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APPLICATION FOR FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION: Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction		2. DATE SUBMITTED 11/26/2012	Applicant Identifier NM-003
Pre-application <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		3. DATE RECEIVED BY STATE	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

5. APPLICANT INFORMATION

Legal Name: San Felipe Pueblo Elementary School	Organizational Unit: Department: DOI- Bureau of Indian Education
Organizational DUNS: 159375740	Division: San Felipe Pueblo Elementary School
Address: Street: 711 Main Pueblo Road, PO Box 4343	Name and telephone number of person to be contacted on matters involving this application (give area code) Prefix: Ms. First Name: Lisa
City: San Felipe Pueblo,	Middle Name
County: Sandoval	Last Name Nagurski
State: New Mexico Zip Code 87001	Suffix:
Country: USA	Email: lisa.nagurski@bie.edu

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

14-0001849	Phone Number (give area code) (505) 867-3364	Fax Number (give area code) (505) 867-6253
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8. TYPE OF APPLICATION:

New Continuation Revision

If Revision, enter appropriate letter(s) in box(es)
(See back of form for description of letters.)

Other (specify)

7. TYPE OF APPLICANT: (See back of form for Application Types)

Not for Profit Organization

Other (specify)

9. NAME OF FEDERAL AGENCY:
DOI-BIA Office of Indian Education Programs

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:
TITLE (Name of Program): 21st Century Community Learning Center

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
21st Century Community Learning Centers Program

12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):
San Felipe Pueblo

13. PROPOSED PROJECT

Start Date: 01/03/2013	Ending Date: 09/30/2013
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14. CONGRESSIONAL DISTRICTS OF:
a. Applicant b. Project

15. ESTIMATED FUNDING:

a. Federal	\$	113,727.75
b. Applicant	\$	
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	113,727.75

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

a. Yes THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:

b. No PROGRAM IS NOT COVERED BY E. O. 12372
 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
 Yes If "Yes" attach an explanation. No

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Authorized Representative

Prefix Ms.	First Name Maxine	Middle Name
Last Name Ortiz-Abeyta		Suffix
b. Title Principal	c. Telephone Number (give area code) (505) 867-3364	
d. Signature of Authorized Representative <i>Mendis Ross, Acting</i>	e. Date Signed 11/26/12	



SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21ST CENTURY COMMUNITY LEARNING CENTER

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

San Felipe Pueblo Elementary School
Organization

Lisa Nagurski
Name of Contact Person

505-867-3364
Telephone

lisa.nagurski@bie.edu
E-mail Address

505-867-6253
Fax Number

Spencer Ross, Business Mgr
Authorized Signature for Budget Revisions/
Record and Report of Local Expenditures

11/26/12
Date

■ 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.

Spencer Ross
Signature of Organizational Representative

11/26/12
Date

Acting Principal
Title

\$ 113,727.75
Total Funding Requested Per Year

\$ 341,183.25
Total Funding Requested for Three Years

BIE Use Only Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____



SAN FELIPE PUEBLO ELEMENTARY SCHOOL
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PROGRAM ABSTRACT

Operating Hours: (Check all that apply): After School Weekend Summer

After School Hours: 3:00-5:00

Summer Session Hours: 7:30AM - 12:30 PM

Summer Session Length: 4 weeks

Some observers point out that San Felipe is one of the most culturally conservative of all the Keresan speaking people, passionately retaining their traditional customs despite relentless pressures from the outside world. Community values and responsibilities have kept the San Felipe people a vital and distinctive entity, with a proud heritage of ancient origin. San Felipe Pueblo has survived for centuries by adapting to prevailing environmental, social and economic trends making it possible for the San Felipe people to resist the influences of modern life and to maintain their individuality. San Felipe Pueblo is a paradox of traditional practices yet economically advancing means of survival of the village. The Keresan language is the most common means of communication and the cultural practices are virtually intact.

Interstate 25 is a major north-south route for interstate commerce between major metropolitan centers of Denver, Colorado and El Paso, Texas, and San Felipe Pueblo is located adjacent to this major traffic line. Travelers on I-25 little realize the extreme contrast that exists between their speeding vehicle and the nearby pueblo village that has quietly retained its rich traditions.

San Felipe Pueblo school children are struggling between two major influences that are pulling them in separate directions. A majority of San Felipe's children prefer to communicate in the Keresan language and use English only in the classroom and when communicating with non-Keres speakers. *With the prevalent lack of English language comprehension, it is understandable that annual achievement scores of children attending San Felipe Pueblo Elementary School have failed to make Adequate Yearly Progress (AYP) toward the fourteen year goal set by P.L. 107-110, the No Child Left Behind Act of 2001.*

The San Felipe Pueblo Elementary School 21st Century Community Learning Center program design addresses key areas of learning deficiencies and critical thinking skills- reading comprehension and mathematics problem solving. The plan outlines *a road map* for addressing deficient skills and includes innovative approaches such (appropriate) culturally relevant activities, homework clubs, tutoring and enrichment activities, a health and wellness component and opportunities for family and community involvement. Partnerships with community resources have resulted in Drug Free-No Bullying-Risky Behaviors activities and trainings for students and staff.

This 21st Century Community Learning Center program endeavors to foster parents' roles in their child's learning that ultimately will benefit the children's academic performance. Our goal is for each student to meet individual academic learning goals and improve achievement of the state's Common Core State Standards. The 21st CCLC program support helps our students reach their goals with its focus on student learning through activities in STEM, academic enrichment, the arts and health and wellness. The activities challenge and enrich student learning in a safe environment before and after school and during the summer.

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Narrative Introduction

San Felipe Pueblo Elementary School is a Kindergarten through eighth grade school. It is located on the San Felipe Pueblo Indian Reservation, twenty five miles north of Albuquerque, New Mexico. The majority of our approximately four hundred students are from San Felipe Pueblo, one of the oldest continually inhabited communities in the United States. We also provide transportation for approximately sixty five students from Santo Domingo Pueblo who attend our school. San Felipe Pueblo is among the most traditional communities of the nineteen Pueblos of New Mexico. The majority of students who range in ages from 5 to 13 years old, enter school speaking Keresan, their native tongue, with English as their second language. Although San Felipe Pueblo is in close proximity to both Albuquerque and Santa Fe, it is still relatively isolated. A majority of the families live at or below the poverty level. Many of the children come from single parent households and/or multi-family households. Most of the students' parents have limited education, and work in Albuquerque or Santa Fe. In recent years, the Pueblo acquired a casino in which some community members now work. This has had a positive socio-economic impact on the community; however it has not been wide-spread.

Beginning in June, 2012, the principal and 15-20 teachers from San Felipe Pueblo Elementary School joined the Los Alamos National Laboratory Math and Science Academy (MSA) core program, and became a "cohort". These teachers, many of whom also provide services and program activities for students in our 21st Century Program, will spend the next three summers in June and part of July studying and discussing teaching with other teachers, and working together throughout the school year on discussing classroom instruction and students' work in math and science. Topics this year included assessing student learning through formative assessments, a study of math and science linking concepts, teaching writing in science and math (note-booking) and how to lead and manage an engaging learning environment in math and science. The two week core institute each summer is paired with an additional week of *Math-citement* and all staff is invited to participate along with MSA teachers in the *Ir-Rational Numbers Institute* one Saturday a month during the school year; both math courses are taught by UNM mathematics professors.

MSA is currently supporting the Professional Learning Community (PLC) for the principal and teachers at San Felipe Pueblo School. Many activities important to SFPES's successful PLC take place during grade level meeting discussions. The focus of our PLC grade level meetings is student learning. The focus of our PLC grade level meetings is student learning. The activities revolve around these questions: The activities revolve around these questions:

- What do we want students to learn?
- How will we know if students are learning?
- How can we provide the best initial instruction?
- What do we do when they don't learn?
- How can we challenge students who are already proficient or advanced?

Grade-level teams set the agenda for each meeting's discussions and minutes are recorded in Native Star. Depending on what stage of the learning cycle we are on, staff is prepared to discuss curriculum materials and Common Core State Standards, student work, NWEA and standardized test scores, common assessments, or best practices. Our 21st Century Community Learning Center builds upon this model by extending it into the "out-of-school-time" of our before and after school and summer programs.

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Need for Project

The challenges faced by this school include: a high percentage of students with low reading and mathematics performance scores on standardized tests, and a high percentage of students testing as Limited English Proficient (LEP).

Our school continuously does not meet the state's Adequate Yearly Progress (AYP). SFPES has been identified under the designation of "School Improvement." This is an indication that SFPES students are not meeting the expected goals for NCLB; therefore, they are identified as students at risk. **Language issues and lack of outside experiences are major factors that impact academic performance of the student population.** Our students fall behind other New Mexico students according to the New Mexico Standard Based Assessment (NM SBA) given in the spring. Through the after school and summer programs, the at-risk population will greatly increase the school-community partnerships and support academic achievement. The information gathered from San Felipe Elementary School's ISEP count reveal that 100% of our students are eligible for Title I services (educational, health, nutritional).

The following table summarizes the academic needs and challenges that face the school:

	AYP Status	
Year	Rating	Status*
2010-2011	No	RESTR
2009-2010	No	RESTR
2008-2009	No	RESTR
2007-2008	No	CA-2

The trend in the data shows the inconsistencies of leadership at SFPES to provide direction and establish goals for the school for the school years 2008 to 2011. Currently, SFPES has seen consistency in leadership for 2 years and the data reflects the increase in student achievement for example in Reading, the number of students Proficient and Advanced on the New Mexico Standards Based Assessment increased by 7.11% from 29% in 2010 – 2011 to 36.11% in 2011-2012 school year. In Math, the number of students Proficient and Advanced on the New Mexico Standards Based Assessment increased by 1.77% from 16.48% in 2010-2011 to 18.25% in 2011-2012 school year. In Science, the number of students Proficient and Advanced on the New Mexico Standards Based Assessment decreased by 2.07% from 20.25% in 2010-2011 to 18.18% in 2011-2012 school year.

San Felipe Pueblo Elementary School 21st Century Community Learning Center proposes to provide activities that strengthen students' academic achievement, improve health and wellness and develop student interests through extended-day and summer programs. These programs will focus on the needs of all students and foster school-community partnerships. In order to meet our objectives, we propose the following goals:

- Provide students with after school and summer programs in reading, math, science and enrichment, targeting individual needs of students based on assessment data
- Provide tutoring, academics, enrichment, health and wellness and activities that will promote family involvement creating connections between home and school
- Actively engage all students, including students with special needs and at-risk students in

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- academic, enrichment and recreation programs and provide tutoring for students who are identified as LEP or who demonstrate academic need based on assessment and other data
- Work with staff, students and parents in the areas of preventing violence, drug and alcohol abuse and bullying prevention and intervention

High risk students will be identified using the following methods:

- NWEA data (fall, winter, spring and progress monitoring)
- NASIS behavioral and attendance data
- New Mexico SBA/Bridge Assessment and WIDA ACCESS for ELLs
- Teacher and counselor referrals
- Parental and tribal referrals

Student academic growth goals are developed with each student based on NWEA assessment data and progress monitoring data which is analyzed and discussed during weekly grade level team meetings. Intervention groupings are reassessed and students move through their Tier Levels depending on results of assessment data.

The goals of supporting academic achievement for San Felipe Pueblo Elementary School students are directly related to the New Mexico Common Core State Standards by addressing skills and concepts related to student achievement and academic learning goals. Students who are not demonstrating proficiency in the areas of reading, math and language will be provided with a variety of activities to strengthen their knowledge base. Parents and family members of students who are not demonstrating proficiency in these areas will be provided with opportunities and activities that will support their student's needs.

The after school and summer programs will address a variety of interests and concerns for the children of San Felipe Pueblo Elementary School. The tutoring and academic enrichment program will help students strengthen various academic needs that have been identified by teachers' analysis of NWEA, New Mexico SBA and WIDA for ELL assessment data. In addition, the 21st CCLC program will identify the families that are MOST in need of services and support. These families will be recruited during an annual 21st CCLC recruitment and registration event.

San Felipe Pueblo Elementary School currently implements a school-wide Tiered Instruction and Intervention in a Response-To-Intervention Model of Instruction. The heart of any Response-to-Intervention (RTI) model lies in the use of tiered instructional processes. The assessment components of RTI (universal screening and progress monitoring) are essential elements of implementation, however, it is the instruction that occurs as a function of the outcomes of the assessments that truly drives the changes we hope to see in students who are identified as being at some level of risk.

At Tier 1, all students receive instruction within an evidence-based, scientifically researched core program. The Tier 1 instructional program is synonymous with the core reading or math curriculum that is typically aligned with NM and Common Core State Standards. The intent of the core program is the delivery of a high-quality instructional program in reading or math that has established known outcomes that cut across the skill development of the targeted area.

All children receive Tier 1 instruction, but those children in need of supplemental intervention receive additional instruction at Tier 2 or Tier 3. Tier 2 consists of children who fall below the expected levels of accomplishment, called benchmarks, demonstrating some risk for

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academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered that focus on their specific needs. Instruction is provided in smaller groups.

Tier 3 consists of children who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ideally ranging from 3 to 5 children; it is viewed as a tier that includes children who are not identified as being in need of special education but whose needs are at the intensive level. Tier 4 consists of students who have been identified as students with disabilities and receive services according to individual IEPs.

The key to providing tiered instruction lies in the establishment of a workable schedule that maximizes school personnel resources and a high degree of collaboration among all members of the teaching force of a school. San Felipe Pueblo Elementary School teachers meet weekly in Professional Learning Community (PLC) grade level teams to discuss student assessment data, curricular materials, Common Core State Standards and student work and behavior. One of the key aspects of tiered instruction is the importance of collaboration across all educational professionals in the building.

During tier time, educational staff must be mixed together in a way that is not typical of most school structures. The beauty of this approach is evident when teachers engage in discussions about how students are performing. This allows instructional staff to identify students who would benefit from additional educational support during 21st Century after school and summer activities.

NWEA Measures of Academic Progress (MAPS) monitoring will be used to determine students' academic needs. NASIS data will identify risk factors associated with attendance and behavioral issues. 21st Century Community Learning Center programs will be available to all students attending San Felipe Pueblo Elementary School. The 21st Century Coordinator will obtain information about at-risk students. Services for identified students will be tailored to meet each student's needs based on data discussed during regularly scheduled weekly grade level meetings.

The following chart collected from PPICS 2012 APR report, Year-To-Year Programming Comparison details the positive academic and behavioral growth of our students and the impact that 21st Century Community Learning Centers funding has had from 2008-2012:

State Assessments - Current Year					
Math Proficiency Scores	APR Year				
	2008	2009	2010	2011	2012
Total number of regular attendees with math proficiency scores reported	54	64	254	170	221
Percentage of students scoring in Advanced	0.00%	10.94%	3.94%	5.88%	9.50%
Percentage of students scoring in Proficient	14.81%	57.81%	29.13%	34.71%	39.37%



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Percentage of students scoring in Basic	85.19%	31.25%	66.93%	59.41%	51.13%
Reading/Language Arts Proficiency Scores					
Total number of regular attendees with reading/language arts proficiency scores reported	54	64	253	172	218
Percentage of students scoring in Advanced	0.00%	7.81%	3.56%	2.91%	8.26%
Percentage of students scoring in Proficient	14.81%	54.69%	32.02%	53.49%	61.01%
Percentage of students scoring in Basic	85.19%	37.50%	64.43%	43.60%	30.73%

Additional factors that place students at risk of educational failure according to the United States Census of 2010 include the following data: there were a total of 2,404 people in 430 households residing in San Felipe Pueblo. There were a total of 390 family households, out of which 72.1% had children under the age of 18 living with them; 33% were married couples living together and 39.5% had a female householder with no husband present. The census data shine a light on additional factors that place students at risk of educational failure:

- The per capita income of San Felipe Pueblo was \$10,876, which is much lower than the state average of \$22,966 and the national average of \$27,334.
- About 33.3% of families with children under the age of five were below the poverty line, including 22.2% of those under the age of 18 and 34.9% of those who were 65 and older.
- As a result of low income levels, few families have access to technology, computers, or internet service. Many of the school's community rely on the school or community library for computer usage or technological resources.
- Education attainment for the population 25 years and over indicates that 8.7% have less than a 9th grade education, 18.8% continued their education from 9th to 12th grade, but failed to attain a diploma, 36.1% graduated from high school or gained equivalency, 29% have had some college education, but did not achieve a degree, while 6% earned an Bachelor's degree or higher.
- The rural location of the school and community provides few opportunities for community members to find employment. Many of the residents commute to Albuquerque or Santa Fe to seek employment while others support their families by farming, arts and crafts, or seasonal labor such as farming.
- Although a gaming enterprise is owned by the Pueblo, very little financial assistance is given to the school.

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Project Design

NWEA Measures of Academic Progress (MAPs) assessments are used for pre- and post-assessment of students. Pre-assessment results will be utilized by the after-school instructors to individualize lessons to reinforce and enrich the academic performance of students. Progress monitoring will be used quarterly to determine if gains are made in student achievement. Additionally, the state mandated assessments will be used to determine measured growth by student and by grade levels.

The Native American Student Information System (NASIS) utilizes the Infinite Campus program tailored to the needs of our school and district. Infinite Campus is a comprehensive education process management system used to identify and record students' attendance, academic progress including documentation of student behavior.

San Felipe Pueblo Elementary School's Native Star SMART goal states that 70% of students in grades K-8 will meet their identified target RIT through NWEA MAP short cycle assessment. 21st CCLC SMART goals and Program Objectives in academics and attendance are aligned with this goal. Native Star SMART Goals for San Felipe Pueblo Elementary School state:

In the area of language arts and literacy:

- All students will improve New Mexico Standards Based Assessment reading, from 36% to 89% proficient through research based strategies and progress monitoring, leading to data driven instruction.
- LEP students will improve New Mexico Standards Based Assessment in Reading, from 24% to 89% proficient through research based strategies and progress monitoring, leading to data driven instruction.
- Students with Disabilities will improve New Mexico Standards Based Assessment in Reading, from 2.8% to 89% proficient through research based strategies and progress monitoring, leading to data driven instruction.
- All students will improve on NWEA MAP Assessment in reading, from 59.5% to 89%
- proficient through research based strategies and progress monitoring, leading to data driven instruction.

In the area of mathematics:

- All students will improve New Mexico Standards Based Assessment math, from 21.56% to 86% proficient through research based strategies and progress monitoring, leading to data driven instruction.

In order to address the academic needs of our students, a balanced program of activities will be provided through 21st CCLC. The program will provide an academic component, including tutoring and homework help, balanced with enrichment, health and wellness and appropriate cultural activities. To make learning more fun, the 21st CCLC program will implement STEM activities and project-based learning.

All 21st CCLC instructional staff will be required to submit program descriptions, lesson plans and attendance data as well as the teacher and student surveys available on PPICS. Research shows that the most effective teachers use a balance of traditional delivery and cognitive development practices to help teach all students. Lesson Plans will include higher level thinking skills, citing Bloom's Taxonomy and Webb's Depth of Knowledge. Strategies will contain Robert Marzano's instructional strategies cited in, *Building Engaged Schools*. Staff has also received training in these strategies through a previous 21st Century grant, Los Alamos Math and Science

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Academy and during BIE NM South trainings. The focus of our lesson plans is student learning. The planning of activities for students revolves around these four critical questions inherent to student engagement:

1. How do I feel?
2. Am I interested?
3. Is this important?
4. Can I do this?

Instructional staff participates in trainings to learn how to generate high levels of attention and engagement as a result of careful planning and execution of specific strategies. It is possible for each teacher to be able to create a classroom environment where engagement is the norm, not the exception. The You for Youth (Y4Y) website developed by the US Department of Education is utilized as a resource for professional development and technical assistance in the areas of Family Involvement, Strengthening Partnerships, Project-Based Learning and Aligning with the School Day, and STEM curricular activities.

Our school currently utilizes the BEST Behavior Positive Behavior Interventions and Supports (PBIS) model to employ a collaborative approach to establishing a positive school climate. Based on more than 30 years of research, *Best Behavior* provides effective school behavior strategies designed to reduce classroom behavior problems and to create and sustain safe, positive learning environments for all students.

The proposed project will monitor students' academic progress by review of quarterly NWEA assessment data and progress monitoring. Comparisons of the NWEA pre- and post-assessments will be used to determine whether annual growth targets were met by participating students. Instructional staff will identify students' academic performance based on these assessments to develop lessons that will drive the learning activities in the after-school program. In addition, instructional staff will use classroom observations and surveys to determine enrichment activities to enhance students' personal experiences beyond their community knowledge.

Information regarding student behavior is documented on NASIS either by the school administrator, the systems administrator or the school counselor. This information can be shared with the 21st CCLC Coordinator when appropriate. Students participate annually in at-risk surveys developed by the state of New Mexico. This information is utilized by school staff, in partnership with BIA Law Enforcement, in the development of prevention and risky behavior curricula implemented at the school site. Workshops for staff and parents to raise awareness of risky behaviors are conducted during required professional development sessions.

Through the You for Youth website, after school and summer program staff will participate in professional development to create engaging programs and activities that will increase student motivation that may not be addressed in the regular school day. The proposed project will provide a safe, after school and summer program that supports academic achievement for students' achieving below grade level in reading and/or in math. Enrichment activities will include appropriate cultural activities that will develop students' sense of identity. Whenever possible, knowledgeable community members will be utilized to provide additional instruction and program support.

21st CCLC programs are about building partnerships and relationships. Constructive relationships with students, parents and other caregivers do not happen by chance, and they do

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contribute to better results for children. Forging strong links to students' families can help them overcome challenges that have kept them from active involvement with school staff.

Key community partners will include members of the San Felipe Pueblo Tribe and tribal elders, the San Felipe School-Based Health Clinic, the Health and Wellness Office including Diabetes Prevention, the Notah Begay Foundation and BIA Law Enforcement. Other potential partners could include persons from the community (possessing a current background check) with specific talents or information beneficial to the students of SFPES. After school and summer activities in literacy (Keres and English), STEM (science, engineering, technology and mathematics), traditional arts & crafts, gardening, and cooking, and visual/performing arts will be provided. Supervised recreation, health and wellness activities and community workshops will also be offered. School staff working with 21st Century will provide tutoring and academic enrichment to reinforce literacy and math Common Core State Standards. Family and community involvement will be addressed through a variety of activities including family literacy, math & science nights. At the end of every program cycle, a Community Showcase event will be held to share student accomplishments.

The school day instructional staff, parents, the school counselor (and students themselves) will be responsible for referring students to the 21st CCLC after school program for homework help, tutoring, intervention support. Academic enrichment activities will be available to all students. The 21st CCLC instructional staff will utilize the six core elements of alignment presented on the **You for Youth** (Y4Y) website to link our proposed program to the school day.

Constructive relationships with students, family members and communities do not happen by chance, but must be nurtured to provide positive results for children. Correspondence will be sent home with students informing parents of the after school and summer programs being offered. Parents will be invited to the school to learn more about the program during an annual 21st CCLC recruitment and registration event and during the school's registration and open house events held at the beginning of the school year. The school board will be informed via the principal at the monthly school board meetings. The 21st Century coordinator will be available to address any questions during these meetings. There will be a student-produced monthly newsletter informing the school and community of 21st CCLC events and activities.

According to our 21st CCLC enrollment in 2011-12, it is projected that approximately 325 of our 400+ students will participate regularly in a variety of after school and/or summer activities. The activities that will be offered to the students will focus on academic enrichment to focus on areas of need identified by the classroom teachers in Professional Learning Community grade level teams using various data previously noted. There will be an assortment of activities provided to entice students to attend academic enrichment classes and provide an enjoyable learning environment. The primary focus will be on relationships to engage students in academic enrichment activities to help students learn and meet their academic growth goals. All students will be encouraged to attend tutoring, homework clubs, enrichment and/or health and wellness/recreational activities. Recognition of outstanding student attendance and participation in the afterschool program will be acknowledged in our monthly newsletter and on the 21st CCLC bulletin board.

SFPES is one of the most traditional communities; therefore, the 21st CCLC program will take great care in leaving cultural matters up to the community members who will conduct these activities. Non-San Felipe members will not be involved in these activities and therefore will

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respect the wishes of the community, but will support in any way they are allowed. SFPES will invite members of the community to help students participate in traditional activities such as oven “horno” building and other traditional crafts. Activities may include making dress making, belt weaving, moccasin making, pottery designs, the playing of Native games and archery.

The proposed project will coordinate with the physical education staff in determining student eligibility for sports participation. Partnerships will be developed with local entities such as the Notah Begay (NB3) Foundation, the San Felipe Pueblo Health and Wellness/Diabetes Education Program and Let’s Move in Indian Country to support supervised recreational activities as part of the 21st CCLC Health and Wellness component.

Elders from the community (possessing a current background check) with specific talents or information beneficial to the students will be used as volunteers to support cultural or historical activities. Storytelling, development of the Keres language, native songs and traditional cooking are a just few examples of how elders can share their expertise.

The 21st Century after school program will offer a number of classes and activities which will be opened to all students regardless of ability level. Accurate records maintained in the PPICS system, anecdotal and assessment data will be collected for evaluation of the program’s effectiveness. The following records will be maintained and collected as documentation:

- Measureable student learning goals for participants using NWEA assessment data.
- Student report card and standardized assessment data.
- Teacher lesson plans and anecdotal records of student achievement.
- Student portfolios and work samples
- Student surveys on program effectiveness
- Instructional staff surveys on student attitudes and achievement
- Instructional staff & parental surveys on program effectiveness and need for improvement

Data driven programming decisions will be based on described records and surveys. Adjustments will take place to reflect improvement and program effectiveness.

SFPES will sustain the program by creating partnerships with other outside entities such as the State of New Mexico and other federally funded grants to ensure that the program can be sustained once funding is unavailable. The school will utilize funds available thru ISEP, Special Education (Part B) Early Intervention funding, Title 1-targetted assistance, BIE Striving Readers Comprehensive Literacy (K-6) and Title 7. The school will continue to seek similar types of creative funding.

The school’s restructuring plan describes how student achievement will improve through the actions of the school and its staff. The plan outlines the following steps:

- School staff is engaged in weekly grade level meetings as a Professional Learning Community where student data is reviewed and action plans are developed and revised to meet the needs of identified students
- Implementation and refinement in the delivery of instruction for the reading and math programs
- Coaches will ensure the delivery of instruction through documented coaching sessions
- Students will practice test-taking skills utilizing the NM Test Prep Books in math and reading
- Implementation of Tier III and Tier II Interventions in reading and math.
- Students identified at Tier II and Tier III will be monitored at grade level meetings.

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- Teachers will implement Student Goal Setting Worksheets where students identify a personal goal to meet their individual target RIT.
- Progress reports regarding academic status are sent home every 4 weeks.
- The Student Goal Setting Worksheets will be reviewed with parents for quarterly parent teacher conferences.
- Quarterly parent teacher conferences will be held so that timely communication about student progress is shared with parents.
- Through the use of DIBELS Data, a 4-Tier Model will be implemented, a pacing calendar developed
- NM SBA data will be analyzed prior to the start of the 2012-2013 SY, and interventions will be implemented with assistance from the Reading Coaches and Math Coach.
- NWEA data will be analyzed and disaggregated after each assessment window for each student.
- Teachers will utilize differentiated instruction and implement interventions to meet the educational needs of students.
- Pre-Post, Benchmark, Theme, Weekly and Quarterly Math and Reading Assessments will prepare students for the NM SBA. Mastery of assessments will be monitored and student academic needs will be addressed in grade level meetings with teachers, reading coaches/interventionist, math coach, counselor and administrator.
- Common formative assessments will be administered to gain an understanding of students learning of a concept being taught. Data will be collected by the classroom teacher and shared with the grade level team during grade level meetings. Immediate feedback will be given to students as to whether they learned the concept or skill.
- The budget supports small class sizes, materials and supplies, professional development for staff, and parental involvement.

Strategies:

- Adopt a new reading program, practice test taking skills, and implement Accelerated Reader and Accelerated Math in the classrooms.
- Implement Tier III in Reading, Implement Tier II in Math, Develop assessments aligned to the NM State Performance Standards, Implement a tutoring program

Resulting Outcomes:

- Although San Felipe Elementary School Did Not Make AYP there are gains made in both Reading and Math from the previous school year:
 - In Reading students went from 31.14% Proficient and Advanced to 29% in 2010-2011, a 2.14 point loss from the previous school year.
 - In Math students went from 21.25% Proficient and Advanced to 16.48% in 2010-2011, a 4.77 point loss from the previous school year.

The role of the proposed 21st CCLC program will be to implement quality programming focused on student goals and to support classroom instruction by providing tutoring and homework help services to improve student outcomes.



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Adequacy of Resources

Our most precious resources are the children and parents, along with the partners and stakeholders who have designed and will implement this project, if it is funded. The San Felipe Pueblo Elementary School is the center of action for the work we will accomplish in this project. The programs offered will provide services to over 300 students and their families. The school will provide teachers, facilitators and students, buildings and personnel and be the setting for implementing the 21st Century Learning Center activities. SFPES will contribute the use of the school building to house the after school and summer programs. The school's budget will contribute operational funds to allow the school to remain open for additional hours and to operate the after school and summer programs. The students will have available to them the art room, home economics room, gymnasium and stage, library services and other classrooms for common purposes. The computer lab and NASA lab will also be available to students and parents since the majority of the community does not have access to computers and the internet at home. School property and grounds will be utilized for supervised recreation and other outdoor activities: studying native plants and their uses, traditional cooking, gardening and building utilitarian structures.

Staffing will consist of SFPES school personnel. In addition, the program may employ individuals from within or outside the community who have specific talents in areas not held by school staff. For example, the program may hire individuals within the community such as a traditional story teller, belt weaver, dress maker, or moccasin maker. Individuals hired outside of the community may include potters, woodworking, music and/or dance instructors.

Opportunity for employment will be made via announcements at school. Prior to making intentions known for employment, the staff will be notified of the requirements for the after school and summer programs. The pupil/teacher ratio for the academic portion of the program will be no more than 1:10. Enrichment/Recreational Program pupil/teacher ratios will not exceed 15 students for each teacher.

Students will be transported to and from the 21st CCLC after school and summer programs by current BIE employed certified and appropriately licensed school bus drivers. All proper Safe and Drug Free school protocol currently in place during the school day will be adhered to during the proposed project. Transportation staff attends all school safety trainings with instructional staff.

All available existing school resources, i.e. computer labs, libraries, classrooms including the gymnasium, cafeteria home economics and art room will be utilized to carry out 21st CCLC activities and programs.

Community resources contributed by partners will be utilized effectively. The NB3 Foundation contributes the use of the community soccer field built by their foundation. The tribal Diabetes Education program provided pedometers and incentives for use during the health and wellness Walking Club activities. Sports equipment and games contributed were utilized during supervised recreation. The BIA Law Enforcement officers provide time and materials for anti-bullying and drug resistance education. They also provided training to staff and parents on risky behaviors and warning signs.

The school administrator and the 21st Century coordinator worked collaboratively along with the 21st CCLC committee to develop this document. School administrators and tribal authorities

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were consulted during the development of this proposal. Their suggestions were taken into consideration particularly when cultural activities and matters were being addressed. During the grant period, communication with these authorities will take place through informational sessions, newsletters and student presentations like the Community Showcase.

The Management Plan

The purpose of management and accountability procedures is to monitor activity and achievements to ensure that objectives are met effectively and efficiently, and that evidence of achievement is available for reports. The data will include the number and variety of programs, student enrollment, attendance, student, teacher, and parent responses and satisfaction. We will also examine the impact of the program on achievement test scores in reading and math measured by NWEA Measures of Academic Progress (MAPs) and standardized tests.

The proposed 21st CCLC program SMART goals, responsibilities and milestones have been aligned with Native Star SMART goals for accomplishing project tasks. These goals are:

- To maintain both long-term and short-range project plans; including management of goals and objectives, benchmarks, testing, formative evaluation and instructional guidance and coordination of community partners.
- To keep commitments to educators and others;
- To collect and report evidence of achievements;
- To relate achievements to costs;
- To monitor and project expenditures of funds; and
- To develop summative evaluation reports.

The responsibilities of the school administrator will assure quality integration of curricula, equitable access, and fiscal accountability. Responsibilities of the 21st CCLC program staff are as follows:

Management:

- The School Coordinator will supervise day-to-day operations of classes, activities and submit required reports in a timely manner.
 - Maintain staffing, copies of lesson plans, attendance, supply logs;
 - Liaison with school administrator and staff;
 - Responsible for on-site registration/maintain student data;
 - Collaborate closely with School Leadership Team and School Administrator(s);
 - Communicate with staff, students and families;
 - Complete PPICS and other reporting in a timely manner
 - Coordinate staff training; and
 - Seek input from a diversity of perspectives in the community.

Instructional Staff

- Teachers and Community partners will align lessons and activities to the NM Common Core State Standards;
- Submit monthly lesson plans/reports to Principals;
- Meet monthly with school staff for alignment with curriculum; and

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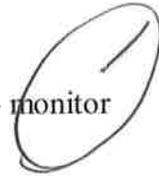
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- Provide instruction in extended-day program.

21st Century Program Committee

- Representatives from school staff and administration will meet monthly to monitor services;
- Review policies and procedures for program;
- Provide diverse perspectives on the project and services; and
- Assist with sustainability plan.



Project Timeline: The timeline of the after school program is as follows:

Year One 2012-2013 Goal: Project implementation and evaluation

Tasks already completed by Stakeholders:

- Project development;
- Assignments of roles of members
- Formulation of goals;
- Development of Project activities and timelines;
- Design of evaluation plan; and
- Design of management plan

In Year One, the focus of the proposed 21st CCLC project will be implementation and evaluation. The main tasks will be to involve community partners in the academic enrichment and health & wellness program, design the methods, strategies and materials to integrate the regular school day with extended-day programs, deliver academic enrichment activities in line with local, state and national standards and guidelines.

We will offer a computer literacy program using computer labs and tutoring projects in reading and math at the school. The project activities will offer students in the elementary/middle grades academic enrichment in arts and crafts, reading and literature, and STEM. In the summer, the main focus will be on academic enrichment project-based learning (STEM, Reader's Theater, visual and performing arts and appropriate cultural activities) and supervised recreation to help students continue to make progress and to assist them in achieving academic success. The school will extend services of the computer lab to provide technology support to students and families. There will be events to promote family and community involvement including a showcasing of student accomplishments.

Pre-Implementation Phase:

Planning the implementation of project activities will begin during the Fall 2012. Designation of programs will begin as well as full implementation as soon as the project is approved in January 2013. Project tasks will be carried out in the following ongoing strands:

- Program Development and Integration;
- Staff analysis of standardized test data;
- Staff training and support of research based instruction in reading and math;
- Parent Awareness and Involvement;
- Project Management; and
- Formative and Summative Evaluation

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21st CCLC management materials and forms will include required forms, surveys and record keeping available on the PPICS and BIE websites. Student and staff handbooks utilized by the day school will link to the after school and summer programs as will school policy information. Each 21st Century instructor will be responsible for submitting weekly lesson plans aligned to New Mexico Common Core and/or state standards. Job descriptions will follow BIE position descriptions for certified teaching staff and other day school employees who participate in the 21st CCLC after school and summer programs.

The 21st CCLC Coordinator will provide program data and information to the school Leadership Team as it becomes available to support effective management of the 21st Century program. Data available on PPICS and through BIE reporting on program quality and service delivery, including teacher, student and parent surveys will be monitored by the School Leadership Team through Native Star.

Professional development specific to 21st CCLC will be offered quarterly in addition to the regularly scheduled bi-weekly professional development provided to all staff by the day school. An orientation training will be provided for all 21st CCLC staff training at the before implementation of the program activities. The US Department of Education website, You for Youth (Y4Y) will be utilized regularly for training 21st CCLC staff and volunteers on topics such as fostering positive behavior, linking to the school day, how to help with homework, aligning to standards, etc. Regularly scheduled staff meetings for program development will take place bi-weekly on Professional Development Friday afternoons, after school. Data driven decision making at the student level will continue in Professional Learning Communities during grade level team meetings with the school administrator, reading and math coaches, and Math and Science Academy mentors.

The proposed 21st CCLC project will collaborate with students, parents, tribal leaders community members of the San Felipe Pueblo Tribe and tribal elders, the San Felipe School-Based Health Clinic, the tribal Health and Wellness Office, NB3- the Notah Begay Foundation and BIA Law Enforcement on projects implemented during after school and summer program.

A student produced newsletter will be published and distributed monthly to disseminate information about the after school and summer programs using a monthly plan format. The newsletter will highlight program activities and information. Student learning goals and learning goals and positive outcomes for students including awards for student attendance and achievements will be presented to the community, parents, school staff, and school board in a manner that is understandable and accessible.

Student assessment and attendance data will be collected to monitor student progress and behavior. All required data will be entered into the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument administered by the US Department of Education in a timely manner and will be included in data reporting to BIE and the community, school staff, and school board. Student progress is monitored quarterly with NWEA assessments during the school year and student progress is monitored with formative assessments and with pre and post summative evaluations during the summer programming.

[Type text]



School improvement Status: Classroom and Community

The purpose of school improvement projects is to increase student achievement and learning and affect student behavior and community involvement. Participation in the Los Alamos Laboratory sponsored Math and Science Academy, a three-year professional development program for teachers and principals (that includes a three-week summer institute -two weeks pedagogy and learning theory, and one week mathematics content) clearly demonstrates the capacity of the staff to participate, implement and engage resources for the 21st Century program. Implementation of this model includes biweekly team meetings and online discussions, quarterly cognitive coaching sessions and cohort meetings, portfolio work, and events to showcase student work each semester.

The purpose of program evaluation is to gather documentation that will help us refine our innovations in a formative manner and then, in summative evaluations. We can then document the significance of the impact for our educators, for our parents and communities. The school will work towards designing and conducting comprehensive evaluation of processes and outcomes of our 21st Century Community Learning Center. Over the course of the grant, the goals of the evaluation will be to document the effects of the project on student achievement (proficiency in reading and math scores), teachers (implementation of age-appropriate tutoring and research-based reading and math practices in the extended-day programs), parents (training in school-based learning and study practices) and procedures, practices, and quality of all programs and experiences offered to the students. We will develop yearly profiles of the after-school and summer programs, academic components, selected family service activities, and computer lab/library programs for the yearly report. We want to see improvements in the statistics associated with standardized test scores and health practices.

As one of our goals is to help students meet or surpass standards in reading, math, and technology, we plan to evaluate the impact of the academic enhancement components of our project to determine student achievement. Student performance measures will include portfolio demonstrating work on common and individual assignments and project, assessments of standardized test measure, and basic assessments associated with attainment of local, state, and national standards. We plan to use performance tasks, e.g., writing samples or authentic service learning problems, and achievement tests that have been developed for various state assessments to look at the degree of proficiency on a range of standards.

The focus of the parent surveys will be to assess changes in parents' expectations for their children, knowledge of ways they can support their children's growth and learning, assessment of the relevance and importance of the child's school learning, and understanding of the school's expectations. We anticipate that the major approach for data collection with parents will be small focus groups or selected individual interviews.

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Conclusion

The needs of the school for caring, communication, and hope are limitless. There will never be enough hands, minds, and hearts to solve all the issues and problems that face our students and society. However, through our 21st Century Community Learning Center, the school-community idea will remain focused on student learning success and achievement. The After School and summer programs will provide windows of opportunity for members of the “at risk” population to be motivated and inspired by the possibilities of education. San Felipe Pueblo Elementary School’s 21st Century program can provide the resources for the necessary tutoring services to raise students’ performance in reading and math and decrease risky behaviors. The after school and summer programs can assist in providing access to technology and training through the use of You for Youth and other “Out of School Time” resources through the United States Department of Education. Through after school programs, staff can help teach parents to work more effectively with students on homework assignments and involve parents and families in the education of their children. The program can help the community to be healthier and safer. They can provide the necessary staff development for school improvement. We are proposing to continue our program that will promote safe behaviors and student achievement, create opportunities and strengthen connections between our school, families and native community while participating as citizens in a global world.

APPENDIX IV: Participants Served Chart

Name of 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>San Felipe Pueblo Elementary School</i>	<i>Level 3-School Improvement</i>	<i>100%</i>	<i>400 students</i>	<i>40</i>	<i>Grades K-8</i>



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APPENDIX V: Performance Measures Template

Academics – Literacy

Grades K-8

<u>Measurable Improvement Objective</u>	<u>Strategies</u>	<u>Person(s) Responsible</u>	<u>Benchmark (Dates)</u>	<u>Evidence of Completion/Evaluation</u>
<p>The objective is to improve K-8 student achievement in Literacy by providing learning activities that will increase student performance on standardized assessments and other measures of academic progress.</p> <p>70% of students in grades K-8 will meet or exceed their identified target RIT goal through NWEA MAP short cycle assessment.</p> <p>The percentage of students performing at the Proficient/Advanced levels will increase by 10% points as measured by the statewide assessment</p>	<p>Compile and analyze student data, work samples regularly to teach Common Core State Standards and help students meet individual learning goals</p> <p>Instructional staff will provide academic services, enrichment classes implementing Common Core State Standards and research based practices</p> <p>Academic Enrichment Tutoring Services Homework Club</p>	<p>Instructional Staff/ 21st Century Coordinator</p>	<p>SY 2012-2013</p>	<p>NWEA Measures of Academic Progress Fall, winter, spring and progress monitoring</p> <p>All student assessment data including NWEA, state standardized assessments such as New Mexico SBA, Bridge Assessment</p> <p>21st Century Teacher Surveys</p>



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APPENDIX V: Performance Measures Template
Academics – Math Grades K-8

<u>Measurable Improvement Objective</u>	<u>Strategies</u>	<u>Person(s) Responsible</u>	<u>Benchmark (Dates)</u>	<u>Evidence of Completion/Evaluation</u>
<p>The objective is to improve K-8 student achievement in Literacy by providing learning activities that will increase student performance on standardized assessments and other measures of academic progress.</p> <p>70% of students in grades K-8 will meet their identified target RIT through NWEA MAP short cycle assessment.</p> <p>The percentage of students performing at the Proficient/Advanced levels will increase by 10% points as measured by the statewide assessment</p> <p>Instructional staff will align their instruction, tutoring and services to students to focus on standards-based student learning in small group settings in order to meet individual student learning goals in mathematics</p>	<p>Compile and analyze student data and work samples regularly to teach Common Core State Standards and help students meet individual learning goals</p> <p>Instructional staff will provide academic services, enrichment classes implementing Common Core State Standards and research based practices</p> <p>Academic Enrichment Tutoring Services Homework Club</p>	<p>Instructional Staff/ 21st Century Coordinator</p>	<p>SY 2012-2013</p>	<p>NWEA Measures of Academic Progress Fall, winter, spring and progress monitoring</p> <p>All student assessment data, including NWEA, state standardized assessments such as New Mexico SBA, Bridge Assessment</p> <p>21st Century Teacher Surveys</p>



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APPENDIX V: Performance Measures Template

Health & Wellness/ No Bullying/ Supervised Recreation

Grades K-8

<u>Measurable Improvement Objective</u>	<u>Strategies</u>	<u>Person(s) Responsible</u>	<u>Benchmark (Dates)</u>	<u>Evidence of Completion/Evaluation</u>
Data will be collected on behavioral measures including measures for attendance, discipline and participant/parent satisfaction.	Health and Nutrition Safe and Drug Free Sports & Recreation No Bullying Drop-out Prevention	Instructional Staff/ 21 st Century Coordinator	SY 2012-2013	NASIS Attendance and Behavioral data 21 st Century Teacher Surveys Student Surveys including 21 st CCLC Surveys and At-Risk Behaviors

APPENDIX V: Performance Measures Template

Family Involvement, Culture and Community

Grades K-8

<u>Measurable Improvement Objective</u>	<u>Strategies</u>	<u>Person(s) Responsible</u>	<u>Benchmark (Dates)</u>	<u>Evidence of Completion/Evaluation</u>
The objective is to enhance home, community, and school collaboration as part of comprehensive safe school and school improvement planning to improve student outcomes	Family Involvement: Data (and Dinner) events Family Literacy, Math and Science Nights Art Dessert Night School Performances Community Showcase Students will participate in Native Literature and Traditional arts: Moccasin making, pottery, weaving beadwork, cooking, oven building, etc. Community Service Learning Projects: Intergenerational activities with elders; crocheted blankets for hospitalized children...	Instructional Staff/ 21 st Century Coordinator	SY 2012-2013	21 st CCLC Parent and Student Surveys



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APPENDIX VI: Schedule of Operations
SCHOOL SERVED: San Felipe Pueblo Elementary School
SCHOOL YEAR (Dates): 08-13-12 to 06-05-2013
Number of Weeks during the school year: 36

Activity	Time of Day	Where ? By Whom ?	M	T	W	TH	F	S	SU
Homework Club	Grades K-4 7:30-8:00 am Grades 5-8 8:00-8:30 am	SFPES School SFPES Staff	X	X	X	X	X		
Academic Enrichment Activities	3:00-5:00pm	SFPES School SFPES Staff	X	X	X	X			
Tutoring in Literacy and Math	3:00-5:00pm	SFPES School SFPES Staff	X	X	X	X			
Health & Wellness	3:00-5:00pm	SFPES School SFPES Staff	X	X	X	X			



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APPENDIX VI: Schedule of Operations
SUMMER (Dates): 06-10-2013 to 07-05-2013
Number of Weeks during the summer: 4

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Academic Enrichment Activities	8:00-12:00	SFPES School Staff	X	X	X	X	X		
Traditional Crafts	8:00-12:00	SFPES School Staff	X	X	X	X	X		
Health & Wellness	8:00-12:00	SFPES School Staff	X	X	X	X	X		
Sports & Recreation	8:00-12:00	SFPES School Staff	X	X	X	X	X		

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BUDGET NARRATIVE

The budget for San Felipe Pueblo Elementary 21st Century Grant contains line items for salaries, supplies, training, travel and consultants. A large portion of the funding request is allocated for salaries because our main focus is to provide services to students. The salaries are based on job descriptions and salary levels consistent with current Bureau of Indian Education pay schedules. A minimal amount of funds are programmed for travel and training. San Felipe Pueblo Elementary School will utilize funds from sources such as ISEP and Title I to ensure that key participants of the program are provided with adequate training.

San Felipe Pueblo Elementary School will provide the educational facilities for the after school and summer programs. Transportation for students will be provided and absorbed by other funding sources available to the school.

Historically, the enrollment of the after school programs has been 375, therefore; the school feels confident that the program will be successful. San Felipe Pueblo is located approximately 36 miles from Albuquerque, NM. Students who attend San Felipe Pueblo Elementary School are eager to participate in after school activities because other programs are not readily available through other sources. The commitment of the staff to ensure a quality education to the children of San Felipe Pueblo is evident by their continuous support of 21st Century Program.

Snacks for students who participate in after school and summer program activities will be provided by the School Nutrition Program.

The school Principal will be the responsible fiscal officer of the program and will be assisted by the school Business Manager to ensure that funds are obligated and utilized appropriately.

Certified and Non-Certified Staff will provide direct instruction to students for 1-2 hours per day M-Th after school and for 4-6 hours per day during the summer program. Certified staff will receive \$35.00/per hour. Non-Certified Staff will receive \$20.00 per/hour.

Professional/Technical services will be provided by volunteer partners at the San Felipe Pueblo School-Based Health Clinic, BIA Law Enforcement and Los Alamos Math and Science Academy. We are in the process of drafting appropriate Memorandums of Agreement between our proposed project and community agencies with whom we have developed partnerships and relationships.

Staff and student travel and expenses for possible field trips are included in the budget. Required staff travel for representation of the staff for the mandatory annual 21st CCLC conference and one annual regional/national conference is also included.

The budget is reasonable and funds are programmed prudently. San Felipe Pueblo Elementary School staff is committed to provide the best possible education to the children of San Felipe Pueblo.

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Appendix III – 21st CCLC Budget Worksheet			
ADD	Mr. Bart Stevens		
ELO	Mr. Casey Sovo		
Name of School	San Felipe Pueblo Elementary School		
Grant Name	21 st Century Community Learning Centers Program		
Award Number			
Project Start Date	February 3, 2013		
Project End Date	July 5, 2013		
PREVIOUS SCHOOL YEAR ALLOCATION			\$151,637
EXPENDED PREVIOUS SY ALLOCATION			\$151,637
TOTAL CARRYOVER AVAILABLE			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			\$113,727.75 (75% of 2011-2012)
TOTAL AVAILABLE			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$73,950.93
Certified Staff	Salaries/Stipends for After School & Summer Programs	39,481.88	39,481.88
Non- Certified Staff	Salaries/Stipends for After School & Summer Programs	26,437.50	26,437.50
Coordinator	Salaries/Stipends for After School & Summer Programs	7,031.55	7,031.55
Community Instructors	Salaries/Stipends for Summer Program	1,100.00	1,000.00
Employee Benefits		\$	\$ 24,316.87
EBC's for teachers, Ed.Techs, Coordinator	25%	24,316.87	24,316.87
Professional Development		\$	\$ 9,382.50
Training	21 st CCLC Trainings	5,632.50	5,632.50
Travel	Costs Associated with Training	3,750.00	3,750.00

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Purchased Services			\$
Equipment			\$
			-
Materials and Supplies			\$
			-
Other Expenses:			\$
			-
Instructional Support			
Personnel Services			\$
			-
Employee Benefits			\$
			-
		\$	
	25%	-	
Professional Development			\$
			-
Purchased Services			\$
			- 2,000.00
Consultants		\$ 2,000.00	2,000.00
		-	
Equipment			\$



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		-
		\$
		-
Materials and Supplies		\$ - 3,050.00
Educational Supplies/Materials	Materials & Supplies for Students	3,050.00
Other Expenses:		\$ -
Non-Instructional Services		
Material and Supplies		\$ - 1,027.45
Office Supplies	Materials & Supplies	1,027.45
TOTAL BUDGET		\$ - 113,727.75
Difference (Allocation less Budget)		\$0.00



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APPENDIX VII: Assurance Form
Assurances for BIE 21stCCLC

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 21stCCLC funding shall be fully dedicated to the 21stCCLC 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 21stCCLC 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).

Ms. Maxine Ortiz-Abeyta

Principal San Felipe Pueblo Elementary School

Typed Name and Title of Authorized Representative

Sandra Ross, Acting
Signature of Authorized Representative

11/26/12
Date



SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21st CENTURY COMMUNITY LEARNING CENTER

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

San Felipe Pueblo Elementary School
Organization

Lisa Nagurski
Name of Contact Person

505-867-3364
Telephone

lisa.nagurski@bie.edu
E-mail Address

505-867- 6253
Fax Number

Authorized Signature for Budget Revisions/
Record and Report of Local Expenditures

Date

■ 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.

Signature of Organizational Representative

Date

Title

\$ _____
Total Funding Requested Per Year

\$ _____
Total Funding Requested for Three Years

BIE Use Only Project Number: _____

Date Received: _____

Project Approval: _____

Amount Awarded: \$ _____



SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21st CENTURY COMMUNITY LEARNING CENTER

IX. APPENDICES

a. Job Descriptions

- BIE Position Descriptions

b. Documents of Support from school and tribe

- Tribal Governor
- School Board President
- NM South Education Program Administration

c. Memorandums of Agreement/Contracts for key partners

- Katsishtya School-Based Health Clinic
- BIA Law Enforcement
- Los Alamos Math and Science Academy

d. Assessment of objective data regarding the need for before and after school programming

▪ **Student Achievement**

- Annual Report Cards

▪ **Student Growth**

- NWEA Student Growth Data Charts

e. Letter of Support from School Official

- NM South Education Program Administration

**POSITION DESCRIPTION
TEACHER (ELEMENTARY)
CY-1710-00**

MISSION STATEMENT FOR THE BUREAU OF INDIAN EDUCATION:

The Bureau of Indian Education's mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, Indian tribes and Alaska Natives. We will accomplish this through the delivery of quality services; maintaining government-to-government relationship within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS

The mission of the Bureau of Indian Affairs, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and environment entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL

Students of San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural Pride and academic excellence are emphasized to help students achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

MAJOR DUTIES

- The incumbent of this position serves as a classroom teacher in a BIE school on or near the San Felipe Pueblo Reservation. The instructional area(s) will normally be in an elementary setting. The age of the students normally range from 6 to 13 and will be assigned to grade level(s), First through Seventh.
- Prepares yearly instructional outlines and related daily lesson plans covering relevant units of study and specifying objectives, activities and evaluative methods/instruments for both group and individual instructional programs.
- Teaches students by selecting, developing and adapting and implementing appropriate instructional methods and techniques utilizing available resources to provide for academic achievement. Provides learning experiences in assigned subject areas which develop cognitive, affective and psychomotor skills that are appropriate to the needs and interests of all the students in the class. Plans techniques and/or methods that will lead students into decision-making, problem-solving skills.
- Continuously evaluates individual and group academic progress through the use of criterion-referenced tests, periodic standardized tests, oral tests, and/or other relevant evaluative methods/instruments. Uses alternative instruction to meet individual needs. Makes progress

reports to parents and confers with parents and other concerned individuals. Maintains required records in accordance with applicable regulations.

- Develops and conducts instruction within an environment that provides and promotes opportunities for the students to develop rapport, inter-relationships, self-discipline and a positive self-image.
- Maintains control of assigned classes and handles discipline independently except for chronic or extreme behavior problems. Counsels individual students within established guidelines, using background information concerning each student to provide an effective instruction/learning cycle as pertains to student behavior and progress.
- Supervises assigned students as scheduled, or provides for their supervision, throughout the academic day and/or activity in order to provide for the safety, health, and welfare of the students in compliance with school, Agency and Area Guidelines.
- Participates in educational activities, such as professional workshops, that improve personal skills for providing better services to the students.
- May give work direction to one or more educational technicians.
- Performs other duties as assigned.

Supervisory Controls:

- General supervision is received from the Education Specialist who makes assignments, sets priorities, and keeps incumbent informed of changes in policies and school program through general directives. Professional advice is received upon request, when deemed necessary, and in unusual situations.
- Yearly outlines, lesson plans, and classroom instruction are subject to periodic review for evaluation purposes and consistency with the school's program.
- Assignments are carried out in an independent manner. Incumbent is free to initiate, innovate, adapt, and supplement teaching materials, techniques and evaluation procedures which enhance the instructional subject to review and concurrence by the supervisor.
- Incumbent's total performance is evaluated periodically by observation, consultation, and review of student progress and work products for adequacy of performance factors which include instructional planning, classroom instruction, student assessment and evaluation, inter-relationships with students and staff, development of pupil self, and improvement of personal skills.

Guidelines:

- Adheres to Central Office, Area Agency and School Policies, Curriculum Guidelines, and other prescribed instructional materials. Professional judgment is used to supplement and/or adapt texts, guides and instructional materials to meet the needs of the students.

Complexity:

- Assignment involves teaching classes, directing activities, preparing instructional plans, evaluating student progress, modifying materials and techniques, preparing various reports, supervising and counseling students.
- The teaching-learning process is complicated by such conditions as differences in background, culture, language, geographical isolation, educational deficiencies, social-maladjustment, mental or physical handicaps, and diverse cognitive development and learning styles of the students.

- The work requires judgment, ingenuity and insight when supplementing modifying and/or adapting materials and activities to deal with these diverse factors.

Scope and Effects:

- The teaching of students in a elementary school provides individual and group learning experiences which should contribute toward each child's continued progress in attaining his/her potential in a cultural society.

Personal Contacts:

- Contacts are with students, co-worker, parents, community members, Agency/Area employees of related support units, other professional educators and visitors.

Purpose of Contact:

- Personal contacts are for the purpose of teaching and counseling students; exchanging education-related materials, methods and techniques with co-workers, Agency/Area personnel and other professional educators; reporting to parents/guardians concerning student progress and/or problems; and explain to community members and visitors the school's educational policies and progress. Serves as a professional example to follow educators, students and community.

Physical Demands:

- Performance of classroom duties requires the incumbent to be physically active while conducting various learning activities, as well as while rearranging the classroom and handling equipment, materials and supplies.

Work Environment:

- Most work is performed in a classroom setting; however, some activities still require teachers to accompany students to other locations, both on and off campus.

**POSITION DESCRIPTION
TEACHER (SPECIAL EDUCATION)
CY-1710-11 THROUGH 17**

MISSION STATEMENT FOR THE BUREAU OF INDIAN EDUCATION:

The Bureau of Indian Education's mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, Indian Tribes and Alaska Natives. We will accomplish this through the delivery of quality services. Maintaining government-to-government relationship within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS

The mission of the Bureau of Indian Education, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL

Students of San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural pride and academic excellence are emphasized to help students achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

INTRODUCTION:

The employee in this position serves as a state certified Special Education teacher in Bureau of Indian Affairs (BIA) schools located on pueblos and reservations under the administrative jurisdiction of the Southern Pueblos Agency. The instructional area(s) identified will normally be general special education in elementary and/or junior high school settings working with students who evidence a variety of disabilities and learning problems. The ages of the students normally range from five (5) to fifteen (15) and will be assigned to grade level(s) Kindergarten (K) through eighth (8th) grade. The employee may provide services in a variety of program settings, which are determined under the "least restrictive environment" section of the IDEA regulations. These settings may include, but are not limited to:

1. Inclusion on general education class with instruction being provided as required in the IEP by the Special Education teacher and aide.
2. General education class with resource assistance.
3. Self-contained class with part-time instruction in general education classroom.
4. Self-contained class with mainstreaming into non-academic and/or extra curricular activities.
5. Full-time self-contained class.
6. Homebound.
7. Hospital.

MAJOR DUTIES:

- Serves as a member on each student's multi-disciplinary team and assist with the development of Individual Education Programs (IEP) by reviewing each student's present level of Educational Performance, assisting with the interpretation of formal and informal assessments and by developing attainable annual goals that meet each student's education, emotional and physical need. Prepares

yearly instructional outlines and related daily/weekly lesson plans which support the annual goals specifying objectives, activities and evaluative methods/instruments.

- Demonstrates knowledge of content and curriculum by selecting, developing, adapting and implementing appropriate instructional methods and techniques utilizing available resources to provide for academic achievement.
- Provides appropriate learning experiences by selecting, developing, adapting and implementing appropriate instructional methods and techniques utilizing available resources to provide for academic achievement.
- Provides learning experiences in assigned subject areas which develop cognitive, affective and psychomotor skills that are appropriate to the different learning styles, developmental levels, social and emotional needs of each student. Develops daily lesson plans with the appropriate breakdown of subject matter and designs specific instructional units.
- Provides appropriate planning. Plans techniques and/or methods that motivate, reinforce and sequence the learning process that lead into decision making, problem solving skills for students. Provides and promotes opportunities for students to develop rapport, inter-relationships, self-discipline and a positive self-image. Monitors and reports student progress, schedules student, teacher, parent conferences and participates in local screening committee procedures.
- Manages instruction and behavior of learners. Maintains control of assigned class(es) and handles discipline independently except for chronic or extreme behavior problems where the assistance of the supervisor, guidance specialist or psychologist may be required. Counsel individual students within established guidelines, using background information concerning each student to provide an effective instruction/learning cycle as pertains to student behavior and progress.
- Monitors and evaluates learner/program outcomes. Continuously evaluates individual and group academic progress through the use of criteria-referenced tests, periodic standardized tests, oral tests, and/or other relevant evaluative methods/instruments. Uses alternative instruction methods and/or testing methods to meet individual needs. Makes progress reports to parents and confers with parents and other concerned individuals.
- Uses available resources and fulfill professional responsibilities. Participates in educational activities such as professional workshops that improve personal skills for providing better services to students. Keeps abreast of developments in the field of Special Education through reading of professional journals, professional conferences, workshops, shares information with other professionals, parents, and supervisors through case conferences or during local inservice days.
- Maintains necessary and required records such as anecdotal records (student learning folders) learning packets, class charts, daily attendance reports, health records and progress reports. Ensures each student's Special Education file is maintained in accordance with agency policy, documentation is filed appropriately and all confidentiality procedures, policies and regulations are adhered to.
- Follows federal and BIA regulations and local agency's policies and procedures for screening, referral and placement of students into programs for children with disabilities. Attends agency training/workshops/in-services on regulations and policy/procedures. Ensures training is implemented at the local level. Keeps abreast of reauthorization issues as appropriate.
- When state certified, may serve as the diagnostician at the local school if approved by the Agency Superintendent for Education and local personnel office.

- May supervise, give work direction to one or more educational aide/technician.
- Provides for the proper care and use of assigned supplies and materials.

SUPERVISORY CONTROLS:

- General supervision is received from the principal who makes assignments, sets priorities, and keeps employee informed of changes in policies and school program through general directives. Professional advice is received upon request when deemed necessary and in unusual situations.
- Yearly outlines lesson plans and classroom instructions are subject to periodic review for evaluation purposes and consistency with the school's program.
- Assignments are carried out in an independent manner. Employee is free to initiate, innovate, adapt and supplement teaching materials, techniques and evaluation procedures that enhance the instructional program. Experimental methods, techniques, or materials, however, are subject to review and concurrence by the supervisor.
- Employee's total performance is evaluated by observation, consultation and review of student program and work products for adequacy of performance factors which include: instructional planning, classroom instruction, student assessment and evaluation, inter-relationships with students and staff, development of pupils self-esteem and improvement of personal skills.

GUIDELINES:

- Adheres to 34 CFR Part 300 IDEA regulations, 25 CFR Part 45 BIA Special Education regulations, if applicable, BIA State Plan for Special Education and to Central Office, Agency and School Policies, curriculum guidelines and other prescribed and/or adapt texts, guides and instructional materials to meet the needs of the students.

COMPLEXITY:

- Assignments involves teaching classes, directing activities, preparing instructional plans, evaluating student progress, modifying materials and techniques, preparing various reports, supervising and counseling students.
- The teaching-learning process is complicated by such conditions as differences in background, culture, language, geographical isolation, educational deficiencies, social-maladjustment, mental or physical handicaps and diverse cognitive development and learning styles of the students.
- The work requires judgement, ingenuity and insight when supplementing modifying and/or adapting materials and activities to deal with these diverse factors.

SCOPE AND EFFECT:

- The teaching of students in a day school provides individual and group learning experiences, which should contribute towards each child's continued progress in attaining his/her potential in a multi-cultural society.

KNOWLEDGE REQUIRED BY THE POSITION:

- The employee must have state certification, provisional state certification, or working under a conditional waiver approved by the Director, Office of Indian Education Programs, BIA.

- Professional knowledge of current philosophy, theories, principles and techniques of Special Education and training to carry out the assigned responsibilities. This includes the knowledge of and ability to:
 1. Define each exceptionality.
 2. List characteristics and needs of children with disabilities.
 3. Discuss general nature, etiologies and learning styles.
 4. Describe current theories and best practices for education and habilitation or rehabilitation.
 5. Respond to various physical and sensory needs of children with various exceptionalities.
 6. Demonstrates knowledge of common service delivery options, describe the materials necessary to determine a child's least restrictive environment (LRE), discuss historical development of LRE and demonstrate skills in facilitating integration.
 7. Describe role and compositions of the Special Education multi-disciplinary team (MDT) and demonstrate skills in developing/reviewing IEP's for placement/outplacement.
 8. Demonstrates knowledge of and sensitivity to addressing cultural, social ethnic values and attitudes as well as effectively communications with parents and other professionals.
 9. Demonstrates knowledge of motor language, social-emotional and cognitive development.

- Comprehensive knowledge of curriculum and development and the ability to:
 1. Discuss/demonstrate knowledge of content and competencies of curricula appropriate to exceptional learners at all levels
 2. Discuss/demonstrate knowledge of expressive and receptive language levels, cognitive and social-emotional needs, academic skill development and vocational exploration/skill development.
 3. Evaluate and select curricula based on the needs of students (age & disabilities) including theoretical foundations/approaches, developmental domains or content areas addressed, methods of evaluating students' progress and type of service delivery models addressed.
 4. Demonstrates skill in adapting existing curricula to the needs of exceptional students.
 5. Demonstrates instructional strategies such as the diagnostic perspective approach to instruction including assessment, prescription, direct instruction, monitoring and evaluation.
 6. Demonstrates knowledge of materials and ability to select and match instructional materials to the learning needs/styles of individual students; evaluate commercial materials commonly used in special education program, select, adapt or construct instructional materials to meet individual needs.
 7. Demonstrates knowledge of transition, transition planning and implementation.

- Knowledge of the screening, referral, evaluation process and ability to:
 1. Select, develop, administer and interpret various assessment and evaluation instruments in order to interpret information obtained and to modify classroom instruction accordingly.
 2. Effectively develop and implement Individual Education Plans (IEP's).

- Knowledge of and ability to implement effective classroom management by:
 1. Establishing an effect class behavior management program.
 2. Demonstrating skill in implementing methods for individual/group instruction and evaluating outcome.
 3. Demonstrating skill in establishing appropriate motivation techniques, establishing an effective physical environment and adapting instruction to meet individual needs.

PERSONAL CONTACTS:

- Contacts are with students, co-workers, parents, community members, Agency/Area employees of related support units, other professional educators and visitors.

PURPOSE OF CONTACTS:

- Personal contacts are for the purpose of teaching and counseling students, exchanging education-related materials, methods and techniques with co-workers, Agency/Area personnel and other professional educators. Reporting to parents/guardians concerning student progress and/or problems and explaining to community members and visitors the school's educational policies and programs. Serves as a professional example to fellow educators, students and community.

PHYSICAL DEMANDS:

- Performance of classroom duties requires the incumbent to be physically active while conducting various learning activities, as well as, while rearranging the classroom and handling equipment, materials and supplies.

WORK ENVIRONMENT:

- Most work is performed in a classroom setting, however, some activities will require teachers to accompany students to other locations, both on and off campus. Some facilities are antiquated and/or located in isolated areas with unpaved roads

COMMUNICATION:

- Establish professional communication with supervisors, students, co-workers, parents, and community members, Agency/Area employees and visitors that promote positive relations.

OTHER:

- May be required, as an incidental duty, to operate a government-owned or leased vehicle in the performance of duties.

POSITION DESCRIPTION
TEACHER (GIFTED/TALENTED)

CY-1710

BUREAU OF INDIAN EDUCATION MISSION: The Bureau of Indian Education's Mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, both Indian tribes and Alaska Natives. We will accomplish this through the delivery of quality services, maintaining government-to-government relationships within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS: The mission of the Bureau of Indian Education, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL: Students at San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural pride and academic excellence are emphasized to help students achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

INTRODUCTION: This position is located at San Felipe Pueblo Elementary/Middle School, which has an enrollment of 410 students in grades K-8. Clients of the position are students, staff, parents and community members of San Felipe Pueblo Elementary/Middle School.

MAJOR DUTIES:

The incumbent will serve as a Gifted and Talented Teacher, responsible directly to the Principal for planning and managing the Gifted and Talented Program as specified by BIE or State. The Gifted and Talented Teacher will primarily plan, develop and coordinate the Gifted/Talented Program that will meet the needs of the GT students' special skill and talent. The teacher will oversee the program for the Gifted/Talented students and will develop future programs for advanced courses in creativity, critical thinking and depth of knowledge to build upon students' advanced skills in math, reading and written language. The teacher will also assist in school-wide testing and analysis of student data. Student data will also be used to conduct Child Find activities for identification of Gifted and Talented

students. Duties include, but not limited to: development of Individual Education Plans, providing lesson plans that meet GT student needs and goals, coordinate student activities that will expand student knowledge, develop pull-out programs for the GT program at different grade levels and develop reports and present to the parents, principal and school board.

SUPERVISORY CONTROLS: The incumbent works with the Principal, who makes broad work assignments based on the objectives in the Gifted/Talented Program and provide general professional guidance and direction. Based on these general directions, the incumbent independently plans and carries out the work assignments, according to accepted educational practices. Work is reviewed through conferences, analysis of progress reports and evaluation for effectiveness and adherence to project objectives.

GUIDELINES: Guidelines include Area/Agency School directives, established BIA/OIEP procedures. The incumbent must exercise judgment while making adaptations where necessary to accommodate unusual situations.

PERSONAL CONTACT: The incumbent will be in contact chiefly with assigned supervisor.

PHYSICAL REQUIREMENTS: Good distant vision in one eye and ability to read without strain printed material the size of typewritten characters are required, glasses permitted. Ability to hear the conversational voice, with or without a hearing aid, is required. In most instances, an amputation of arm, hand, leg or foot will not disqualify an applicant for appointment, although it may be necessary that this condition be compensated by use of satisfactory prosthesis as the incumbents required to be able to use a computer keyboard. In addition, the incumbent must possess mental and emotional stability. Incumbent is required to hold a valid state driver's license.

WORK ENVIRONMENT: The work is performed in school during the day and, as needed, during the evening.

3 8

POSITION DESCRIPTION

TEACHER (ELEMENTARY-READING INTERVENTIONIST)

CY-1710-00

MISSION STATEMENT FOR THE BUREAU OF INDIAN EDUCATION:

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MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS

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MAJOR DUTIES

- The incumbent of this position serves as a Reading Interventionist teacher in a BIE school on or near the San Felipe Pueblo Reservation. The instructional area(s) will normally be in an elementary setting. The age of the students normally range from 6 to 13 and will be assigned to grade level(s), First through Eighth.
- Prepares yearly instructional outlines and related daily lesson plans covering relevant units of study and specifying objectives, activities and evaluative methods/instruments for both group and individual instructional programs.
- Teaches students by selecting, developing and adapting and implementing appropriate instructional methods and techniques utilizing available resources to provide for academic achievement. Provides learning experiences in assigned subject areas which develop cognitive, affective and psychomotor skills that are appropriate to the needs and interests of all the students in the class. Plans techniques and/or methods that will lead students into decision-making, problem-solving skills.

- Continuously evaluates individual and group academic progress through the use of criterion-referenced tests, periodic standardized tests, oral tests, and/or other relevant evaluative methods/instruments. Uses alternative instruction to meet individual needs. Makes progress reports to parents and confers with parents and other concerned individuals. Maintains required records in accordance with applicable regulations.
- Develops and conducts instruction within an environment that provides and promotes opportunities for the students to develop rapport, inter-relationships, self-discipline and a positive self-image.
- Maintains control of assigned classes and handles discipline independently except for chronic or extreme behavior problems. Counsels individual students within established guidelines, using background information concerning each student to provide an effective instruction/learning cycle as pertains to student behavior and progress.
- Supervises assigned students as scheduled, or provides for their supervision, throughout the academic day and/or activity in order to provide for the safety, health, and welfare of the students in compliance with school, Agency and Area Guidelines.
- Participates in educational activities, such as professional workshops, that improve personal skills for providing better services to the students.
- May give work direction to one or more educational technicians.
- Performs other duties as assigned.

Supervisory Controls:

- General supervision is received from the Education Specialist who makes assignments, sets priorities, and keeps incumbent informed of changes in policies and school program through general directives. Professional advice is received upon request, when deemed necessary, and in unusual situations.
- Yearly outlines, lesson plans, and classroom instruction are subject to periodic review for evaluation purposes and consistency with the school's program.
- Assignments are carried out in an independent manner. Incumbent is free to initiate, innovate, adapt, and supplement teaching materials, techniques and evaluation procedures which enhance the instructional subject to review and concurrence by the supervisor.
- Incumbent's total performance is evaluated periodically by observation, consultation, and review of student progress and work products for adequacy of performance factors which include instructional planning, classroom instruction, student assessment and evaluation, inter-relationships with students and staff, development of pupil self, and improvement of personal skills.

Guidelines:

- Adheres to Central Office, Area Agency and School Policies, Curriculum Guidelines, and other prescribed instructional materials. Professional judgment is used to supplement and/or adapt texts, guides and instructional materials to meet the needs of the students.

Competency:

- Assignment involves teaching classes, directing activities, preparing instructional plans, evaluating student progress, modifying materials and techniques, preparing various reports, supervising and counseling students.

- The teaching-learning process is complicated by such conditions as differences in background, culture, language, geographical isolation, educational deficiencies, social-maladjustment, mental or physical handicaps, and diverse cognitive development and learning styles of the students.
- The work requires judgment, ingenuity and insight when supplementing modifying and/or adapting materials and activities to deal with these diverse factors.

Scope and Effects:

- The teaching of students in a elementary school provides individual and group learning experiences which should contribute toward each child's continued progress in attaining his/her potential in a cultural society.

Personal Contacts:

- Contacts are with students, co-worker, parents, community members, Agency/Area employees of related support units, other professional educators and visitors.

Purpose of Contact:

- Personal contacts are for the purpose of teaching and counseling students; exchanging education-related materials, methods and techniques with co-workers, Agency/Area personnel and other professional educators; reporting to parents/guardians concerning student progress and/or problems; and explain to community members and visitors the school's educational policies and progress. Serves as a professional example to follow educators, students and community.

Physical Demands:

- Performance of classroom duties requires the incumbent to be physically active while conducting various learning activities, as well as while rearranging the classroom and handling equipment, materials and supplies.

Work Environment:

- Most work is performed in a classroom setting; however, some activities still require teachers to accompany students to other locations, both on and off campus.

POSITION DESCRIPTION

TEACHER (ELEMENTARY-READING)

CY-1710-00

MISSION STATEMENT FOR THE BUREAU OF INDIAN EDUCATION:

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MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL

Students of San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural Pride and academic excellence are emphasized to help students achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

MAJOR DUTIES

- The incumbent of this position serves as a Reading classroom teacher in a BIE school on or near the San Felipe Pueblo Reservation. The instructional area(s) will normally be in an elementary setting. The age of the students normally range from 6 to 13 and will be assigned to grade level(s), First through Eighth.
- Prepares yearly instructional outlines and related daily lesson plans covering relevant units of study and specifying objectives, activities and evaluative methods/instruments for both group and individual instructional programs.
- Teaches students by selecting, developing and adapting and implementing appropriate instructional methods and techniques utilizing available resources to provide for academic achievement. Provides learning experiences in assigned subject areas which develop cognitive, affective and psychomotor skills that are appropriate to the needs and interests of all the students in the class. Plans techniques and/or methods that will lead students into decision-making, problem-solving skills.

- Continuously evaluates individual and group academic progress through the use of criterion-referenced tests, periodic standardized tests, oral tests, and/or other relevant evaluative methods/instruments. Uses alternative instruction to meet individual needs. Makes progress reports to parents and confers with parents and other concerned individuals. Maintains required records in accordance with applicable regulations.
- Develops and conducts instruction within an environment that provides and promotes opportunities for the students to develop rapport, inter-relationships, self-discipline and a positive self-image.
- Maintains control of assigned classes and handles discipline independently except for chronic or extreme behavior problems. Counsels individual students within established guidelines, using background information concerning each student to provide an effective instruction/learning cycle as pertains to student behavior and progress.
- Supervises assigned students as scheduled, or provides for their supervision, throughout the academic day and/or activity in order to provide for the safety, health, and welfare of the students in compliance with school, Agency and Area Guidelines.
- Participates in educational activities, such as professional workshops, that improve personal skills for providing better services to the students.
- May give work direction to one or more educational technicians.
- Performs other duties as assigned.

Supervisory Controls:

- General supervision is received from the Education Specialist who makes assignments, sets priorities, and keeps incumbent informed of changes in policies and school program through general directives. Professional advice is received upon request, when deemed necessary, and in unusual situations.
- Yearly outlines, lesson plans, and classroom instruction are subject to periodic review for evaluation purposes and consistency with the school's program.
- Assignments are carried out in an independent manner. Incumbent is free to initiate, innovate, adapt, and supplement teaching materials, techniques and evaluation procedures which enhance the instructional subject to review and concurrence by the supervisor.
- Incumbent's total performance is evaluated periodically by observation, consultation, and review of student progress and work products for adequacy of performance factors which include instructional planning, classroom instruction, student assessment and evaluation, inter-relationships with students and staff, development of pupil self, and improvement of personal skills.

Guidelines:

- Adheres to Central Office, Area Agency and School Policies, Curriculum Guidelines, and other prescribed instructional materials. Professional judgment is used to supplement and/or adapt texts, guides and instructional materials to meet the needs of the students.

Complexity:

- Assignment involves teaching classes, directing activities, preparing instructional plans, evaluating student progress, modifying materials and techniques, preparing various reports, supervising and counseling students.

- The teaching-learning process is complicated by such conditions as differences in background, culture, language, geographical isolation, educational deficiencies, social-maladjustment, mental or physical handicaps, and diverse cognitive development and learning styles of the students.
- The work requires judgment, ingenuity and insight when supplementing modifying and/or adapting materials and activities to deal with these diverse factors.

Scope and Effects:

- The teaching of students in a elementary school provides individual and group learning experiences which should contribute toward each child's continued progress in attaining his/her potential in a cultural society.

Personal Contacts:

- Contacts are with students, co-worker, parents, community members, Agency/Area employees of related support units, other professional educators and visitors.

Purpose of Contact:

- Personal contacts are for the purpose of teaching and counseling students; exchanging education-related materials, methods and techniques with co-workers, Agency/Area personnel and other professional educators; reporting to parents/guardians concerning student progress and/or problems; and explain to community members and visitors the school's educational policies and progress. Serves as a professional example to follow educators, students and community.

Physical Demands:

- Performance of classroom duties requires the incumbent to be physically active while conducting various learning activities, as well as while rearranging the classroom and handling equipment, materials and supplies.

Work Environment:

- Most work is performed in a classroom setting; however, some activities still require teachers to accompany students to other locations, both on and off campus.

**POSITION DESCRIPTION
EDUCATION TECHNICIAN
CY-1702-02**

MISSION STATEMENT FOR THE BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, Indian Tribes and Alaska Natives. We will accomplish this through the delivery of quality services and maintaining government-to-government relationship within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS:

The mission of the Bureau of Indian Affairs, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL

The mission and purpose of the San Felipe Pueblo Elementary School is to fulfill and support the mission statements of the Bureau of Indian Affairs, the local School board, and the Adult-Teacher Organization which serves as guidelines for the school to meet the unique needs of our students.

It is the mission of San Felipe Pueblo Elementary School to provide educational experience and guide students in a manner that meets the needs of students while supporting their cultural heritage. Students will develop skills in:

- Basic literacy and communication
- Mathematical concepts, applications and computation
- Technology
- Critical Thinking
- Interpersonal Development
- Intrapersonal Development
- Physical, social and emotional well-being
-

INTRODUCTION:

The position of a education technician in a BIA school assists and performs assigned tasks and functions under the direct supervision of a regular classroom teacher.

MAJOR DUTIES:

- Assists with classroom management, such as organizing instructional and other materials relevant to grade level content areas.
- Provides assistance in a computer laboratory directly related to classroom instructions.
- Acts as a translator.
- Provides 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.

- Provides for individual student needs through use of modified materials, tutorial and remedial approaches in learning, one-to-one instructional learning, scheduling and independently initiates classroom teaching to reinforce and enhance learning, as needed.
- Promotes an instructional environment that provides opportunities for students to develop positive peer interaction and relationships.
- Independently maintains discipline and control of a class. Promotes student-centered discipline and counsels students as needed.
- Assists in supervising and monitoring all students to ensure their safety, health, and welfare.
- Participates in professional development opportunities to enhance paraprofessional growth, and assists on serving various school committees, and working groups.
- Conduct parental involvement activities.
- Provide support in a library or media center.

SUPERVISORY CONTROLS:

- The Principal provides general supervision and keeps employee informed of policies, procedures and requirements.
- The Classroom Teacher works with the employee to create a positive learning environment and implements the class lesson plans and follows the school curriculum in planning. Requires assistance with the class lesson plan implementation, monitors student activities, provides tutorial and remedial teaching, and coordination of large and small group activities.
- Demonstrates knowledge of appropriate teaching methods that promotes a positive learning environment and assists in the assessment of student growth and development.
- Independently performs assigned tasks consistent with school's instructional program.
- Employee's performance is evaluated periodically by informal and formal classroom observation, consultation, and reviews by assigned classroom teacher.

GUIDELINES:

- Compliance with guidelines and regulations in the Federal, Departmental, BIA, Agency and interoffice policy memoranda. Procedural guidelines include 62BIAM Personnel Handbook, 25CFR (Code of Federal Regulations), Part 45 State Plan for Special Education, North Central Accreditation requirements, and compliance with established curriculum guidelines.
- Complies with the chain of command for resolution to personal concerns.

COMPLEXITY:

- Recognize and understand the teaching/learning processes involving diverse learning styles of the students with different backgrounds, culture and language.

SCOPE AND EFFECT:

- The teaching of students provides individual and group learning experiences which contributes towards each child' progress in attaining their potential in a multi-cultural society.

KNOWLEDGE REQUIRED BY THE POSITION:-

- Knowledge of current techniques and methods of education related to assigned teaching responsibilities.

- Ability to prepare, teacher evaluate and adapt relevant educational materials to meet the individual needs assigned students and promotes a positive learning environment.
- Ability to communicate with students, staff, parents and community.
- Maintains student progress reports and assists in documenting student progress.
- Assists in the administration of assessments and utilizes evaluation data to improve student learning and offering tutorial or individualized instruction.
- Independently performs to apply methods and techniques to improve student achievement.
- Ability to work cooperatively with staff.
- Initiates effective communication with parents, guardians and students regarding progress and behavior.
- Ability to be self -motivated toward a program of study to enhance personal and professional growth.

PERSONAL CONTACTS:

PURPOSE OF CONTACTS:

PHYSICAL DEMANDS:

- Performance of classroom duties requires the teacher to be physically active while conducting various learning activities. The work requires sitting, walking, standing, bending, and carrying light items such as books, papers, folders and classroom supplies.

WORK ENVIRONMENT:

- Most work is performed in a classroom setting: however, some activities will require the incumbent to accompany students to other locations, both on and off campus.

COMMUNICATION:

- Establish communication with supervisors, students, co-workers, parents, community members and other school-related individuals that promote positive public relations.

OTHER:

**POSITION DESCRIPTION
SCHOOL COUNSELOR
CY-1710-21**

MISSION STATEMENT FOR THE BUREAU OF INDIAN AFFAIRS:

The Bureau of Indian Affairs mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, Indian Tribes and Alaska Natives. We will accomplish this through the delivery of quality services. Maintaining government-to-government relationship within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS:

The mission of the Bureau of Indian Affairs, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL:

The mission and purpose of the San Felipe Pueblo Elementary School is to fulfill and support the mission statements of the Bureau of Indian Affairs, the local School Board, and the Adult-Teacher Organization, which serves as guidelines for the school to meet the unique needs of our students.

It is the mission of San Felipe Pueblo Elementary School to provide educational experience and guide students in a manner that meets the needs of students while supporting their cultural heritage. Students will develop skills in:

- Basic literacy and communication
- Mathematical concepts, applications and computation
- Technology
- Critical Thinking
- Interpersonal Development
- Intrapersonal Development
- Physical, social and emotional well-being

INTRODUCTION:

The incumbent of this position serves as an elementary school counselor in a BIA school. The instructional and guidance area(s) will be elementary students in classroom group, large group, small group, and one-to-one presentation.

MAJOR DUTIES:

- Prepares program outlines and plans covering relevant materials and specifying objectives, activities and evaluative methods/instruments for both group and individual counseling programs.
- Teachers and counsels students by utilizing appropriate counseling methods, techniques, and available resources that provide for attainment of counseling objective. Provides meaningful learning experiences in areas, which develop cognitive, affective and psychomotor skills that are appropriate to the needs and interest of students in a counseling program. Implements techniques and methods that guide students toward counseling objective (s).

- Continuously assesses individual and group academic progress through the use of relevant evaluative methods and instruments for reports and conferences with parents. Maintains required records.
- Promotes a counseling and instructional environment that provides opportunities for students to avail themselves of counseling program.
- Independently maintains discipline and control of a class. Promotes student-centered discipline, and counsel's students as needed.
- Supervises all students and provides supervision for the safety, health, and welfare of all students.
- Participates in professional development opportunities to enhance professional growth, and assists in various school committees, and groups on a volunteer/active participant basis.
- May be required to provide professional guidance to an educational aide.
- Maintains proper care of assigned supplies and equipment including property inventory and accountability.

SUPERVISORY CONTROLS:

- The Principal provides general supervision, makes assignments, sets priorities, and keeps incumbent informed of changes in policies and school program.
- Yearly program plans and classroom instructional schedules with periodic reviews.
- Incumbent performs assigned tasks consistent with school's instructional program.
- Incumbent's performance is evaluated periodically by informal and formal classroom observation, consultation, and review.
- Demonstrates knowledge and a counseling style that reflects a positive learning environment, and understanding of student growth and development.

GUIDELINES:

- Comply with Central Office, Area, Agency School Policies and adopted school curriculum.
- Follows the chain of command: immediate supervisor, principal, superintendent, and school board.

COMPLEXITY:

SCOPE AND EFFECT:

- The counseling and teaching of students provides individual and group learning experiences which contributes towards each child's progress in attaining their potential in a multi-cultural society.

KNOWLEDGE REQUIRED BY THE POSITION:

- Professional knowledge of current philosophy, theories, techniques and methods of education related to assign counseling responsibilities.
- Comprehensive knowledge of subject area(s) used according to assigned counseling responsibilities.
- Ability to use and adapt relevant educational materials to meet the individual needs of the students.
- Maintains student progress reports.
- Administers assessments and interprets evaluation data to improve student learning and process.

- Ability to apply counseling methods and techniques to improve student achievement.
- Ability to work cooperatively with staff.
- Initiates effective communication with parents, guardians and students regarding progress in a counseling program.

PERSONAL CONTACTS:

PURPOSE OF CONTACTS:

PHYSICAL REQUIREMENTS:

- Performance of classroom duties requires the incumbent to be physically able and actively involved in various learning activities.

WORK ENVIRONMENT:

- Most work is performed in a classroom setting; however, some activities will require the incumbent to accompany students to other locations, both on and off campus.

COMMUNICATION:

- Establish professional communication with supervisors, students, co-workers, parents, and community members and school-related others that promote positive public relations.

OTHER:

- Counsel, teach, prepare, evaluate, and modify program to meet the needs of assigned students.
- Recognize and understand the teaching/learning processes involving diverse learning of the students with different backgrounds, culture and language.

**POSITION DESCRIPTION
SCHOOL BUS DRIVER
CY-5703-02**

MISSION STATEMENT FOR THE BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, Indian Tribes and Alaska Natives. We will accomplish this through the delivery of quality services and maintaining government-to-government relationship within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS

The mission of the Bureau of Indian Affairs, Office of Indian Education programs, is to provide quality education opportunities from early childhood through life in accordance with the tribes' needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL

Students at San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural Pride and academic excellence are emphasized to help student achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

INTRODUCTION:

The employee of this position serves as a school bus driver in a BIA school. The direction and focus of duties will generate from the intent of the Commercial Driver's License (CDL) issued to the employee and from the supervision of the Principal or his designate as administered in the school.

MAJOR DUTIES:

- Adheres to the route and time schedule as set by the administration for the current school year.
- Provides proper passenger safety and conduct through use of safety rules and regulations.
- Inspects vehicles used on a daily basis and reports all concerns involving driving safety to the administration.
- Make reports on student count, mileage, and student conduct.
- Independently maintains discipline and control of the bus. Promotes student-centered discipline and counsels students as needed.
- Assists in supervising all students and provides supervision for the safety, health, and welfare of all students while on duty.

- Participates in professional development opportunities to keep license and certification valid.
- Maintains proper care of assigned supplies and equipment including inventoried amounts.

SUPERVISORY CONTROLS:

- The Principal provides general supervision and keeps employee informed of changes in policies and school program.
- The Principal or his designate set program assignments, and required attendance at called meetings.
- Formal and informal evaluation will take place on demonstrated knowledge and use safe vehicle operation; and vehicle operation that promote a safe positive environment.
- Independently performs assigned tasks consistent with school's instructional program
- Employee's performance is evaluated periodically by informal and formal observation, consultation, and review.

GUIDELINES:

- Comply with Central Office, Area, Agency School Policies and adopted school curriculum.
- Follows the chain of command: immediate supervisor, principal, superintendent, and school board.

COMPLEXITY:

SCOPE AND EFFECT:

- The teaching of students provides individual and group learning experiences, which contributes towards each child's progress in attaining their potential in a multi-cultural society.

KNOWLEDGE REQUIRED BY THE POSITION:

- Knowledge of current techniques and methods of safe bus operation
- Comprehensive knowledge of State Bus Safety requirements involving the Commercial Driver's License.
- Ability to work cooperatively with staff.
- Initiates effective communication with parents, guardians and students regarding bus schedules and bus behavior.

PERSONAL CONTACTS:

PHYSICAL DEMANDS:

- Performance of duties requires the employee to be physically able and actively involved completing work assignment.

WORK ENVIRONMENT:

- Most work is performed through operation of the school bus; however; collateral assignments will require the employee to perform duties on and off campus.

COMMUNICATION:

- Establish communication with supervisors, students, co-workers, parents, and community members and school-related others that promote positive public relations.

OTHER:

- Operates the motor vehicle assigned using operating safety standards to meet the needs of students.
- Completes assigned collateral duties.

**POSITION DESCRIPTION
SCHOOL COOK
CY-7404-02**

MISSION STATEMENT FOR THE BUREAU OF INDIAN AFFAIRS:

The Bureau of Indian Affairs mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, Indian tribes and Alaska Natives. We will accomplish this through the delivery of quality services; maintaining government-to-government relationship within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS:

The mission of the Bureau of Indian Affairs, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL:

The mission and purpose of the San Felipe Pueblo Elementary School is to fulfill and support the mission statements of the Bureau of Indian Affairs, the local School Board and the Adult-Teacher Organization which serves as guidelines for the school to meet the unique needs of our students.

It is the mission of San Felipe Pueblo Elementary School to provide educational experience and guide students in a manner that meets the needs of students while supporting their cultural heritage. Students will develop skills in:

- Basic literacy and communication
- Mathematical concepts, applications and computation
- Technology
- Critical thinking
- Interpersonal development
- Intrapersonal development
- Physical, social and emotional well-being

INTRODUCTION:

MAJOR DUTIES:

- Serves as a working supervisor with specific delegated supervisory duties that carry less than full foreman responsibilities. Supervises and assists in the preparation of food, serving of meals, preparation of snacks and sack lunches, and cleaning of the kitchen and dining facility.

SUPERVISORY CONTROLS:

- The employee works under the general supervision of the Principal who provides oral and written instructions concerning policies, performance criteria, priorities, procedures and assignments in the operation of the dining facility. Instructions received include instructions

related to menus to be followed and applicable recipes. The employee performs work assignments and supervisory responsibilities independently. Guidelines include menus, recipes, safety instructions, sanitary requirements, and other instructions furnished by the supervisor. Work is reviewed for compliance with instructions, accepted work practices and quality, flavor, and appearance of prepared food.

GUIDELINES:

- ❖ Comply with Central Office, Area, Agency, and School policies.
- ❖ Follow chain of command: Principal, Superintendent and School Board.

COMPLEXITY:

SCOPE AND EFFECT:

- ❖ The food service operation reflects a vital requirement to a quality school program entailing a variety of menu, healthy food consideration, and sanitary presentation.

KNOWLEDGE REQUIRED BY THE POSITION:

- ❖ Knowledge of current report requirements and student record contents for USDA and State of New Mexico reporting requirements.
- ❖ Comprehensive knowledge of menu and food preparation for reflected student numbers.
- ❖ Ability to interpret and adapt various food amounts for meeting required nutrition standards.
- ❖ Ability to work with staff and other personnel.
- ❖ Initiates effective communication with staff, students, parents, and other school personnel to create and upkeep quality cafeteria operations.

PERSONAL CONTACTS:

PURPOSE OF CONTACTS:

PHYSICAL DEMANDS:

- This job requires continuous standing, stooping and walking. Frequently lifts or moves objects weighing up to 30 pounds and occasionally object weighing 50 to 75 pounds.

WORK ENVIRONMENT:

- Works in an area that is often steamy, hot and noisy. Work involves exposure to steam, fumes, and odors from cooking and cleaning. Is exposed to the possibility of falls, burns, cuts, and bruises, and extreme changes in temperatures, from the kitchen area to walk-in coolers/freezers.

COMMUNICATION:

OTHER:

Work Performed:

Prepares in quantity some items for each meal, including use of new or complex recipes for the preparation of such items as poultry, fish, chops, steaks, hamburgers, fresh or frozen vegetables, sauces, gravies, and soups. Prepares prepackaged or canned goods, salads, desserts and instant mixes. Prepares menu items, which require extended preparation time or many steps or ingredients. Adjust recipes to provide number of servings needed, and plans and coordinates

steps required having menu items ready for serving at the same time. Determines whether raw materials are fresh and judges the final product by its color, consistency, temperature, odor and taste. Directs the work of cooks and food service workers who are assigned to perform a variety of tasks connected with the preparation of food items, instructs them, answers, questions, and assures that the work is being accomplished properly.

Assist when necessary in cleaning kitchen equipment, utensils, pots and pan's assist in unloading food supplies, in taking food inventories and in the preparation of orders and reports; assists in serving food.

1. Planning:

Plans shift duties and sequence of operations. Determines preparation time for meals based on menu and recipe requirements, work schedules, priorities, methods and policies established by the supervisor. Determines which assignments can be accomplished simultaneously and which must be delayed, the type of skills needed considering abilities of the subordinate employees and availability of food supplies and cleaning supplies, condition of kitchen equipment, etc., necessary to perform the work. Submits recommended needs for equipment replacement or repairs, and quantity of supplies needed. Confers with the supervisor, concerning; menu changes required because of low level of supplies, delays in deliveries, employees performance, etc.

2. Work Direction:

Assigns particular tasks or work to be performed to individual employees. Explains work requirements, methods and procedures. Instructs subordinates on difficult work operations, reviews work in progress making necessary adjustments and upon completion of assigned tasks checks for quality of the product or satisfactory accomplishment of the tasks.

3. Administration:

In cooperative effort with supervisor, or as assigned by supervisor, maintains required records and prepares necessary reports. Enforces regulations, rules of housekeeping, conduct, safety and good preparation practices.

**POSITION DESCRIPTION
SCHOOL KITCHEN HELPER
CY-7404-01**

MISSION STATEMENT FOR THE BUREAU OF INDIAN AFFAIRS

The Bureau of Indian Affairs mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, Indian Tribes and Alaskan Natives. We will accomplish this through the delivery of quality services and maintaining government- to-government relationship within the spirit of Indian Self-determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS

The mission of the Bureau of Indian Education, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL

Students of San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural pride and academic excellence are emphasized to help students achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

INTRODUCTION:

The incumbent of this position serves as a school kitchen helper in a BIA school. Direct supervision will come from the kitchen supervisor or delegated person in charge.

MAJOR DUTIES:

- Assists the school cooks by performing non-cooking and light cooking duties.
- Prepares the cafeteria for food service.
- Assists in the food serving line, and supervises student help when needed.
- Collects cafeteria trays, dishes, utensils and paperware in a sanitary and orderly manner after meal service for cleaning and/or disposal.
- Loads and operates the dishwasher for cleaning of serving ware and utensils.
- Maintains proper use and care of dishwasher, food disposal system, and other equipment to allow consistent and reliable use of the facility.
- Assists in supervising all students and provides supervision for the safety, health, and welfare of all students.
- Cleans and sanitizes the entire food service facility; as scheduled and on a timely basis.
- Maintains proper care of assigned supplies and equipment including inventoried amounts.

SUPERVISORY CONTROLS:

- The Principal, or a designate, provides general supervision and keeps incumbent informed of changes in policies and school program.
- Incumbent's performance is evaluated periodically by informal and formal classroom observation, consultation, and review.

GUIDELINES:

- Comply with Central Office, Area, Agency School Policies and school operating procedures.
- Follow the chain of command; immediate supervisor, principal, superintendent, and school board.

COMPLEXITY:

SCOPE AND EFFECT:

- The workday is scheduled within the elementary school day and work efforts will reflect conduct that may be modeled by the students.

KNOWLEDGE REQUIRED BY THE POSITION:

- Knowledge of current techniques and methods of safety related to assigned responsibilities.
- Ability to use and adapt to equipment and materials to complete assigned tasks.
- Maintains reports required by the supervisor.
- Creates work environment that allows quality effort and cooperation.
- Ability to apply methods and techniques to improve the workplace.
- Ability to work cooperatively with staff.
- Initiates effective communication with co-workers, staff, students and parents in a manner that promotes public relations.

PERSONAL CONTACTS:

PURPOSE OF CONTACTS:

PHYSICAL DEMANDS:

- Performance of the duties requires the incumbent to be physically able and actively involved to complete various tasks that requires physical labor.

WORK ENVIRONMENT:

- Most work is performed in a cafeteria setting; however, some activities will require the incumbent to accompany other staff to other locations, both on and off campus.

COMMUNICATION:

- Establish professional communication with supervisors, students, co-workers, parents, and community members and school-related others that promote positive public relations.

OTHER:

- Prepare work schedule and obtain materials to complete assignments.
- Recognize and understand the need to create and maintain a quality food service facility.

**POSITION DESCRIPTION
SCHOOL JANITOR
CY-3566-01**

MISSION STATEMENT FOR THE BUREAU OF INDIAN EDUCATION

The Bureau of Indian Education's mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians: both Indian tribes and Alaskan Natives. We will accomplish this through the delivery of quality services, maintaining government-to-government relationships within the spirit of Indian self-determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS:

The mission of the Office of Indian Education Programs is to provide quality education opportunities from early childhood through life in accordance with the Tribe's need for cultural and economic well being in keeping with the diversity of Indian Tribes and Alaskan Native villages distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family and Tribal or Alaska Native village contexts.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL:

Students at San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural pride and academic excellence are emphasized to help students achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

MAJOR DUTIES:

- Performs a full range of cleaning assignments, which includes cleaning offices, classrooms, storerooms, corridors, stairways, and other assigned areas. Sweeps, mops, scrubs, waxes and polishes floors, using an assortment of cleaning instruments including heavy duty cleaning and polishing equipment. Dusts, waxes and polishes furniture; empties wastebaskets; cleans and polishes doorknobs and other metal fixtures; vacuums and spot cleans rugs and carpets; washes and replaces venetian blinds, washes ceiling/light fixtures, changes light bulbs or florescent tubes using ladders and scaffold. Move heavy furniture, supplies and equipment.
- Maintains restrooms in a clean, orderly and sanitary condition. Sweeps scrubs and waxes floors. Cleans, disinfects and deodorizes lavatories, urinals, toilet bowls, and shower rooms. Cleans mirrors, sinks and water fountains. Replaces deodorizers, toilet tissue, hand towels and soap. Unclogs drains; report extensive plumbing problems to supervisor as necessary.
- Maintains, adjusts, cleans and oils machinery and equipment utilized; changes or replaces brushes rollers, buffers and other attachments as needed.
- Maintains a stock of frequent-use janitorial supplies and equipment. Prepares request for replenishment of supplies for supervisory approval. Notifies supervisor of equipment needs or replacement.

- May also be required to shovel snow, mow lawns and trim shrubs and hedges.

SUPERVISORY CONTROLS:

- This position performs under the general supervision of the Principal. The supervisor provides day-to-day work direction, which involves assignment of duty hours and work schedules. Assignments may involve specific instruction and as necessary, demonstration of techniques. The Principal will be responsible for approval of leave request, certification of time and attendance reports, establishment of performance standards, performance rating and as warranted will initiate disciplinary action. As vacancies occur, the Principal will be responsible for recruit and selection. Work performed will be checked for compliance with instructions, schedules, and established procedures.

GUIDELINES:

COMPLEXITY:

SCOPE AND EFFECT:

KNOWLEDGE REQUIRED BY THE POSITION:

- Skill and ability is required to read and follow work schedules assignments, cleanser/chemical preparation processes and instructions for proper use and control of light and heavy powered equipment. Must be skilled to clean, make adjustments and do minor maintenance on equipment used.

PERSONAL CONTACTS:

PURPOSE OF CONTACTS:

PHYSICAL DEMANDS:

- The employee will move and control heavy equipment; work from ladders and/or scaffolds; and will frequently move or lift objects weighing about 40 pounds and occasionally objects weighing over 50 pounds.

WORK ENVIRONMENT:

- Work is normally performed indoors; however some work may require working out of doors inclement weather. May be exposed to equipment vibration and to skin irritation of strong detergent or chemicals. Care and safety precautions are required while working on ladders, using powered equipment or with strong chemical cleaners, etc.

COMMUNICATION:

OTHER:

The employee receives specific instructions for new tasks; no judgment ability is required, as schedules are predetermined. Safe working habits are essential.

POSITION DESCRIPTION
INFORMATION TECHNOLOGY TECHNICIAN

CY-0335-02

BUREAU OF INDIAN EDUCATION MISSION: The Bureau of Indian Education's Mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians, both Indian tribes and Alaska Natives. We will accomplish this through the delivery of quality services, maintaining government-to-government relationships within the spirit of Indian Self-Determination.

MISSION STATEMENT FOR THE OFFICE OF INDIAN EDUCATION PROGRAMS: The mission of the Bureau of Indian Education, Office of Indian Education Programs, is to provide quality education opportunities from early childhood through life in accordance with the Tribes' needs for cultural and economic well being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and government entities. The Bureau shall manifest consideration of the whole person, taking into account the spiritual, mental, physical and cultural aspects of the person within family and Tribal or Alaska Native village context.

MISSION STATEMENT FOR SAN FELIPE PUEBLO ELEMENTARY SCHOOL: Students at San Felipe Pueblo Elementary School are the future of our community and the world. The school, with its focus on success in mainstream society, and the community with its emphasis in native traditions and cultural values, are joined in a cooperative educational effort. Cultural pride and academic excellence are emphasized to help students achieve their full potential. San Felipe Pueblo, as a sovereign nation, determines and dictates the native traditions and cultural values addressed in its school. To these ends, we will teach our students attributes and skills to become capable citizens within their own and the mainstream society.

INTRODUCTION: This position is located at San Felipe Pueblo Elementary/Middle School, which has an enrollment of 410 students in grades K-7. Clients of the position are students, staff, parents and community members of San Felipe Pueblo Elementary/Middle School.

MAJOR DUTIES:

- Performs a full range of technician support work involving application of basic problem solving methods, and knowledge of information technology related standardized processing rules, procedures, methods and operations.
- The technician at this level normally works independently with established instructions and guidelines.
- Monitors the operation of small networked systems; adding network users, updating passwords, assisting users on installed common software programs; running scheduled backups and troubleshooting minor problems.

- Performs installation of computers, printers, cabling and networking; and/or satellite systems in accordance with technical instructions by managers and specialists.

FACTORS:

- Ability to coordinate and/or provide, within the scope of the Technology Curriculum/Program effective professional development activities and practices.
- Individual employed should have relevant training in network operating systems and management information systems.
- Individual employed should have evidence of positive leadership and interpersonal skills.
- Individual employed will be responsible for the development, submission and monitoring the E-rate.
- Individual employed will assist the Principal and staff by seeking and applying for educational grants to support our program.
- Update school technology plan annually.

SUPERVISORY CONTROLS: The incumbent works with the Principal, who makes broad work assignments based on the objectives in the Technology Curriculum/Program and provide general professional and administrative guidance and direction. Based on these general directions, the incumbent independently plans and carries out the work assignments, according to accepted educational practices. Work is reviewed through conferences, analysis of progress reports and evaluation for effectiveness and adherence to project objectives.

GUIDELINES: Guidelines include Area/Agency School directives, established BIA/OIEP procedures. The incumbent must exercise judgment while making adaptations where necessary to accommodate unusual situations.

PERSONAL CONTACT: The incumbent will be in contact chiefly with assigned supervisor.

PHYSICAL REQUIREMENTS: Good distant vision in one eye and ability to read without strain printed material the size of typewritten characters are required, glasses permitted. Ability to hear the conversational voice, with or without a hearing aid, is required. In most instances, an amputation of arm, hand, leg or foot will not disqualify an applicant for appointment, although it may be necessary that this condition be compensated by use of satisfactory prosthesis as the incumbents required to be able to use a computer keyboard. In addition, the incumbent must possess mental and emotional stability. Incumbent is required to hold a valid state driver's license.

WORK ENVIRONMENT: The work is performed in school during the day and, as needed, during the evening.

P.O. Box 4339
San Felipe Pueblo, NM 87001



Phone: (505) 867-3381/3382
FAX: (505) 867-3383

November 26, 2012

Office of the Governor

VIA FACSIMILE (505) 563-3078 and EMAIL

Bureau of Indian Education
Division of Performance and Accountability
Attn: Jack Edmo, Jr., 21st CCLC Coordinator
1011 Indian School Road NW Suite 332
Albuquerque, NM 87104

Re: **21 Century Community Learning Center Grant – Letter of Support**

Dear Mr. Edmo,

San Felipe Pueblo Elementary School is applying for the 21st Century Grant to provide afterschool and summer tutoring and enrichment programs for the benefit of our students. The San Felipe Pueblo Tribal Administration is providing this letter of support for the continuation of the 21st Century Program at San Felipe Pueblo Elementary School. We are very much aware of the learning opportunities which are made possible through this grant and we encourage and support efforts to provide our students the quality education they deserve through additional assistance which is paramount to their development.

The San Felipe Pueblo Tribal Government continues to support the school and its endeavors to address educational activities after school and during the summer months. Should you need further information regarding this letter, please contact us at (505)867-3381.

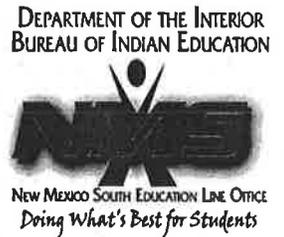
Respectfully,


Anthony Ortiz
Governor, Pueblo of San Felipe

Cc:
Maxine Ortiz-Abeyta, Principal
San Felipe Pueblo Elementary School
file



United States Department of the Interior
Bureau of Indian Education
New Mexico South Education Line Office
1001 Indian School Road, N.W. Ste 149
Albuquerque, New Mexico 87104
PH: 505.563.3692 FAX: 505.563.3078



November 26, 2012



Bureau of Indian Education
Division of Performance and Accountability
Attn: Jack Edmo, Jr., 21st CCLC Coordinator
1011 Indian School Road NW, Suite 332
Albuquerque, NM 87104

Letter of Support

Dear Mr. Edmo,

Please accept this letter as my office's acknowledgment that San Felipe Pueblo Elementary School has applied for the 21st Century Community Learning Center grant, and that New Mexico South supports the activities, goals and objectives described in the school's application.

Respectfully,

Mr. Casey L. Sovo
Education Program Administrator

November 26, 2012

Mr. Jack Edmo, Education Specialist
21st Century Grant Program
Bureau of Indian Education
Albuquerque, NM 87125

Dear Mr. Edmo:

The San Felipe Pueblo Elementary School Board whole-heartedly supports the submission of the 21st Century Grant application for the benefit of the students at the San Felipe Elementary School (SFES). As a School Board we are intimately aware of the needs of the school and understand that the funds received for this grant will greatly enhance the mission of San Felipe Elementary School to provide the very best educational opportunities for all students attending the school. The funding will assist in reaching struggling students who need the extra support to find success in the academic rigor by being immersed in meaningful and thought provoking artistic activities after-school and during the Summer months. This process will make learning fun and hopefully instill in today's young students a passion to become life-long learners.

The School Board will look forward to hearing a positive outcome of the grant application. Please do not hesitate to reach us if there are any more questions regarding this letter.

Sincerely yours,



Bruce D. Garcia
Chairman
SFES School Board



Katishtya School Clinic

January 17, 2013

RE: Century 21 Grant

To whom it may Concern:

The Katishtya School Clinic is a school-linked health center (SLHC) located on the campus of the San Felipe Elementary School. The school clinic is sponsored by the Pueblo of San Felipe Health and Wellness Department. School Administration and Health and Wellness Administration are in the process of creating an MOU.

The clinic and school work together to serve students for their primary care, dental care, behavioral health counseling and health education needs.

A few of the projects we have worked on include Anti-bullying, obesity and diabetes prevention and reproductive health.

We look forward to continuing our partnership with the school in providing the best possible care to the students.

Sincerely,

A handwritten signature in black ink, appearing to read "Jodi D'Avignon".

Jodi D'Avignon RN

School Health Program Coordinator



SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21st CENTURY COMMUNITY LEARNING CENTER

Data Regarding the Need for Before and After School Programming

Student Achievement

Annual Report Card SY 2010 – 2011

San Felipe Pueblo Elementary School, San Felipe Pueblo, NM

2010 – 2011

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	269	100.00%	71.00%	27.88%	1.12%	29.00%
Males	145	100.00%	74.48%	24.83%	0.69%	25.52%
Females	124	100.00%	66.94%	31.45%	1.61%	33.06%
Race and Ethnicity						
Native American	269	100.00%	71.00%	27.88%	1.12%	29.00%
Other Groups						
IEP	35	100.00%	94.29%	5.71%	0.00%	5.71%
Limited English Proficient	90	100.00%	84.44%	15.56%	0.00%	15.56%

Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	269	100.00%	71.00%	27.88%	1.12%	29.00%
2009-2010	275	99.27%	68.86%	27.84%	3.30%	31.14%

Annual Report Card SY 2010 – 2011

San Felipe Pueblo Elementary School, San Felipe Pueblo, NM

2010 – 2011

Math						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	273	100.00%	83.52%	15.02%	1.47%	16.48%
Males	149	100.00%	85.23%	13.42%	1.34%	14.77%
Females	124	100.00%	81.45%	16.94%	1.61%	18.55%
Race and Ethnicity						
Native American	273	100.00%	83.52%	15.02%	1.47%	16.48%
Other Groups						
IEP	39	100.00%	94.87%	5.13%	0.00%	5.13%
Limited English Proficient	90	100.00%	92.22%	7.78%	0.00%	7.78%

Two Year Trend in Math:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	273	100.00%	83.52%	15.02%	1.47%	16.48%
2009-2010	275	99.27%	78.75%	19.41%	1.83%	21.25%



SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21st CENTURY COMMUNITY LEARNING CENTER

Data Regarding the Need for Before and After School Programming
Annual Report Card SY 2009 - 2010
San Felipe Pueblo Elementary School, San Felipe Pueblo, NM
2009 - 2010

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	275	99.27%	68.86%	27.84%	3.30%	31.14%
Males	158	98.73%	71.15%	26.28%	2.56%	28.85%
Females	117	100.00%	65.81%	29.91%	4.27%	34.19%
Race and Ethnicity						
Native American	275	99.27%	68.86%	27.84%	3.30%	31.14%
Other Groups						
IEP	45	97.78%	97.73%	0.00%	2.27%	2.27%
Limited English Proficient	217	99.08%	68.37%	29.77%	1.86%	31.63%

Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2009-2010	275	99.27%	68.86%	27.84%	3.30%	31.14%
2008-2009	239	98.74%	79.24%	20.76%	0.00%	20.76%

Annual Report Card SY 2010 - 2011
San Felipe Pueblo Elementary School, San Felipe Pueblo, NM
2009-2010

Math						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	275	99.27%	78.75%	19.41%	1.47%	21.25%
Males	158	98.73%	83.33%	14.74%	1.34%	16.67%
Females	117	100.00%	72.65%	25.64%	1.61%	27.35%
Race and Ethnicity						
Native American	275	99.27%	78.75%	19.41%	1.47%	21.25%
Other Groups						
IEP	45	97.78%	100.00%	0.00%	0.00%	0.00%
Limited English Proficient	217	99.08%	80.93%	17.61%	1.40%	19.07%

Two Year Trend in Math:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2009-2010	275	99.27%	78.75%	19.41%	1.83%	21.25%
2008-2009	241	98.34%	86.92%	12.24%	0.84%	13.08%



SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21st CENTURY COMMUNITY LEARNING CENTER

**Data Regarding the Need for Before and After School Programming
Student Growth**

The following NWEA Student Growth data chart summarizes the annual growth of our student population from Fall 2011 to Spring 2012 in the area of reading:

Student Growth Summary - Fall 2011 to Spring 2012

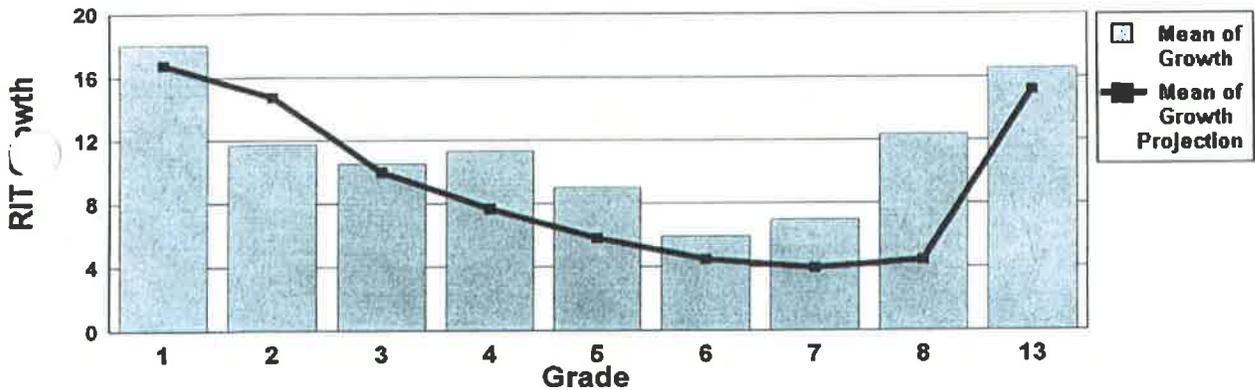
District: San Felipe Pueblo Elementary School (BIE)

* (Small Group Summary Display is ON)

Grade (Spring 2012)	Count	Fall 2011		Spring 2012		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 1	44	166.4	8.4	174.5	9.1	18.1	7.5	1.1	16.8	1.3	107.6	25	56.8
Grade 2	48	168.3	14.4	180.0	12.3	11.7	8.3	1.2	14.7	-3.0	79.7	17	35.4
Grade 3	47	184.1	12.4	194.7	10.9	10.6	9.0	1.3	10.0	0.6	134.1	22	59.5
Grade 4	44	188.1	14.0	199.5	10.4	11.4	9.5	1.4	7.6	3.7	148.2	30	68.2
Grade 5	48	195.5	16.1	204.5	12.0	9.0	12.1	1.7	5.8	3.2	155.4	27	56.3
Grade 6	60	200.5	13.8	206.4	14.5	5.9	8.0	1.0	4.5	1.5	132.5	40	66.7
Grade 7	25	203.3	15.7	210.2	13.7	6.9	10.9	2.2	3.9	3.0	177.6	16	60.0
Grade 8	14	200.0	18.0	212.4	6.9	12.4	18.5	4.9	4.4	7.9	279.0	10	71.4
Grade 13	47	141.4	7.6	157.9	9.1	16.5	8.1	1.2	16.2	1.4	109.0	29	61.7

Reading

59.5





SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21st CENTURY COMMUNITY LEARNING CENTER

**Data Regarding the Need for Before and After School Programming
Student Growth**

The following NWEA Student Growth data chart summarizes the annual growth of our student population from Fall 2011 to Spring 2012 in the area of mathematics:

Student Growth Summary - Fall 2011 to Spring 2012

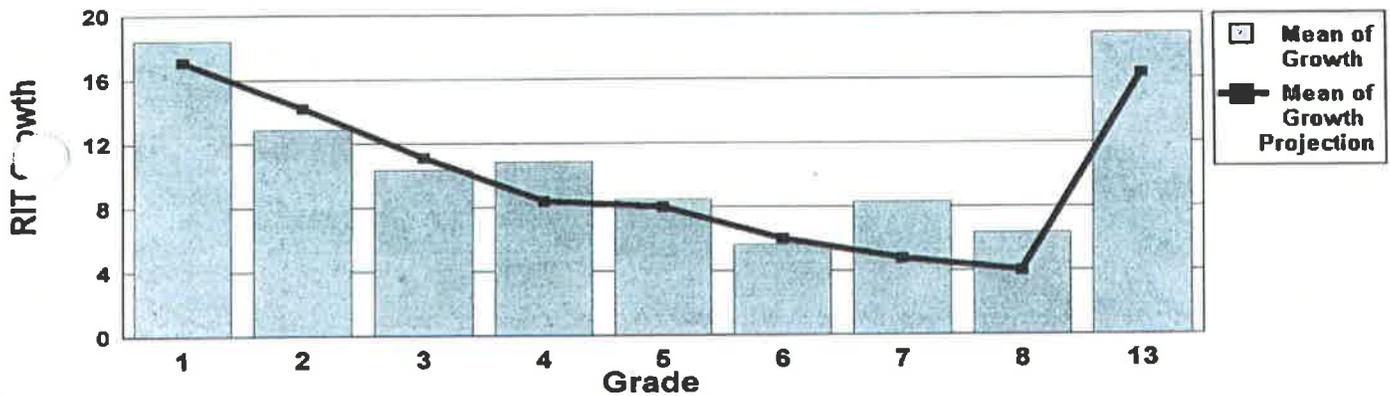
District: San Felipe Pueblo Elementary School (BIE)

* (Small Group Summary Display is ON)

Mathematics		Fall 2011		Spring 2012		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
Grade (Spring 2012)	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 1	44	156.0	6.9	174.4	7.7	18.4	5.9	0.9	17.1	1.3	107.8	27	61.4
Grade 2	48	169.8	8.5	182.6	10.7	12.8	7.2	1.0	14.2	-1.3	90.7	21	43.8
Grade 3	47	184.1	6.4	194.5	8.9	10.4	5.4	0.8	11.1	-0.7	118.5	20	54.1
Grade 4	44	191.7	14.8	202.5	12.0	10.8	8.4	1.3	8.4	2.5	129.9	27	61.4
Grade 5	48	201.8	13.2	210.3	15.4	8.5	7.3	1.1	8.0	0.5	106.0	28	58.3
Grade 6	59	209.5	12.4	215.1	13.5	5.6	7.1	0.9	6.0	-0.4	93.8	32	54.2
Grade 7	26	210.4	16.8	218.7	14.7	8.3	8.4	1.7	4.8	3.5	174.2	21	80.8
Grade 8	14	214.9	11.2	221.2	10.5	6.3	8.1	2.2	4.0	2.4	158.9	9	64.3
Grade 13	47	140.8	7.1	159.6	8.9	18.8	8.0	1.2	16.3	2.5	115.4	31	66.0

66.5%

Mathematics





SAN FELIPE PUEBLO ELEMENTARY SCHOOL
21st CENTURY COMMUNITY LEARNING CENTER

**Data Regarding the Need for Before and After School Programming
Student Growth**

The following NWEA Student Growth data chart summarizes the annual growth of our student population from Fall 2011 to Spring 2012 in the area of language usage:

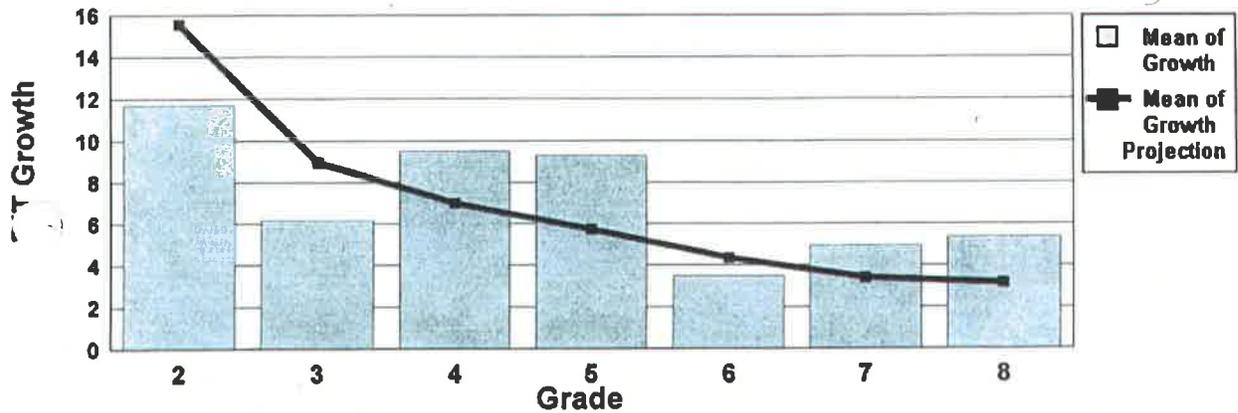
Student Growth Summary - Fall 2011 to Spring 2012

District: San Felipe Pueblo Elementary School (BIE)

* (Small Group Summary Display is ON)

Language Usage	Count	Fall 2011		Spring 2012		Growth			Mean ** Growth Projection	Growth Index	Percent of Projection	Count Meeting Growth Projection	Percent Meeting Growth Projection
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Sampling Error					
Grade 2	48	169.4	12.9	181.1	14.6	11.7	9.4	1.4	15.6	-3.9	75.1	16	33.3 ✓
Grade 3	47	192.9	11.2	199.1	10.1	6.2	8.6	1.3	8.9	-2.8	87.6	12	32.4 ✓
Grade 4	44	192.4	17.1	201.9	11.7	9.5	13.7	2.1	7.0	2.5	136.2	25	56.8 ✓
Grade 5	48	198.5	15.6	207.8	12.3	9.3	9.3	1.3	5.7	3.6	162.5	35	72.9
Grade 6	60	205.8	14.8	209.2	13.6	3.4	8.2	1.1	4.4	-0.9	80.1	29	48.3 ✓
Grade 7	26	205.7	13.8	210.7	11.6	5.0	9.6	1.9	3.4	1.6	146.6	16	61.5
Grade 8	14	209.6	7.8	214.9	6.4	5.3	6.9	1.8	3.1	2.2	170.5	8	67.1 ✓

Language Usage





**United States Department of the Interior
Bureau of Indian Education
New Mexico South Education Line Office**

1001 Indian School Road, N.W. Ste 149
Albuquerque, New Mexico 87104
PH: 505.563.3692 FAX: 505.563.3078

DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN EDUCATION



January 16, 2013

Bureau of Indian Education
Division of Performance and Accountability
Attn: Jack Edmo, Jr., 21st CCLC Coordinator
1011 Indian School Road NW, Suite 332
Albuquerque, NM 87104

Mr. Edmo,

Please accept this letter as my office's official *Letter of Support* for any New Mexico South school choosing to apply for the 21st Century Community Learning Center grant. As the Education Program Administrator for 5 BIE-Operated and 4 Tribally Controlled Grant Schools in the region, I will ensure that we work to support and encourage the proposed 21st CCLC activities of the following schools:

1. Isleta Elementary School
2. Jemez Day School
3. Laguna Elementary School
4. Laguna Middle School
5. Mescalero Apache School
6. Pine Hill Schools
7. San Felipe Pueblo Elementary School
8. Sky City Community School
9. T'siya Day School

If you have any questions, then please contact me by phone at 505-382-2651 or by email at casey.sovo@bie.edu.

Thank you,

Mr. Casey L. Sovo
Education Program Administrator

Cc: NMS School Principals