring NWEA Map data. *The focus for the 21 st Century after-school and summer school will be the same as for the school. We will continue to focus in on teaching explicitly what each student needs in order to be successful. The BCGMC staff will receive the professional development to utilize the data and the strategies to assist them in maximizing the academic success of each student.
3	IIA01 IIIA08 IIIA02 IIIA09	Use data to identify and implement an instructional program that is research based, vertically aligned and aligned with State (Common Core) academic standards *The NWEA DeCartes are aligned to the Common Core Standards. FIS is also receiving professional development through our CORE consultants on the Common Core standards. AIMS is also aligned with the Common Core math and science standards.
7	IID08 IIIA05 IIIA06 ID10	The school implements and assesses data from state student performance data, NWEA and/or high school appropriate data to become more informed about the academic effectiveness of the school. *Weekly staff meetings with the FIS 21 st Century staff and the BCGMC staff will ensure that all members are looking at the same data and striving towards academic excellence.
8	IE07 IIIC06 IE09 IIIA10 IIIA11	There are periodic evaluations on fidelity of implementation *The 21 st Century Coordinator, assistant principal, CSA will do walk-throughs of the study centers or the summer school program to ensure that the program is running with fidelity. The NWEA and STAR assessments will also indicate on whether or not the needs of the students' are being met.
9		The school has increased the amount and quality of learning time by providing an extended school year, and/or before-and after-school programs, and/or summer programs, and or an enriched and accelerated curriculum. *With the additional staff of the BCGMC and the summer school session, we are able to extend the

		academic learning and the school year with a sound and quality program.
#	Native Star	Assessments
1	IID02	NWEA is implemented and testing is Fall, Winter, Spring *The 21 st Century program will utilize the analysis of the data to drive their instruction in both the after-school program and the summer school session.
2		The school has established goal setting at the student, classroom and school level using data from the Fall 2012 assessment. * Each student will have an electronic portfolio that will have all of their pertinent information on there, such as assessment scores from all of their assessments. Each student will have a goal sheet and weekly progress sheets will be discussed with each student to keep them focused and on task.
3	IIIA07	Teachers have been trained and utilize NWEA Descartes or differentiated instruction. * Every teacher that works with the students will have had extensive and on-going professional development in utilizing the NWEA to drive instruction. *The AIMS activities in math and science are all problem-based, hands on instruction and allow for differentiation on every level.
#	Native Star	Supportive Learning Environment
1		There is a sense of urgency to make significant academic gains and to transform the school. *The creation of individual student portfolios, the sharing of the data, creating goals based on student data and teaching students explicitly to their needs are all ways in which we create that sense of urgency and will in turn allow for significant academic gains. The students will be made to become active in their own education.
2	IE10	The school culture seems motivated with a warm and friendly atmosphere. *The consistency of the BGCMC staff and the 21 st Century staff with a structured program, relationship building and mentoring will become a safe haven for the students to explore other ways of learning. One of the criteria is for the staff to eat meals with the students. This allows both the relationship building component necessary for sustainable change.
3		Test scores are improving (norm and criterion-referenced). *Explicit teaching to the skills that the students are in need of will allow them growth on any and all assessments that they take.
4	IIIC08 IIIC09 IIIC10	Students take personal responsibility for their learning and behavior. *The creation of individual student portfolios, the sharing of the data, creating goals based on student data and teaching students explicitly to their needs are all ways in which we create that sense of urgency and will in turn allow for significant academic gains. The students will be made to become active in their own education.
#	Native Star	Parental Involvement
2	IG03 IG10	There is frequent and ongoing communication using a variety of means (e.g., newsletters, meetings, conferences, electronic). *Information on student progress will go out to parents in newsletters, school web-page and in with progress reports sent out from the academic school system.

3) Adequacy of Resources (18 points)

Demonstrate that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful projects describe the role and responsibility of all key staff, and provide resources for ongoing staff development and training.

The structure has been designed to fully support the grant with adequate personnel and monetary resources. The following is a table with personnel resources for summer school. Teachers: All regular education teachers have been trained and will be provided with in school-wide assessments
Education

# of	Title	Job Duties	Budget
1	Curriculum Coordinator	Provide professional development to FIS 21 st Century & BGCMC staff in NWEA and STAR assessments along with PD support in literacy strategies, student engagement, effective teaching practices etc.	In-Kind SY 9,000.00 SS
1	21 st Century Coordinator School year and summer school	This position will work with all entities ensuring that all components of the 21 st Century program are being met with fidelity. <ul style="list-style-type: none"> • FIS Family Nights – themes, supplies, presentations, activities and documentation. • NWEA and STAR assessments must be continuously analyzed to show growth and benchmarks for student success. • Supplies ordered • Professional Development topics relevant and engaging. • Data base upkeep on student portfolios with demographic information. • The 21st Century Coordinator will also be responsible for keeping track of all documentation and the presentation of the documentation to external evaluators. 	50,000 based on 200 student enrollment & after school activities year round.
4	FIS summer school teachers	<ul style="list-style-type: none"> • Fully certified and highly qualified in their content area. • Each teacher will be expected to attend all PD opportunities and scheduled staff meetings. • Each teacher will also be expected to attend all or the majority of functions that fall within their tour of duty. • Each teacher must align all lesson plans to the Common Core State Standards. • Each teacher must work with their accompanying education technician to go through roles he/she will need to know to have maximum effectiveness. • Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning) 	8,500.00 SS
5	Education technicians – summer school	<ul style="list-style-type: none"> • Fully certified and highly qualified in their content area. • Each educational technician will be expected to attend all PD opportunities and scheduled staff meetings. • Each education technician teacher will also be expected to attend all or the majority of functions that fall within their tour of duty. • Each education technician must work with their assigned teacher to ensure that lesson plans are aligned to the Common Core State Standards. • Each education technician will be expected to learn and use strategies that will help students achieve their academic goals. • Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning) 	7,000.00 SS

13	Boys&Girls Club of Moody County Staff School-year	<ul style="list-style-type: none"> • Must have a minimum of 60 credit hours towards their degree in education. • Each teacher will be expected to attend all PD opportunities and scheduled staff meetings. • Each teacher will also be expected to be present at their specific evening of duty. • Each teacher must align all lesson plans to the Common Core State Standards. • Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning) • Each teacher must keep documentation on students being serviced, which services the students are receiving help in and which skills are being addressed. 	In-Kind for School year
12	Home-Living Assistants	<ul style="list-style-type: none"> • Must be available evening and overnight hours. • Must have BIE license and be able to drive vehicles: outings, hospital appointments, etc. • Must be willing to participate in all or most evening and weekend activities with students that fall within your tour of duty. • Must be willing to provide life skills in the evenings, such as cooking, baking, games, movies and cultural activities etc. Full list will be provided. • Must be willing to provide a safe and nurturing environment for students attending summer school. 	Vista?

3A. Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. It is recommended that the academic portion of the program has the support of certified teachers and ratios should be no more than 1:10. Enrichment/Recreational Program ratios should be no more than 1:15.

During the school year, the 21st Century after-school study centers will have a ratio of 1:2 or possibly 1:3 for optimal student achievement. The summer school ratio will be 1:8 for classroom teachers and dorm.

3B. Include job descriptions and schedules--what would be included for schedules and why of key staff in your proposal. Please refer to the table below for FTE expectations of a coordinator.

# of	Title	Job Duties	Schedule
1	Curriculum Coordinator	Provide professional development to FIS 21 st Century & BGCMC staff in NWEA and STAR assessments along with PD support in literacy strategies, student engagement, effective teaching practices etc.	8:00-4:30 SY Various hours SS
1	21 st Century Coordinator School year and summer school	This position will work with all entities ensuring that all components of the 21 st Century program are being met with fidelity. <ul style="list-style-type: none"> • FIS Family Nights – themes, supplies, presentations, activities and documentation. • NWEA and STAR assessments must be continuously analyzed to show growth and benchmarks for student success. • Supplies ordered • Professional Development topics relevant and engaging. • Data base upkeep on student portfolios with demographic information. • The 21st Century Coordinator will also be responsible for keeping track of all documentation and the presentation of the documentation to external evaluators. 	9:00-5:00 Year Round

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4	FIS summer school teachers	<ul style="list-style-type: none"> • Fully certified and highly qualified in their content area. • Each teacher will be expected to attend all PD opportunities and scheduled staff meetings. • Each teacher will also be expected to attend all or the majority of functions that fall within their tour of duty. • Each teacher must align all lesson plans to the Common Core State Standards. • Each teacher must work with their accompanying education technician to go through roles he/she will need to know to have maximum effectiveness. • Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning) 	8:00-4:30 SS
5	Education technicians – summer school	<ul style="list-style-type: none"> • Fully certified and highly qualified in their content area. • Each educational technician will be expected to attend all PD opportunities and scheduled staff meetings. • Each education technician teacher will also be expected to attend all or the majority of functions that fall within their tour of duty. • Each education technician must work with their assigned teacher to ensure that lesson plans are aligned to the Common Core State Standards. • Each education technician will be expected to learn and use strategies that will help students achieve their academic goals. • Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning) 	8:00-4:30 SS
13	Boys & Girls Club of Moody County Staff School-year	<ul style="list-style-type: none"> • Must have a minimum of 60 credit hours towards their degree in education. • Each teacher will be expected to attend all PD opportunities and scheduled staff meetings. • Each teacher will also be expected to be present at their specific evening of duty. • Each teacher must align all lesson plans to the Common Core State Standards. • Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning) • Each teacher must keep documentation on students being serviced, which services the students are receiving help in and which skills are being addressed. 	3:00-7:00 SY
12	Home-Living Assistants Summer School	<ul style="list-style-type: none"> • Must be available evening and overnight hours. • Must have BIE license and be able to drive vehicles: outings, hospital appointments, etc. • Must be willing to participate in all or most evening and weekend activities with students that fall within your tour of duty. • Must be willing to provide life skills in the evenings, such as cooking, baking, games, movies and cultural activities etc. Full list will be provided. • Must be willing to provide a safe and nurturing environment for students attending summer school. 	4:00-12:00 12:00-8:00

3C. Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs. Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.

All FIS students and staff will be transported to work-study sites, functions and field trips in a BIE mandated vehicle, suburban or bus. Each vehicle will be driven by FIS personnel that have acquired a BIE license.

The Flandreau Indian School has the following documentation on hand, FIS student and staff handbook, BIE policies and procedures, FIS policies and procedures.

3D. Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out your activities.

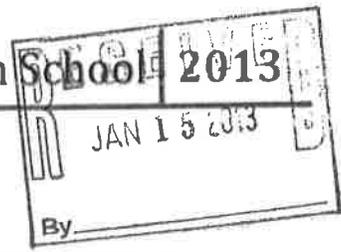
The Education Centers are equipped with computer labs in both the boys and girls dormitories. Additional high interest books will be purchased to stock the bookshelves in the education centers and also books from our school library will be brought in on a rotating schedule. It is of the utmost importance that students have access to literature that is engaging and relevant to their interests.

3E. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind matches etc.

BGCMC	<ul style="list-style-type: none"> The BGCMC will be providing us with 10 people to work in our Education Centers in the dorms. Each staff member will be working with our students on tutoring, OdysseyWare, small skill groups, mentoring etc. The BGCMC is also providing the opportunity for our students to partake in events that they have in place, such as Peer Legislative Day, Youth of the Year, SMART MOVES, Rock the Vote, Teen Survivor, Dances, automotive skills, life skills, community projects and Diplomas 2 Degrees program.
FSST Wellness Center	<ul style="list-style-type: none"> The FSST Wellness will be providing us with a complete fitness evaluation for our summer school students and track them throughout the school year. The FSST Wellness Center will also provide our students the opportunity to utilize their personal trainers and facility on a daily basis. The FSST Wellness Center has agreed to come in and do presentations to our students on various topics relating to healthy choices in food, cooking and life in general. The FSST Wellness Center has agreed to come in and do presentations for us on FIS Family Nights. The FSST Wellness Center has agreed to extend the fitness evaluations to our staff as well
Moody County Sherriff's Dept.	<ul style="list-style-type: none"> Presentations on various topics during our FIS Family Nights 'Ride-Alongs' or job shadowing for our summer school students.
OVC	<ul style="list-style-type: none"> The OVC Grant provides FIS with 1 Clinical Psychologist and 1 Social Worker for both School year and the summer school session. The Psychologist and Social Worker have a schedule to address the needs of our at-risk students.

3F. Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.

The 21st Century Grant application was forwarded to administration in various stages of the writing process for feedback, approval and feasibility.



4) Quality of the Management Plan (24 points)

4A. Include clearly defined 21st CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>SMART Goal All Flandreau Indian School will students will increase the reading level on their NWEA Spring Assessment by achieving the RIT score identified on the NWEA Academic Projected Growth Model on the individual assessment given to them in the same year.</p> <p>A percentage of students scoring at proficiency or higher in reading will increase from 30% to 40% by the end of 2012-2013 school year, as measured by NWEA MAP assessment administered three times during the school year.</p>	<ol style="list-style-type: none"> Continually Analyze the NWEA, STARS and DACS data to determine the needs of the students. Order high-interest reading material Create literacy activities that will increase students' progress in specific skills, such as vocabulary, making inferences, predictions, main idea etc. Order education-based games that can be used in small group settings. Provide professional development for 21st Century staff and the BGC staff on how to read and use our school's assessment data and how to engage students. Boys & Girls Club staff will be in the after-school study centers to assist students with tutoring and small skill groups and book clubs, based on the information gained from assessments. Plan education-based field trips that support and expand the content knowledge of the students. Students' progress will be tracked and shared with them on a weekly basis. Incentives built in to the program for continuous success. 	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<ol style="list-style-type: none"> The NWEA assessment is given 3 times a year for continuous monitoring. <ol style="list-style-type: none"> Sept 28th Jan 19th May 16th STAR assessment is used on a weekly basis for Tier 3 students and every other week for tier 2 students. South Dakota State Assessment (DACs) is given on a yearly basis. April 15th Attendance will be collected at each session, activity etc. and the activity listed that each student participated in. This information will give us insight into who is taking advantage of the opportunities and how can we ensure that we are getting the ones in that need it the most. 	<ol style="list-style-type: none"> NWEA data will be analyzed for growth after each testing window has been closed. STAR data will be used on a weekly basis for summer school and tier 3 students and every week for 2 students. Compilation and analysis of all data to show growth. Sign in sheets or data logs to show growth for each student.

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>SMART Goal All Flandreau Indian School will students will increase the math level on their NWEA Spring Assessment by achieving the RIT score identified on the NWEA Academic Projected Growth Model on the individual assessment given to them in the same year.</p>	<ol style="list-style-type: none"> Continually Analyze the NWEA, STARS and DACS data to determine the needs of the students. Create math centers that provide hands-on, problem-based learning activities that target specific students skills needed to increase overall student growth. Provide education-based games that can be used in small group settings. Provide professional development for 21st Century staff and the BGC staff on how to read and use our school's assessment data and how to engage students. Boys & Girls Club staff will be in the after-school study centers to assist students with tutoring and small skill groups, based on the information gained from assessments. Plan education-based field trips that support and expand the content knowledge of the students. Students' progress will be tracked and shared with them on a weekly basis. Incentives built in to the program for continuous success. 	<p>21st Century Coordinator CSA - Superintendent Assistant Principal 21st Century Staff BGC Staff Curriculum Coordinator</p>	<ol style="list-style-type: none"> The NWEA assessment is given 3 times a year for continuous monitoring. 1. Sept 28th 2. Jan 19th 3. May 16th STAR assessment is used on a weekly basis for Tier 3 students and every other week for tier 2 students. South Dakota State Assessment (DACs) is given on a yearly basis. April 15th Attendance will be collected at each session, activity etc. and the activity listed that each student participated in. This information will give us insight into who is taking advantage of the opportunities and how can we ensure that we are getting the ones in that need it the most. 	<ol style="list-style-type: none"> NWEA data will be analyzed for growth after each testing window has been closed. STAR data will be used on a weekly basis for summer school and tier 3 students and every week for 2 students. Completion and analysis of all data to show growth. Sign in sheets or data logs to show growth for each student.

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>College & Career Readiness</p> <p>All Flandreau Indian School will students will have and maintain an inventory on career choices, college choices, college prep classes, etc.</p>	<p>1. A portion of the grant will be used to provide someone to be available to the students one night a week to work on college applications, scholarship and essay writing.</p> <p>2. Create individual student portfolios that have all of the documentation needed on them, such as transcripts, Intent after high-school, inventory of college choices, career choices etc.</p> <p>3. Creating partnerships with colleges/universities to give our students information about each entity through webinars and/or college tours.</p> <p>4. Looking for colleges to partner with that would provide opportunities for our students to gain college courses, while still attending high school.</p> <p>5. Setting up presentations by Native Americans that have found success in academics and careers. This could be guest speakers for the FIS Family Nights.</p> <p>6. Seek out people in various fields, such as auto-mechanic, nursing, wood working etc. to provide evening classes throughout the week to give students insight into other career choices.</p>	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<p>To be determined through FIS Family nights, application deadlines, scholarship deadlines.</p> <p>Matrix of dates for applications, grants, loans and tests displayed on each floor in the academics and also in the both dorms.</p>	<p>1. Individual student portfolios created that display all of their pertinent information, such as transcript information, inventories, essays, college applications, service learning hours, volunteering etc.</p> <p>2. Attendance and log kept of students that have utilized the services provided.</p> <p>3. Follow up on students that have graduated our school and track where they are and what they are doing.</p> <p>4. Electronic Student Portfolio database that have all demographic information regarding that particular student, including transcripts, assessments, plans for career or college, scholarship information etc.</p>

Performance Measure Template				
Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Life Skills	<p>1. To provide funding for evening classes in cooking, sewing, shopping, communication, budgeting, washing clothes and cleaning, hygiene etc.</p> <p>2. OVC staff on board to work with students on coping skills, anger-management, positive relationship building, interpersonal skills, decision making, problem solving</p> <p>3. Physical wellness: healthy choices with food, exercise, STD's, teen-pregnancy, abstinence, smoking, drugs, alcohol.</p> <p>4. Cultural and heritage: Men and Women's society to work with students on ceremonies, foods, prayers, sweats, values, etc.</p> <p>5. Building rapport with others, non-verbal communication, personal appearance and job interviewing skills, managing disappointments and honoring commitments, awareness of the world and how they impact others.</p> <p>6. Social Etiquette outings during the summer school session. Students will be afforded opportunities to try various ethnic foods in restaurants chosen by FIS summer school staff that directly relates to cultural relevant reading material.</p>	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p> <p>OVC staff</p>	<p>1. The majority of the information will be shared and worked on with students on a weekly basis.</p> <p>2. Some of the topics will be addressed during the FIS Family Nights.</p>	<p>1. Sign in sheets- logs of which sessions are being attended by who and reflection pieces written by attending students on what they've learned from each session and what topics they would like to have more information on.</p> <p>2. Work-study opportunities set up for students during summer school.</p> <p>3. Mock interviews set up throughout the course of the year.</p> <p>4. Job shadowing set up for students.</p>

4B. Include a detailed timeline for program implementation and continued planning for the first year of your grant. Include a three month pre-implementation phase with associated costs for the first year.

Pre-Planning implementation stage will start the day that we receive notice on approval of the grant. On approval of the grant, a 21st Century Coordinator must be hired and trained in on assessments and structured plan in place.

- Themed FIS Family Nights, one night a month from January to April.
 - January: January will be our first FIS Family night with the Wellness Center. The FSST Wellness Center will provide Staff and Student Diabetes Screenings – The screenings for students to include blood glucose, blood pressure, and BMI (ht/wt). Staff will also receive screenings to be scheduled during meeting times.
 - February: Black History Month FIS with a Valentine's candle-light dinner with staff and students.
 - March: PI themed FIS Family Night
 - April: Shakespeare themed FIS Family Night with the student body putting on their rendition of a Shakespeare play.
- January: Student Portfolios created with demographic information on them, such as NWEA, STAR assessment scores, transcripts, ACT results, college applications, college scholarships etc.
- March: Supplies, schedules and personnel set up for summer school. Curriculum and associated outings, activities discussed and plans finalized.
- May, Professional development provided FIS summer school staff and PD will continue each Friday from that day forward.
- May 23rd will be the first day of summer school.
- July 27th will be the final day of summer school.
- Fall schedule will be determined; the BGCMC will begin their program in the boy's and girl's dormitories.
- Professional development provided for BGCMC staff and PD will continue each Friday from that day forward.
- September will begin the 2013-2014 School year FIS Family Nights with a welcome back, tail gate Family Night.

4C. Describe the management materials that will be used, such as forms, student and staff handbooks, policy information, less plans aligned to Common Core and/or state standards, job descriptions etc.

FIS student and staff handbook, BIE policies and procedures, FIS policies and procedures, lesson plans aligned to Common Core State Standards, NWEA and STAR assessments. A student portfolio template also needs to be developed.

4D. Describe your organizational structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through the Native Star.

The 21st Century Coordinator will have to be trained in on the Native Star program and how to access indicators, upload documents and information into the program.

4E. Describe the types of professional development that will be offered, how often, when and to whom. Consider: Orientation, fostering positive behavior, regularly scheduled staff meetings for

org chart.
who report to?

Mou WJ
BTBC

yes attached

program development, linking to the school day, how to help with homework, training enrichment/recreation leaders, aligning to standards, data driven decision making at the student level and grade-level expectations, etc.

21st Century Coordinator will provide an orientation to the FIS staff on the 21st Century program and also a more in-depth orientation for the 21st Century staff.

The 21st Century Coordinator will meet with ALL entities on a monthly schedule to map out monthly themed FIS Family Nights, 21st and the ordering of supplies and contacting presenters, in a timely manner.

like! 21st Century Coordinator, FIS Curriculum Coordinator, 21st Century staff and BGCMC will meet on a weekly basis to ensure that the program is being carried out with fidelity. The NWEA and STAR assessments will always be the leading topic of discussion. Professional Development will be embedded within the meeting times to address topics such as student engagement, utilizing assessments to drive instruction, Common Core Standards and creating a culture of excellence etc.

21st Century Coordinator will meet with all other entities every other week to ensure that presentations, speakers etc...are set up for the monthly FIS Family Nights.

Individual Student portfolios will be created and shared with students to project attainable growth. Students will keep documentation of all presentations, tutoring sessions; problem-based learning activities, educational games that they attend in order to see the direct correlation between actively engaged in their own learning and being academically successful.

4F. Describe how you will collaborate with all tribal and community stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.) during the grant period.

Who are they? The 21st Century Coordinator will have the supporting information given to us to complete this grant that outlines which each entity has agreed to do. The 21st Century Coordinator will keep in contact with each entity to ensure that all parties are carrying out their obligations with fidelity. Positive relationship building will also be vital to the success of the program.

Quarterly meeting with all stakeholders to discuss growth of program.

4G. Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible. Must be easily understood by the parents and community of the students being served.

Newsletters and reports will go out to the parents, communities, school-board and staff to showcase the continued success when everyone is able to work together for the common good.

The FIS web-page will also showcase pictures on activities that the students are involved with during the 21st Century program. We are also exploring the option of a 21st Century Facebook page that students, parents and community members can access.

4H. Describe what data will be collected to monitor student progress and behavior as well as what data from the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S Department of Education for federal reporting purposes will be included in your data reporting to BIE and the community, school, staff, and school board. BIE requires that student progress will be monitored quarterly during the school year and that student progress is monitored with pre and post testing for the summer programming.

like! Students will be assessed through the NWEA on three different occasions throughout the school year. The final testing in May will serve as our pre-assessment for the summer school session and we will have a testing window opened in July to serve as our post-assessment.

The STAR assessment will be used on a weekly basis to ensure that specific skills are being addressed and mastered for optimal student growth.

5) School Improvement Status (12 points)

5A. School Improvement Grant (SIG) Projects: The application must clearly identify the capacity of the staff to participate, implement, and engage resources for the 21st CCLC program while implementing the selected model.

The NWEA data will be used and shared with all staff members that will be working with students. The Native Star indicators will be addressed throughout the school year and the summer school session. Ongoing professional development will be provided to keep everyone abreast of best practices with school improvement.

1. Capacity of staff to participate:

TEACHERS (FIS SUMMER SCHOOL STAFF)

- a. Fully certified and highly qualified in their content area.
- b. Each teacher will be expected to attend all PD opportunities and scheduled staff meetings.
- c. Each teacher will also be expected to attend all or the majority of functions that fall within their tour of duty.
- d. Each teacher must align all lesson plans to the Common Core State Standards.
- e. Each teacher must work with their accompanying education technician to go through roles he/she will need to know to have maximum effectiveness.
Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning)

EDUCATIONAL TECHNICIANS (FIS SUMMER SCHOOL STAFF)

- a. Fully certified and highly qualified in their content area.
- b. Each educational technician will be expected to attend all PD opportunities and scheduled staff meetings.
- c. Each education technician teacher will also be expected to attend all or the majority of functions that fall within their tour of duty.
- d. Each education technician must work with their assigned teacher to ensure that lesson plans are aligned to the Common Core State Standards.
- e. Each education technician will be expected to learn and use strategies that will help students achieve their academic goals.
- f. Must show documentation on data will be utilized to drive instruction (small skill groups, problem based learning)

HOME LIVING ASSISTANTS

- a. Must be available evening and overnight hours.
- b. Must have BIE license and be able to drive vehicles: outings, hospital appointments, etc.
- c. Must be willing to participate in all or most evening and weekend activities with students that fall within your tour of duty.
- d. Must be willing to provide life skills in the evenings, such as cooking, baking, games, movies and cultural activities etc. Full list will be provided.
- e. Must be willing to provide a safe and nurturing environment for students attending summer school.

TAB

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PARTICIPANTS SERVED CHART

Flandreau Indian School is asking for the financial support to offer a structured program that will allow us to address the educational needs of the students as well as providing a safe and healthy school environment. While analyzing the alarming statistics that plague our Native American youth, we have to look at our academic programs and truly evaluate the education that we are providing our students and ask ourselves how we can strive to become better. The following is just a few of those alarming statistics.

- Twenty-three percent of Native Americans older than 25 years of age do not have a high school diploma as opposed to the overall population at fourteen percent, according to the 2010 Census.
- Native Americans have a poverty rate of 28.4%, with our Non-Native counterparts at 15.3%, as identified by the 2010 Census Poverty Data (U.S. Census Bureau, 2010).
- The majority of our students come from North Dakota, with a Native American graduation rate of only 38% and South Dakota, which has a Native American graduation rate of 30.4%.
- On top of that, Native American students have a dropout rate twice the national average; the highest dropout rate of any United States ethnic or racial group.

The economic future for our youth at our school is bleak without an education that is designed to equip them with the skills and knowledge necessary to compete in a technological and service society. Building students' literacy, math, science and social skills is necessary to enhance their educational success in the future. If we are unable to intervene now and give our students the tools necessary to be successful in the future, we will have failed our students and generations to come. The Flandreau Indian School is striving to do just that.

The Flandreau Indian School (FIS), located in eastern South Dakota, is the oldest continuously operating off-reservation boarding schools in the United States. It serves around 200 students, in grades 9-12th. Our students come to us from forty to forty-five different tribes and almost as many linguistic environments.

Serving Native American adolescents in grades nine through twelve, we offer a traditional secondary curriculum with additional options and programs to give students who are out of sequence the opportunity to catch up.

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Flandreau Indian School</i>	<i>Level 3 School Improvement</i>	<i>80% to 90% Could possibly be more, but our forms are not returned for every student.</i>	<i>160 students or about 80% of our population</i>	<i>25 adults</i>	<i>9th – 12th grade</i>

TAB

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Performance Measure Template

Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>SMART Goal All Flandreau Indian School will students will increase the math level on their NWEA Spring Assessment by achieving the RIT score identified on the NWEA Academic Projected Growth Model on the individual assessment given to them in the same year.</p>	<ol style="list-style-type: none"> 1. Continually Analyze the NWEA, STARS and DACS data to determine the needs of the students. 2. Create math centers that provide hands-on, problem-based learning activities that target specific students skills needed to increase overall student growth. 3. Provide education-based games that can be used in small group settings. 4. Provide professional development for 21st Century staff and the BGCMC staff on how to read and use our school's assessment data and how to engage students. 5. Boys & Girls Club staff will be in the after-school study centers to assist students with tutoring and small skill groups, based on the information gained from assessments. 6. Plan education-based field trips that support and expand the content knowledge of the students. 7. Students' progress will be tracked and shared with them on a weekly basis. 8. Incentives built in to the program for continuous success. 	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<ol style="list-style-type: none"> 1. The NWEA assessment is given 3 times a year for continuous monitoring. <ol style="list-style-type: none"> 1. Sept 28th 2. Jan 19th 3. May 16th 2. STAR assessment is used on a weekly basis for Tier 3 students and every other week for tier 2 students. 3. South Dakota State Assessment (DACs) is given on a yearly basis. April 15th 4. Attendance will be collected at each session, activity etc. and the activity listed that each student participated in. This information will give us insight into who is taking advantage of the opportunities and how can we ensure that we are getting the ones in that need it the most. 	<ol style="list-style-type: none"> 1. NWEA data will be analyzed for growth after each testing window has been closed. 2. STAR data will be used on a weekly basis for summer school and tier 3 students and every week for 2 students. 3. Compilation and analysis of all data to show growth. 4. Sign in sheets or data logs to show growth for each student.

Performance Measure Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>SMART Goal All Flandreau Indian School will students will increase the reading level on their NWEA Spring Assessment by achieving the RIT score identified on the NWEA Academic Projected Growth Model on the individual assessment given to them in the same year.</p> <p>A percentage of students scoring at proficiency or higher in reading will increase from 30% to 40% by the end of 2012-2013 school year, as measured by NWEA MAP assessment administered three times during the school year.</p>	<ol style="list-style-type: none"> 1. Continually Analyze the NWEA, STARS and DACS data to determine the needs of the students. 2. Order high-interest reading material 3. Create literacy activities that will increase students' progress in specific skills, such as vocabulary, making inferences, predictions, main idea etc. 4. Order education-based games that can be used in small group settings. 5. Provide professional development for 21st Century staff and the BGC staff on how to read and use our school's assessment data and how to engage students. 6. Boys & Girls Club staff will be in the after-school study centers to assist students with tutoring and small skill groups and book clubs, based on the information gained from assessments. 7. Plan education-based field trips that support and expand the content knowledge of the students. 8. Students' progress will be tracked and shared with them on a weekly basis. 9. Incentives built in to the program for continuous success. 	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<ol style="list-style-type: none"> 1. The NWEA assessment is given 3 times a year for continuous monitoring. <ol style="list-style-type: none"> 1. Sept 28th 2. Jan 19th 3. May 16th 2. STAR assessment is used on a weekly basis for Tier 3 students and every other week for tier 2 students. 3. South Dakota State Assessment (DACs) is given on a yearly basis. April 15th 4. Attendance will be collected at each session, activity etc. and the activity listed that each student participated in. This information will give us insight into who is taking advantage of the opportunities and how can we ensure that we are getting the ones in that need it the post. 	<ol style="list-style-type: none"> 1. NWEA data will be analyzed for growth after each testing window has been closed. 2. STAR data will be used on a weekly basis for summer school and tier 3 students and every week for 2 students. 3. Compilation and analysis of all data to show growth. 4. Sign in sheets or data logs to show growth for each student.

Performance Measure Template

Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>College & Career Readiness</p> <p>All Flandreau Indian School will students will have and maintain an inventory on career choices, college choices, college prep classes, etc.</p>	<ol style="list-style-type: none"> 1. A portion of the grant will be used to provide someone to be available to the students one night a week to work on college applications, scholarship and essay writing. 2. Create individual student portfolios that have all of the documentation needed on them, such as transcripts, intent after high-school, inventory of college choices, career choices etc. 3. Creating partnerships with colleges/universities to give our students information about each entity through webinars and/or college tours. 4. Looking for colleges to partner with that would provide opportunities for our students to gain college courses, while still attending high school. 5. Setting up presentations by Native Americans that have found success in academics and careers. This could be guest speakers for the FIS Family Nights. 6. Seek out people in various fields, such as auto-mechanic, nursing, wood working etc. to provide evening classes throughout the week to give students insight into other career choices. 	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p>	<p>To be determined through FIS Family nights, application deadlines, scholarship deadlines.</p> <p>Matrix of dates for applications, grants, loans and tests displayed on each floor in the academics and also in the both dorms.</p>	<ol style="list-style-type: none"> 1. Individual student portfolios created that display all of their pertinent information, such as transcript information, inventories, essays, college applications, service learning hours, volunteering etc. 2. Attendance and log kept of students that have utilized the services provided. 3. Follow up on students that have graduated our school and track where they are and what they are doing. 4. Electronic Student Portfolio database that have all demographic information regarding that particular student, including transcripts, assessments, plans for career or college, scholarship information etc.

Performance Measure Template

Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>Life Skills</p>	<p>1. To provide funding for evening classes in cooking, sewing, shopping, communication, budgeting, washing clothes and cleaning, hygiene etc.</p> <p>2. OVC staff on board to work with students on coping skills, anger-management, positive relationship building, interpersonal skills, decision making, problem solving</p> <p>3. Physical wellness: healthy choices with food, exercise, STD's, teen-pregnancy, abstinence, smoking, drugs, alcohol.</p> <p>4. Cultural and heritage: Men and Women's society to work with students on ceremonies, foods, prayers, sweats, values, etc.</p> <p>5. Building rapport with others, non-verbal communication, personal appearance and job interviewing skills, managing disappointments and honoring commitments, awareness of the world and how they impact others.</p> <p>6. Social Etiquette outings during the summer school session. Students will be afforded opportunities to try various ethnic foods in restaurants chosen by FIS summer school staff that directly relates to cultural relevant reading material.</p>	<p>21st Century Coordinator</p> <p>CSA - Superintendent</p> <p>Assistant Principal</p> <p>21st Century Staff</p> <p>BGC Staff</p> <p>Curriculum Coordinator</p> <p>OVC staff</p>	<p>1. The majority of the information will be shared and worked on with students on a weekly basis.</p> <p>2. Some of the topics will be addressed during the FIS Family Nights.</p>	<p>1. Sign in sheets- logs of which sessions are being attended by who and reflection pieces written by attending students on what they've learned from each session and what topics they would like to have more information on.</p> <p>2. Work-study opportunities set up for students during summer school.</p> <p>3. Mock interviews set up throughout the course of the year.</p> <p>4. Job shadowing set up for students.</p>

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Flandreau Indian School | 2013

Appendix VI: Schedule of Operations

Schedule of Operations

School Served: Flandreau Indian School

SCHOOL-YEAR (8-27-2012 to 5-20-2013)

Number of Weeks during the school year: 36

Activity	Time	Where? By Whom?	Mon	Tues	Wed	Thurs	Friday	Sat	Sun
Tutoring	3:00-7:00	BGCMC staff (D)	X	X	X	X	X		
SS Groups	3:00-7:00	BGCMC staff (D)	X	X	X	X	X		
PB Learning	3:00-7:00	BGCMC staff (D)	X	X	X	X	X		
Tutoring	3:00-5:00	FIS staff Library	X	X	X	X			X
Canteen	3:00-5:00 7:00-9:00	FIS staff & students	X	X	X	X	X	X	X
Sewing	3:30-5:00	Selva Lake		X			X	X	
Social Hour	5:00-6:00	BGCMC S & stude	X	X	X	X	X		
Tutoring	7:00-10:00	FIS staff Dorms	X	X	X	X			X
OdysseyWare	4:30-9:00	FIS staff Academic	X		X	X		X (dorm)	X(dorm)
Group Therapy	2:45-10:00	OVC Dorms	X	X	X	X	X		
Individual Therapy	2:45-10:00	OVC Dorms	X	X	X	X	X		
Women's Society	9:00-10:00	JosettePel tier			X	X			
Warrior's Society	9:15-10:00	Art War Bonnet				X			X
IRG -	7:00-8:00	Auditoriu	X						
Drawing Club	7:00-8:00	Josette G-dorm		X	X	X			
Life Skills	8:00-10:00	FIS Staff Dorms	X	X	X	X	X	X	X
Physical Fitness	7:00-10:00	FIS staff campus	X	X	X	X	X	X	X
Fire Fighti	5:30-10:00	Bryon Eaton			X				
Movie	7:00-10:00	FIS Staff					X	X	X
Chapel	2:00-3:00 7:00-8:00	Pastor Bill Tea Room			X				X
Cooking	1:00-3:00 5:00-7:00	FIS Staff G-Dorm							X
JROTC	3:30-5:00 4:30-5:30	Sgt. Roberts	X	X	X	X			
FREAKOM Music Clu	5:00-7:00	D. Flammon		X					
SPEC-TOR Paranorm	7:00-9:00	D. Flammon		X					

Flandreau Indian School | 2013

*Physical Fitness includes weight lifting, open gym, basketball, intermural sports, cardio etc.

Appendix VI: Schedule of Operations

Schedule of Operations

School Served: Flandreau Indian School

SUMMER SCHOOL (5-23-2013 to 7-27-2013)

Number of Weeks during the Summer School Session: 9

Activity	Time	Where? By Whom?	Mon	Tues	Wed	Thurs	Friday	Sat	Sun
Reading	8:00-12:00	Shop B FIS staff	X	X	X	X	X		
Math	8:00-12:00	Shop B FIS Staff	X	X	X	X	X		
Science	8:00-12:00	Shop B FIS staff	X	X	X	X	X		
Lunch	12:00-1:00	Tea Room S & Stude	X	X	X	X	X		
Work study	1:00-5:00	Various Locations	X	X	X	X	X		
Social Hour	5:00-6:00	Tea Room S & Stude	X	X	X	X	X		
Personal Time	6:00-7:00	Dorm	X	X	X	X	X		
Group Therapy	7:00-10:00	OVC Dorms	X	X	X	X	X		
Individual Therapy	7:00-10:00	OVC Dorms	X	X	X	X	X		
Social Etiquette	6:00-10:00	Various Locations					X		
Life Skills	8:00-10:00	Dorm	X	X	X	X	X		
Cultural	8:00-9:00	Dorm	X	X	X	X	X	X	X
Picnics - Outings	12:00-9:00	Various Locations						X	X
Pow-Wow	9:00-10:00 pm	Various Locations						X	X
College Tours	9:00-10:00	Various Locations						X	X
Education al Field Trips	8:30-1:00	Various Locations					X		
Physical Fitness	6:00-9:00	Various locations	X	X	X	X	X	X	X

*Social Etiquette: this is where we bring students to various restaurants, depending on the ethnic and cultural background the students are reading about in English.

*Life Skills: Each evening, FIS staff will cook with the students, creating a snack that can be enjoyed by all and giving the students the opportunity to share recipes, building math skills (measuring, temperature, and mixture vs. chemical reaction) This could also be a time when students are taught how to sew or wash clothes, for those that do not know how. This is also a time to share quality time, as a family would, talking and sharing information about their day.

Physical Fitness activities include: Staff and students participated in all activities, such as swimming, Frisbee golf, biking, wellness center, open gym, rock-climbing, zumba, weight-lifting, basketball, kickball etc.

TAB

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Flandreau Indian School | 2013

ADD 7	Roxanne Brown
ELO 1	Dr. Cherie Farlee
Name of School	Flandreau Indian School
Grant Name	21 st Century Grant
Award Number	
Project Start Date	February 1 st , 2013
Project End Date	December 2016

PREVIOUS SCHOOL YEAR ALLOCATION	
EXPENDED PREVIOUS SY ALLOCATION	
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			\$
Personnel Services			-
Home Living Assistants (12)	Dorm staff		84,240.00
Cook (1)			8,697.60
Educational Technicians (4)			34,790.40
Employee Benefits			\$
	25%	\$	31,932.00
Instructional Support			\$
Personnel Services			-
Curriculum Coordinator			10,094.40
21 st Century Coordinator			50,000.00
Teacher	English		10,094.49
Teacher	Math		10,094.49
Teacher	Science		10,094.49
Teacher	Reading		10,094.49
Employee Benefits			\$
	25%	\$	25,118.00

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Flandreau Indian School | 2013

Professional Development		\$
AIMS Activities in Math & Science		4,000.00
Materials and Supplies		\$
Food	Summer School student meals	35,000.00
Family Night food and activities	Various supplies, depending on the theme	11,000.00
Club supplies and activities supplies		8,000.00
Other Expenses:		\$
Student Work Study	\$6.00 per hour, 4 hours per day for 30 students	32,400.00
Social/Educational Outings	Admissions, lodging, meals and incidentals.	27,250.00
Non-Instructional Services		
Material and Supplies		
TOTAL BUDGET		\$ -
Difference (Allocation less Budget)		\$ 402,900.27

Only
 - food #?
 food #?

forgotten?

	FY12	FY13	FY14
Home Living Assistants (12)	84240.00	85924.80	87643.30
Curriculum Coordinator	10094.40	10296.29	10502.22
21 st CCLC	50000.00	51000.00	52020.00
Teachers	40377.96	41185.52	42009.23
Education Technicians	34790.40	35486.21	36195.93
Cook	8697.60	8871.55	9048.98
Food	35000.00	36050.00	37131.50
Family Night Act/Supplies	11000.00	10000.00	10000.00
Club/Activity Supplies and Social Educational Outings	39250.00	25000.00	25000.00
Student work study	32400.00	33048.00	33048.00
Staff EBC's	57050.00	58191.00	59354.82
Total	\$358,522.40	\$395,053.37	\$401,953.98

The three year budget is calculated with a 2% increase per year for each position salary, EBC's student work study. There is a 3% increase per year on the food items. The amount for supplies for Family Nights, activities and outings decrease for year two and three due to during the first year of the project operation supplies will be purchased and will be utilized for the duration of the program.

TAB

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APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21st CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21st CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21st CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

EVERALL FOX, CHIEF SCHOOL ADMINISTRATOR, FIS

Typed Name and Title of Authorized Representative

Signature of Authorized Representative

Date

Jan 14, 2013

TAB

K

Curriculum Director - \$28.05 per hour at 360 hours

The position requires professional knowledge of education theories, principals, procedures and practices of education and training to function as education program specialist at the school and line office level. The work involves planning, administering, coordinating, promoting, improving and/or contributing toward improvement of education programs, policies, standards, activities, and opportunities at the school and line office level. The position may require a person skilled in group leadership, in the demonstration of techniques and methods and in carrying out research. Major responsibilities include planning, advising and evaluating in the specialty field(s).

The Curriculum Coordinator, responsible to the Assistant Principal, serves as a leader and a coordinator in the development and implementation of the school instructional program as specified by the BIE or State. The Curriculum Coordinator primarily assists and supports classroom teachers in providing an effective, explicit and systematic instruction program for all students, particularly low performing students. He/she will be responsible for work with Instructional Teams in development of content curriculum, researching, evaluating and ordering of new curriculum material for all academic content areas. Serves as a mentor, professional development facilitator, program reporting and data coordinator for all curriculum and assessment programs.

Home Living Assistants - \$19.50 per hour at 360 hours

The Home Living Assistants will work under the general supervision of the Residential Life Manager in an assigned dormitory during the school year but during the summer program will work under the supervision of the 21st Century Program Director. They will perform childcare, juvenile or young adult related duties in a dormitory environment, which assures the functioning of a well-balanced home living program for students who reside in a Bureau of Indian Education dormitory on a 24 hour basis 7 days a week. The duties of the Home Living Assistant combines the functions of practical instruction and guidance of students during out of school hours, e.g., personal hygiene, care of clothing, grooming, good manners, handling of money, conduct, adjustments, respect of property and housekeeping. Home Living Assistants may prepare teaching aids and present formal lessons under the direction of the Director. Additionally, they are responsible for the security and safety of a dormitory during night hours. The work typically includes providing home living experiences, administering medications and home nursing care and assuring appropriate medical and law enforcement services, or other emergency services, as needed.

Education Technicians - \$24.16 per hour at 360 hours

Education Technician performs duties on a paraprofessional level in support of professional educators. Responsibilities may include—(1) providing one-on-one tutoring for eligible; (2) assisting with classroom management, such as organizing instructional and other materials; (3) providing assistance in a computer laboratory directly related to classroom instructions; (4) conducting parental involvement activities; (5) to provide support in a library or media center; Or (6) providing instructional services to students under direct supervision of a professional educator. Incumbent may operate outside the classroom where the employee assists in a specialized education area under direct supervision of a professional educator.

Teacher - \$28.04 per hour at 360 hours

The teacher will provide instruction at the professional level, as a classroom teacher, as a team teacher or a remedial or special services teacher according to the setting and organizational structure of the school. He/she will be responsible for planning, implementing and evaluating instructional activities under stated guidelines. Teaching positions are professional positions, which are responsible for providing instruction to students using professional teacher methods and techniques in the school setting. This will include but not be limited to self-contained classroom teaching positions as well as specialized positions in one or more subject areas.

Director – \$25.00 per hour for 2000 hours

The position requires professional knowledge of education theories, principals, procedures and practices of education and training to function as education program specialist at the school. This professional knowledge requires additional knowledge of a program or programs as in the case of the program coordinator in one or more education disciplines. The work involves planning, administering, coordinating, promoting, improving and/or contributing toward improvement of education programs, policies, standards, activities, and opportunities at the school and line office level. The position may require a person skilled in group leadership, in the demonstration of techniques and methods and in carrying out research. Major responsibilities include planning, advising and evaluating in the specialty field(s).

The student services program incorporates educational, psychological, sociological and psychological aspects of human development in order to insure the academic, personal and social development. The Director will supervise the counseling, recreation and homeliving sections of the school program during the summer school program. Activities may include: scheduling of leave; assigning of staff; staff critiques and evaluations; ordering of supplies; budget preparation; and scheduling professional services.

School Cook - \$24.16 per hour at 360 hours

The school cook will plan, purchase and prepare meals according to the nutrition guidelines established by the department of the United States Department of Agriculture.

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**United States Department of the Interior
Bureau of Indian Education
Cheyenne River Education Line Office
P.O. Box 2020
Building 2002, E Street
Eagle Butte, SD 57625
(605) 964-8722 office
(605) 964-1155 fax**



January 9, 2012

Bureau of Indian Education
Division of Performance and Accountability
1011 Indian School Road
Albuquerque, NM 87104

Subject: 21st Century Community Learning Centers Program Grant for Flandreau Indian School

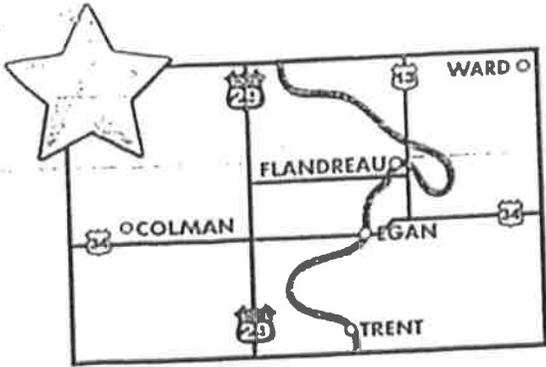
As the Acting Education Line Officer for Flandreau Indian School, I fully support this application.

I certify that full compliance, support and financial integrity with the BIE's 21st CCLC Request for Proposal application requirements and all subsequent requirements issues in a grant award to FIS will be completed as required.

Dr. Cherie Farlee
Acting Line Officer
Crow Creek/Lower Brule

TAB

M



MOODY COUNTY SHERIFF

Memo of Understanding

Mission:

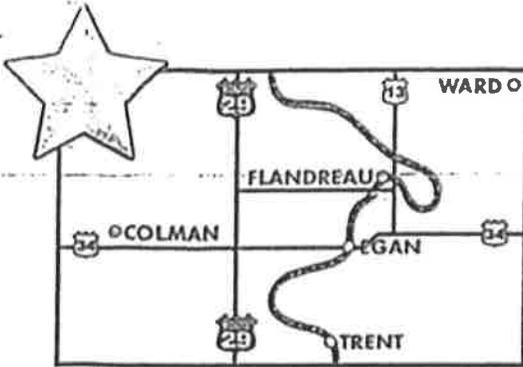
The Moody County Sheriff's Office is committed to a partnership with Flandreau Indian School through which to enact positive-impact programs involving all Flandreau Indian School students. Designed to overcome the negative law enforcement contact of some students in the past and prevent such for all students in the future, these programs will foster the image of the law enforcement officer as a mentor/caretaker and focus on:

- Helping adolescents develop an understanding of the behaviors leading to negative contacts with law enforcement and learning alternative behavior strategies and patterns.
- Creating a spirit of positive interaction between law enforcement and adolescents.
- Developing a sense of the adolescent as an integral, contributing member of a community and an understanding of the importance of the individual to a community.
- Initiating a process for adolescents to experience the caretaker component of civic responsibility.
- Helping students develop the leadership skills and attitudes needed to grow into contributing members of their tribes and communities.

General Duties

The Moody County Sheriff's Office will:

- Provide classes, workshops and positive on-campus encounters with FIS students.
- Evaluate a job-shadowing program for senior students.
- Provide referrals of students to participate in FIS's Transition Dormitory.
- Provide one-on-one counseling to students-in-need within the Transition Dormitory.
- Provide leadership skills and attitudes training to students on the Substance Abuse Council.



MOODY COUNTY SHERIFF

SRO's will:

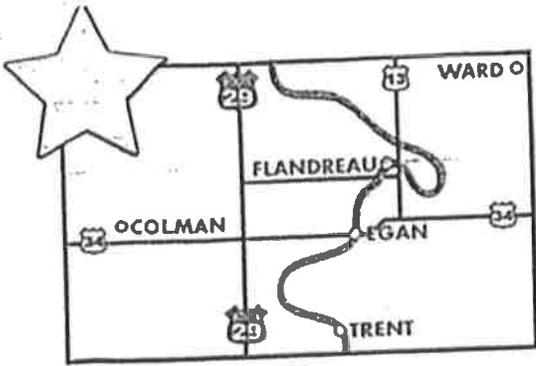
- Participate in SRO training.
- Be a visible presence during evening and weekend hours.
- Work with student groups on student driven projects and activities.
- Organize group workshops on conflict resolution, gang activity, roles of males and females in intimate relationships (addressing domestic violence issues)
- Spend at least one hour each per week with students in the behavior classroom and transition dormitory.
- Make classroom presentations.
- Monitor for and intervene in illegal activities.

School counselors, teachers and administrators will:

- Participate in SRO training as needed per level of involvement in program.
- Refer students to SRO sponsored activities.
- Provide individual and group counseling that supports SRO led activities.
- Share all information SRO's need to fulfill their role.
- Design programs with SRO's to address
 - Teen violence
 - Bullying
 - Substance abuse
 - Partner abuse and appropriate roles and behaviors in relationships.

Desired Outcomes

- Increase retention
- Decrease incidents of violence
- Decrease incidents of substance abuse
- Create positive image of law enforcement in the community
- Develop leadership skills and sense of commitment and responsibility to community



MOODY COUNTY SHERIFF

Administrative Responsibility

- Administration at Flandreau Indian School will accept grant management responsibility.
- FIS will support SRO's in their programs and activities and will provide assistance in running programs if needed.
- SRO's will maintain appropriate documentation for programs and activities as needed for grant evaluation and furnish this information to the FIS administrator overseeing the project.
- FIS will arrange for project evaluation.

Other Grant Program Issues

- SRO's will report to the Chief Administrative Officer at Flandreau Indian School.
- SRO's will work within the guidelines of the FIS policies and procedures.
- SRO's will have decision-making authority regarding enforcement of applicable laws and procedures while still working within the procedures of MCSO.
- FIS will maintain program files for documentation and statistics use for evaluation.
- FIS will designate an outside party to evaluate the success of the program.

Betty Belkham

Chief Administrative Officer

Troy Wellman

Moody County Sheriff



FLANDREAU POLICE DEPARTMENT

200 N. CRESCENT ST.
PO BOX 308
FLANDREAU, SD 57028-0308

E-MAIL: flandreaupd@iw.net
PHONE 605-997-3830
FAX 605-997-2055

Memo of Understanding

Mission:

The Flandreau Police Department is committed to a partnership with Flandreau Indian School through which to enact positive-impact programs involving all Flandreau Indian School students. Designed to overcome the negative law enforcement contacts of some students in the past and prevent such for all students in the future, these programs will foster the image of the police officer as a mentor/caretaker and focus on:

- Helping adolescents develop an understanding of the behaviors leading to negative contacts with law enforcement and learning alternative behavior strategies and patterns.
- Creating a spirit of positive interaction between law enforcement and adolescents.
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- Helping students develop the leadership skills and attitudes needed to grow into contributing members of their tribes and communities.

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- Provide classes, workshops and positive on-campus encounters with FIS students.
- Evaluate a job-shadowing program for senior students.
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- Provide leadership skills and attitudes training to students on the Substance Abuse Council.

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 - Bullying
 - Substance abuse
 - Partner abuse and appropriate roles and behaviors in relationships.

Desired Outcomes

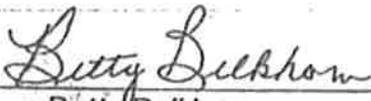
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- Decrease incidents of violence.
- Decrease incidents of substance abuse.
- Create positive image of law enforcement in the community.
- Develop leadership skills and sense of commitment and responsibility to community.

Administrative Responsibility

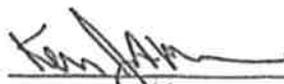
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- SRO's will report to the Chief Administrative Officer at Flandreau Indian School.
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- SRO's will have decision-making authority regarding enforcement of applicable laws and procedures.
- FIS will maintain program files for documentation and statistics use for evaluation.
- FIS will designate an outside party to evaluate the success of the program.



Betty Belkham
Chief Administrative Officer



Ken James
Police Chief



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

MAR 05 2010

Memorandum

To: Deputy Director, Bureau of Indian Affairs
Director, Field Operations, Bureau of Indian Affairs
All Regional Directors
Chief of Staff, Bureau of Indian Education
All Education Line Officers
Deputy Director, Office of Justice Services
All Special Agents in Charge
All District Correctional Officers

Through: Jerry Gidner
Director, Bureau of Indian Affairs

Bart Stevens
Acting Director, Bureau of Indian Education

From: Larry Echo Hawk
Assistant Secretary - Indian Affairs

Subject: ~~Implementation of the Memorandum of Agreement between Indian Health Service, Bureau of Indian Affairs, and Bureau of Indian Education on Indian Alcohol and Substance Abuse Prevention~~

Attached is Memorandum of Agreement (MOA) 3-CPS-10-0011 wherein three agencies agree to work together to assist tribal governments in their efforts to address substance abuse. This MOA includes the coordination of data collection, resources and programs, and was signed by all entities in December 2009 after much work by a number of dedicated staff.

Substance abuse impacts all of our Indian communities in a variety of ways. Our goal is to promote safe, healthy, and productive communities. Alcohol has been an ongoing issue, but new drug concerns impact communities and require specialized initiatives to address unique problems. Recently, several initiatives have been focused on problems related to methamphetamine usage. They included education about drugs, child protection services, responses to domestic violence, crimes related to the use and distribution of the drug, services to victims of crimes, and environmental protection.

Coordination of programs and resources becomes a special challenge, but necessary if we truly intend to have an impact on the communities we serve. Tribes must be partners in the planning

and implementation of the activities identified in this MOA. Please take note of the organizational responsibilities specified in this agreement. You should plan to fulfill those activities that directly relate to you, but please do not limit yourself to these identified activities only.

We encourage you to view this MOA as a mechanism to expand opportunities to be creative, coordinate resources, and collaborate with our service partners and cosigners of this agreement. Substance abuse is a serious problem, and by working together we will be more successful in addressing it.

Please share this information with Tribes, our customers and partners, and build on the work that has been started to address the many problems associated with substance abuse. Together we can continue this work and help our American Indian youth, families, and communities remedy these problems and become healthier, more productive individuals and communities.

Attachment

OCTOBER 2009
 MEMORANDUM OF AGREEMENT
 BETWEEN
 DEPARTMENT OF HEALTH AND HUMAN SERVICES
 INDIAN HEALTH SERVICE
 AND
 DEPARTMENT OF THE INTERIOR
 BUREAU OF INDIAN AFFAIRS
 AND
 BUREAU OF INDIAN EDUCATION
 ON
 INDIAN ALCOHOL AND SUBSTANCE ABUSE PREVENTION

I. PURPOSE

The Memorandum of Agreement (MOA) emphasizes assisting tribal governments in their efforts to address substance abuse. It affirms the importance of a systematic approach to enhance the quality of life. This MOA shall include coordination of data collection, resources, and programs of the Indian Health Service (IHS), the Bureau of Indian Affairs (BIA), and the Bureau of Indian Education (BIE).

The Department of Health and Human Services (DHHS) and the Department of the Interior (DOI) shall coordinate and collaborate pursuant to this MOA. Special acknowledgment is given to the rights of tribes in accordance with the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450, et seq.) and local control in accordance with Section 1130 of the Education Amendments of 1978 (25 U.S.C. 2010).

The tribes, in conjunction with Federal and state entities, will identify the need for services and their best applications.

II. GOAL

To promote tribal communities that are safe, healthy, and productive by the following means:

- Increase collaboration and coordination among the BIA, BIE, IHS, and tribes.
- Facilitate resource sharing (funding, personnel, information, knowledge, and skills) among the BIA, BIE, IHS, and tribes.
- Support and assist local BIA agencies, schools, BIE line offices, and IHS area and service units in working with tribes in developing and implementing joint programs and services.

III. BACKGROUND

Substance abuse, including alcohol, illegal drugs, and controlled substances, impact the whole community. Probable consequences include depression, domestic violence, child neglect and abuse, elderly abuse, property damage, gang activity, and violent crime. It increases the burden on communities and on those Federal, state, and tribal governments attempting to assist these communities.

The production, distribution, and use of substances such as methamphetamine (meth) are not a new problem. Substance abuse threatens not only the user but threatens the well-being of the community. Related illicit acts encourage gang activities as well as organized crime on Indian lands. The production of meth results in toxic by-products that are left in buildings, fields, and waterways. Some of these chemicals can cause disfigurement, illness, or death.

American Indian youth, ages 12-17, have the highest percentage rate for illegal drug use according to the Substance Abuse and Mental Health Services Administration (SAMHSA). Prevention efforts targeting youth and young adults are the most cost-effective in addressing this problem. It has been clearly demonstrated that the younger an individual is when he/she encounters a prevention message, the better the outcome.

Illegal drugs and controlled substances present a special challenge to agencies and organizations. Supply reduction, in combination with demand reduction, must be undertaken through a comprehensive and multidisciplinary approach if they are to be successful. The illegal production, distribution, and use of controlled substances within Indian Country is at an epidemic level. These challenges necessitate a *comprehensive evaluation* by the BIA, BIE, and IHS in order to address these issues.

IV. STATEMENT OF PURPOSE

A. Coordination Efforts

1. Juvenile and Adult Detention Centers

The IHS and BIA will collaborate to expand substance abuse resources for detoxification, treatment, and post-detention community re-entry and aftercare planning.

2. Youth Regional Treatment Centers (YRTC)

The IHS will continue to provide funding support for the operation of existing centers and to advocate for additional resources. The IHS will include BIE in the planning and identification of educational resources (curriculum, libraries, recreational facilities, computers, funds for teachers, etc.) for IHS-operated YRTC's.

The BIE will be active in considering the needs of tribally-operated YRTC's. The BIE and IHS will collaborate regarding the most suitable placement to meet the needs of the individuals.

3. Residential Schools

The IHS, BIA, and BIE will coordinate delivery of healthcare and wellness support services to boarding school residents and their families. The agencies will support efforts to align policies such that residents have appropriate access to healthcare services including a range of behavioral health services on-site. Such services will, where possible, be part of an integrated, holistic approach to student support that includes appropriate recognition and targeting of interventions to both general student populations and high risk students.

4. Community Based Adult Services

The IHS, BIA, and BIE will collaborate with tribes to enhance program coordination, planning, and implementation of community based prevention, referral, enforcement, treatment (both individual and family), recovery models, and implementation of programs with linkages to adjunct community services. These efforts will be implemented at the BIA agency, BIE line office, and IHS service unit levels jointly with the affected tribes.

5. Child Protection and Child Welfare

The BIA will include the BIE, IHS, and tribes in planning and implementation activities. These shall include defining the scope of services appropriate to tribal area needs and identifying resources to address the continuum of care for American Indian children at risk for abuse and/or neglect.

The BIA, BIE, and IHS will obtain input from local tribes on planning initiatives. This will strengthen the coordinated interagency multidisciplinary response for the protection of children and the prevention of child abuse and neglect in American Indian and Alaska Native communities, especially for drug endangered children. These agencies will continually reaffirm the need for coordinated approaches to prevent child abuse and neglect and its long-term social and economic consequences (poor academic performance, substance use, multiple disorders, suicides, etc.) and promote a full range of effective services for abused American Indian and Alaska Native children and their families.

6. Data Collection, Analysis, and Sharing

The BIA, BIE, and IHS will consult with tribes to determine the need for sharing information, data collection systems that are compatible with current systems in use, and data resources on substance abuse and collaboration and coordination on information collection and reporting will be encouraged. Linkages will be forged with other Federal, state, and local entities. This will facilitate appropriate recommendations and decisions about programs and initiatives.

7. Joint Multidisciplinary Meetings

The BIA and BIE Central Offices and IHS Headquarters staff, including participation by regional, line, and area office staff, will jointly conduct multidisciplinary meetings to discuss coordination and collaboration issues and identify barriers to the implementation of this MOA. These meetings will occur not less than every 6 months.

In addition, an annual, multidisciplinary meeting will be planned and coordinated that focuses on local BIA agency superintendents and BIE line officers (including superintendents or education specialists, IHS service unit chief executive officers, and tribal health directors and facility directors). It will address organizational coordination and effective responses to the impact of substance abuse in Indian Country.

D. Organizational Responsibility

I. Central Office/Headquarters

The BIA and BIE Central Office and IHS Headquarters are responsible for:

- Designing and delivering training and technical assistance;
- Identifying and advocating for financial resources; and
- Developing a biennial program plan, including specific objectives, performance improvement measures, benchmarks/milestones, and organizational responsibilities to be completed within 6 months of the last signature of this MOA.

2. BIA Regions, BIE line offices, and IHS area offices

The BIA regional directors, the BIE line officers, and IHS area directors are responsible for encouraging the development of local MOA's between the IHS, BIA, and BIE in working with the local tribe(s) to increase collaboration and cooperation, facilitate resource sharing, and to develop joint programs/services to address substance abuse.

The BIA regional directors, BIE line officers, and IHS area directors are responsible for designating a staff member to attend the semi-annual organizational planning and implementation meetings (see item IV.A.7) and report activities (accomplished, ongoing, and unaccomplished) to BIA and BIE Central Offices and IHS Headquarters.

The BIA Central Office will compile a comprehensive list of Indian Country activities (accomplished, ongoing, and unaccomplished) semiannually for distribution to all BIA regions and agencies (through the Deputy Bureau Director for Field Operations), BIE line offices (through the BIE Deputy Director, School Operations), and IHS service unit chief executive officers (through the IHS Director).

V. IDENTIFICATION OF STATUTORY AUTHORITIES

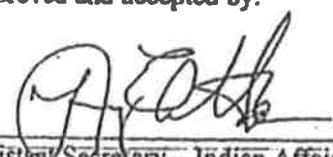
1. Snyder Act of November 2, 1921 (42 Stat. 208; 25 U.S.C. 13)
2. Economy Act of September 13, 1982 (96 Stat. 933; 31 U.S.C. 1535)
3. Indian Self-Determination and Education Assistance Act of January 4, 1975 (88 Stat. 2203; 25 U.S.C. 450 et seq.)
4. Anti-Drug Abuse Act of 1988 (102 Stat. 4181; 21 U.S.C. 1501)
5. Indian Alcohol and Substance Abuse Prevention and Treatment Act of 1986 (100 Stat. 3207-137; 25 U.S.C. 2401)
6. Indian Health Care Improvement Act of September 30, 1976 (90 Stat. 1400; 25 U.S.C. 1600 et seq.)
7. Indian Child Protection and Family Violence Prevention Act of November 28, 1990 (104 Stat. 4544; 25 U.S.C. 3201)
8. No Child Left Behind Act of 2001 (115 Stat. 1425; 20 U.S.C. 6301)
9. Johnson-O'Malley Act of April 16, 1934, (48 Stat. 596; 25 U.S.C. 452 et seq.)
10. Victims of Child Abuse Act of November 29, 1990 (104 Stat. 4792; 42 U.S.C. 13001 et seq.)
11. Education Amendments of November 1, 1978 (92 Stat. 2143; 25 U.S.C. 2010 et seq.)

VI. ADMINISTRATIVE PROVISIONS

1. Nothing in this MOA may be construed to obligate BIA, BIE, IHS, or the United States to any current or future expenditures of resources in advance of the availability of appropriations from Congress. This MOA does not obligate BIA, BIE, IHS, or the United States to spend funds on any particular project or purpose, even if funds are available.
2. This MOA in no way restricts BIA, BIE, or IHS from participating in similar activities or arrangements with other public or private agencies, organizations, or individuals.
3. BIA, BIE, and IHS will comply with the Federal Advisory Committee Act to the extent it applies.
4. Upon the last signature, this MOA shall remain in effect, unless modified or terminated by the Assistant Secretary – Indian Affairs or the Director, Indian Health Service upon 60 days written notice. The Assistant Secretary – Indian Affairs, Director, BIA, Director, BIE, and Director, IHS shall review this MOA on a biennial basis.

VII. SIGNATURES OF EACH PARTY

Approved and accepted by:



Assistant Secretary – Indian Affairs

10/13/09

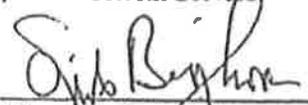
Date



Director, Indian Health Service

12/16/09

Date

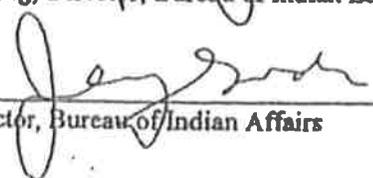


for

(Acting) Director, Bureau of Indian Education

10/15/09

Date



Director, Bureau of Indian Affairs

10/20/09

Date

Previous Partnerships

The Flandreau Indian School (FIS) and Flandreau Santee Sioux Tribal (FSST) Diabetes and Wellness Program have partnered previously on several different occasions. For several years, the FSST Wellness Center worked with the FIS Life Fitness Class by hosting the class 3 days per week and teaching students about various workout equipment and introducing them to various classes and proper techniques, as well as setting up fitness plans for the students. The Life Fitness classes discontinued meeting at the FSST Wellness Center a few years ago because the FSST Wellness Center was able to donate enough pieces of cardiovascular and strength equipment for the school to provide their own on-site facility for educational and recreational purposes.

Discontinued?
@school?

We have also collaborated with work-study students during the semester and summer-work placement programs by hosting several students each year. We provide a positive and safe learning environment as well as the opportunity to meet personal fitness improvements through use of equipment.

The FIS staff had given the Wellness Center staff the opportunity to take part in a low- and high-ropes training certification course this past May. We plan to work together to offer ropes course experiences to students and participants of the Diabetes Programs.

Work Plan for FSST/FIS

Physical activity and exercise have been shown to not only improve physical health, but reduce stress, boost mood, promote mental wellness, improve thinking and problem-solving skills, improve self-esteem, promotes better sleep, and boosts energy.

We plan to work together on several different activities for this project. The FSST Diabetes and Wellness Program can offer:

- After school and before school activities- engage students in activities to increase awareness about the dimensions of wellness, focusing on lifestyle behaviors to improve physical, spiritual, intellectual, social, emotional and environmental wellness.
- Summer Program- in conjunction with the summer program offered by FIS, each of the 25 students would be involved with the FSST Wellness Program by:
 - Participating in education regarding the benefits of exercise and nutrition. Each student would be encouraged to decide on several healthy goals to work towards during the summer program.
 - Completing a physical fitness evaluation at the beginning and end of the summer term. We would also like to complete this fitness evaluation at regular interval throughout the following school year to encourage and monitor continued improvements in body composition, cardiovascular endurance, muscular endurance, muscular strength, and flexibility.
 - Working collaboratively with Wellness Center and Boys and Girls Club staff on a service learning project to offer a fun fitness event to the community members and in turn raising funds for the community programs.

- Participating in a work study (3 students) at the Wellness Center to assist and lead youth fitness activities, plan and host an annual walk/run event, and participate in the daily activities required in the operation of a fitness facility.
- Monthly "Community Nights" – Participate and develop information and activities related to healthy lifestyles to be shared with students, staff, and community members. In addition to promoting wellness by offering practical education and teaching skills for adopting healthier behaviors, these events would serve to foster interaction and involvement of the entire community.
- Diabetes Education / Nutrition Information – Offered Wednesday afternoons during the school year to provide students and staff with diabetes education and information on prevention, management, and treatment. Special focus on healthy behaviors, including nutritious meal planning and physical activity.
- Staff and Student Diabetes Screenings – Beginning in January, 2013, offer screenings for students to include blood glucose, blood pressure, and BMI (ht/wt). Staff will also receive screenings to be scheduled during meeting times.
- Staff Physical Fitness Evaluations- Complete physical fitness evaluations for cardiovascular endurance, body composition, muscular endurance, muscular strength, and flexibility for FIS staff to track improvements made during the project to model healthy behaviors for students.

Marie Schmit, MS

Exercise Specialist, Diabetes Program
 Flandreau Santee Sioux Tribal Health Clinic
 701 West Broad Ave
 Flandreau, SD 57028
 Phone: (605) 573-0141
 Fax: (605) 573-0142
 Email: marie.schmit@fsst.org

**Memorandum of Agreement
between
The Boys & Girls Clubs of Moody County
and
Flandreau Indian School**

I. Concept

The Boys & Girls Club of Moody County has provided a safe environment for the youth of the Flandreau since 2008, including academic and prevention programming aimed at fostering educational opportunities and deterring risky behaviors. The Flandreau Indian School has provided educational opportunities to the students of Native American tribes since 1893. Boys & Girls Club of Moody County and Flandreau Indian School agree to the following collaboration designed to best deliver the academic and youth development programming to members served by both entities.

II. Boys & Girls Clubs of Moody County (B&GC) will:

1. Coordinate collaborative program implementation and scheduling with Flandreau Indian School.
2. Organize recruitment of program participants, staff and volunteers.
3. Implement programs focusing on academic success and youth development programs.
4. Insure maintenance of a safe and sanitary program space.
5. Maintain regular communication with Flandreau Indian School primary contact.

III. Flandreau Indian School will:

1. Identify select staff to serve as primary contacts for academic success and youth development program efforts, and serve as a liaison to the Boys & Girls Club of Moody County.
2. Provide academic expertise, information, resources and guidance through accessible Flandreau Indian School staff when possible, as requested by the Boys & Girls Club of Moody County Program Director.
3. Assist Boys & Girls Club of Moody County staff in identifying possible program participants through referrals of youth.
4. Schedule, in conjunction with the Boys & Girls Club of Moody County Program Staff, a time and location for cultural based programming, mentorship, wellness and healthy lifestyle programs. Programs will be implemented Flandreau Indian School staff.
5. Interact with Club staff and members through participation in mentorship and cultural program sessions, community service activities, or other Club program areas, as available.

IV. Term of Agreement

This AGREEMENT shall take effect upon receipt of signatures of the parties and will continue in force until it is amended or terminated in writing by mutual agreement. This AGREEMENT may only be extended in writing and signed by all parties.

IN WITNESS THEREOF, the parties have executed this AGREEMENT on the _____ day of _____, 20__.

BOYS & GIRLS CLUBS OF BROOKINGS SD, CORP: MOODY COUNTY UNIT
1126 Southland Lane
Brookings, SD 57006

By: _____
Program Director

NO SIGNATURE

FLANDREAU INDIAN SCHOOL
1132 N Crescent St
Flandreau, SD 57028

By: _____
Director

TAB

N



United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
FLANDREAU INDIAN SCHOOL
FLANDREAU, SOUTH DAKOTA 57021

IN REPLY REFER TO:

11 January 2013

Memorandum for BIE 21st Century Community Learning Center, 1011 Indian School Road, NW, 3rd Floor,
Suite 332, Albuquerque, NM 87104

Subject: Letter of Support, 21st Century Grant

As the Student Services Director of Flandreau Indian School, I fully support this application.

I certify that full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements and all subsequent requirements, issued in a grant award to this school will be completed as required.


Merle Hoskins
Student Services Director
Flandreau Indian School

TAKE PRIDE
IN AMERICA 



United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
FLANDREAU INDIAN SCHOOL
FLANDREAU, SOUTH DAKOTA 57028

IN REPLY REFER TO:

11 January 2013

Memorandum for BIE 21st Century Community Learning Center, 1011 Indian School Road, NW, 3rd Floor,
Suite 332, Albuquerque, NM 87104

Subject: Letter of Support, 21st Century Grant

As the Assistant Principal of Flandreau Indian School, Academic, I fully support this application.

I certify that full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements and all subsequent requirements, issued in a grant award to this school will be completed as required.

Sheryl Burkhart
Assistant Principal
Academic
Flandreau Indian School

Flandreau Indian School | 2013

Appendix VI: Schedule of Operations

Schedule of Operations

School Served: Flandreau Indian School

SCHOOL-YEAR (8-27-2012 to 5-20-2013)

Number of Weeks during the school year: 36

Activity	Time	Where? By Whom?	Mon	Tues	Wed	Thurs	Friday	Sat	Sun
Tutoring	3:00-7:00	BGCMC staff (D)	X	X	X	X	X		
SS Groups	3:00-7:00	BGCMC staff (D)	X	X	X	X	X		
PB Learning	3:00-7:00	BGCMC staff (D)	X	X	X	X	X		
Tutoring	3:00-5:00	FIS staff Library	X	X	X	X			X
Canteen	3:00-5:00 7:00-9:00	FIS staff & students	X	X	X	X	X	X	X
Sewing	3:30-5:00	Selva Lake		X			X	X	
Social Hour	5:00-6:00	BGCMC S & stude	X	X	X	X	X		
Tutoring	7:00-10:00	FIS staff Dorms	X	X	X	X			X
OdysseyWare	4:30-9:00	FIS staff Academic	X		X	X		X (dorm)	X(dorm)
Group Therapy	2:45-10:00	OVC Dorms	X	X	X	X	X		
Individual Therapy	2:45-10:00	OVC Dorms	X	X	X	X	X		
Women's Society	9:00-10:00	Josette Pel tier			X	X			
Warrior's Society	9:15-10:00	Art War Bonnet				X			X
IRG -	7:00-8:00	Auditoriu	X						
Drawing Club	7:00-8:00	Josette G-dorm		X	X	X			
Life Skills	8:00-10:00	FIS Staff Dorms	X	X	X	X	X	X	X
Physical Fitness	7:00-10:00	FIS staff campus	X	X	X	X	X	X	X
Fire Fighti	5:30-10:00	Bryon Eaton			X				
Movie	7:00-10:00	FIS Staff					X	X	X
Chapel	2:00-3:00 7:00-8:00	Pastor Bill Tea Room			X				X
Cooking	1:00-3:00 5:00-7:00	FIS Staff G-Dorm							X
IROTC	3:30-5:00 4:30-5:30	Sgt. Roberts	X	X	X	X			
FREAKOM Music Clu	5:00-7:00	D. Flammon		X					
SPEC-TOR Paranorm	7:00-9:00	D. Flammon		X					

*Physical Fitness includes weight lifting, open gym, basketball, intermural sports, cardio etc.